

Boys Ranch High School Campus Improvement Plan 2016-2017



Board Approved 6-16-2015

**Boys Ranch High School
2016-2017 Campus Improvement Plan**



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Mission Statement

Boys Ranch Independent School District offers every student the opportunity to belong to a school community built on mutual respect, unconditional acceptance, and academic excellence.

Vision Statement

Boys Ranch Independent School District will maintain a positive, diverse, and supportive environment in which students learn to recognize their own talents and strengths and develop self-discipline to be successful in their future and live with integrity.



**Boys Ranch High School
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Committee Membership

Classroom Teachers

Joel Curtis - Math
Amber Ladd - ELA
Courtney Jones - Science
Taylor Rankin – Social Studies
Andrew Kasper – Fine Arts
Bob Hopkins – SPED
Ally Schiederjan - CTE
Brian Griffitt - Coach
Talle Cummings - Counselor

Community

Mike Wilhelm

Chairperson

Mark Kellogg

Ex-Officio

Shawn Read

District Representative

Kaylia Thomas

Parent

Casey Robinson

Business

Jeri Randall



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Narrative of Philosophy and Needs Assessment

School Improvement in Boys Ranch Independent School District continues to focus on the school as a teaching-learning system. The belief that a collaborative inquiry process should guide our focus on standards and aligning the instructional process on achieving those standards for every student provides the foundation for our improvement process.

Standards-based education includes agreed upon, high-levels of expectation and performance. These standards provide clear direction, free teacher time to focus on instruction, validate professionalism, and allow for clear accountability.

The collaborative inquiry process involves an eight-step process. These eight steps include:

1. Build shared responsibility and commitment to student learning, vision, and standards.
2. Collect and analyze student data.
3. Identify a learner-centered problem.
4. Set measurable student learning goals.
5. Understand the problem identified within your teaching-learning system.
6. Develop systematic action plans.
7. Take action.
8. Monitor results.

The challenge for the educators in the Boys Ranch Independent School District is to:

- Study and understand program strengths and weaknesses;
- Accept responsibility for student performance;
- Accept responsibility for solving problems;
- Work together across school boundaries; and
- Share success with everyone.

With quality planning, the district will meet these challenges and Boys Ranch Independent School District will ensure that each student entrusted to us receives an education that enables them to reach their highest potential. BRISD expects students in the Boys Ranch Independent School District to be challenged, successful, and well equipped when they graduate or leave the system to pursue whatever they choose with confidence and the knowledge and skills to be successful.



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The process for determining the needs of the Boys Ranch High School began by reviewing the focused areas listed below. The committee reviewed and assessed the 2014-2015 district improvement plan and determined the progress of each objective and strategy.

A review of data included STAAR results, Adequate Yearly Progress results, PBMAS results, PEIMS data, and Discipline records along with small group processes. After analysis of the data and a review of the 2014-2015 progress the committee added, revised, or deleted district objectives, strategies, and activities.

Focused Areas:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff quality, recruitment and retention
- Curriculum, instruction and assessment
- Family and community involvement
- School Organization
- Technology

The campus improvement plan consists of the strategies determined to accomplish the adopted school board objectives, along with the ongoing objectives and strategies still in effect based on the data analysis of student achievement and school success.



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STAAR EOC
Campus Results

Subject	2012-2013	2013-2014	2014-2015	
U.S. History	NA	83%	100%	
ELA Writing	53%	48%	ELA I 50%	
ELA Reading	64%	78%	ELA II 57.1%	
Algebra I	73%	77%	70.5%	
Biology	89%	87%	93.3%	
Completion Rate 9-12	92.9	92.6%		
Annual Dropout Rate 7-8	4.8%	.04%		

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**Boys Ranch High School Goals and Objectives
2016-2017**

Goal #1: ***All BRHS Students will learn and succeed at high academic levels as required by the TEKS.***

Goal #2: ***All BRHS students will be prepared for Post-Secondary College or Career Opportunities***

Goal #3: ***BRHS will provide a safe, healthy, orderly environment as a means to support the physical and emotional safety of all students.***



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Goal #1: “All BRHS Students will learn and succeed at high academic levels as required by the TEKS.”

Performance Objective # 1: BRHS will implement a rigorous curricula and assessments aligned with the district and state standards.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Provide on-going training and support to monitor multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.	199 Title I R16 contract	Principal, Associate Principal Internal and external(R16) instructional coaches	Training materials, faculty meetings, cluster meetings, principal reports. Data meetings bringing multiple forms of student data/work to make informed decisions.	Improvement in lesson plan development. Walkthrough data, teacher evaluations, student progress reports. STAAR results.				
Analysis of student data will connect to specific instructional strategies.		Instructional coaches	Teachers will use results to reflect on teacher instructional practices and behaviors in relation to student success.	More opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social emotional success as measured by multiple student progress reports.				
Instructional leaders will develop high quality instructional practices among teachers that improve student performance.	199 Title I	Principals, Instructional coaches, Classroom teachers	Documents indicating a campus system for monitoring the implementation and effective use of research-based instructional strategies in every classroom.	Staff will become knowledgeable of the research of effective instruction and the impact on student achievement as evidenced by teacher evaluation data.				

** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue



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Performance Objective #2: BRHS will insure high levels of learning, social-emotional development and achievement for all students through knowledge of students and proven practices.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
All lessons will connect to student's prior knowledge, life experiences, interests and future learning expectations, across the content areas.	199 Title I	Instructional Coach Classroom Teachers	Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.	Student achievement gains in the classroom as measured by formative assessments, grades, behavior reports (LLR data).				
BRHS teachers will design clear, well-organized, sequential lessons that reflect best practice, align w/standards and are appropriate for diverse learners.	199	Classroom teachers	Teacher lesson plans and the teachers' common classroom practices.	Student achievement gains in the classroom as measured by formative assessments, grades, behavior reports (LLR data).				
BRHS will implement a systemic evaluation and supervision program that includes performance pay.	199	District Leadership Team	Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.	Staff will become knowledgeable of the research of effective instruction as evidenced by teacher evaluation data.				
Strengthen homework practices district-wide.	199	Campus Leadership Team Classroom Teachers	Develop homework guidelines based on the purpose of homework.	Increase the quality and frequency of students completing and turning in their homework on time.				



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Performance Objective #3: BRHS will insure that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Implement and strengthen RtI structures and supports on all campuses	199	Principals	RtI reports and progress monitoring	Student progress reports of grades, formative and summative assessments showing increased achievement levels.				
Develop relationships with BR community so as to develop good will and trust in the schools ability to close achievement gaps.	199 Title I	All Staff	Conversations between BRISD and BR Staff. Positive teaming meetings.	An understanding of the importance of a shared understanding of equity within the school community as measured by staff climate survey.				
Utilize campus leadership teams to identify and secure additional resources necessary to eliminate achievement gap among student groups.	199 Title I	Principals Instructional Coach	Analysis of relevant data and alignment of appropriate resources with school improvement priorities to maximize achievement growth for all students.	Differences in student achievement among student groups are not significant. Data comparisons each six weeks.				
All BRISD teachers will complete 30 hour gifted and talented training online.	199 Title I Reg. 16 SD Contract	Classroom Teachers	All teachers assigned gifted and talented students have the required GT hours	All GT students will perform at the STAAR Level III.				
Implement and strengthen special education inclusion support	199 IDEA B	Principals Special Education Teachers	Development of district-wide practices and procedures which target student disabilities	Student Achievement, SE progress reports, closing the achievement gap.				



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Performance Objective #4: BRHS will implement creative schedules that support teacher collaboration with instructional planning and student progress reporting and analysis.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning collaboration among staff.	199	District Leadership Team	Analysis of instructional implementation data that provides staff with on-going opportunities to master the use of effective instructional strategies.	Increase in teacher and student engagement as evidenced by walk-through data and teacher evaluation data that improve student performance.				
Utilize instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.	199	Principals, Instructional Coaches, Director of 21 st Century Learning	Monthly teacher staff development logs Campus Staff Development Plans	Staff understands and articulates the adopted instructional model and is knowledgeable of the research of effective instruction and the impact on student achievement.				
BRHS will develop teachers by giving individual feedback and aligned professional development opportunities.	199	Principals	Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.	Staff will become knowledgeable of the research of effective instruction as evidenced by teacher evaluation data.				



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Goal #2: “All BRHS students will be prepared for Post-Secondary College or Career Opportunities.”

Performance Objective # 1: BRHS will increase the number of students meeting the college readiness standards.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Increase ACT composite score of 23 (19 minimum in reading and math)	High School Campus Allotment	Principals, Instructional Coaches	TSI and ACT preparation program enrollment. Collaboration w/ Amarillo College to offer Dual Credit courses and TSI Prep.	All Seniors will be prepared for Post-Secondary college or Career Opportunities as measured by college readiness criteria.	Nov	Jan	Mar	June
Recruit Teachers with content and CTE Certifications	High School Campus	Principal	Increase number of teachers with CTE certifications (dual Certifications)	CTE Course offerings are aligned to needs assessment.	Nov	Jan	Mar	June
Increase EOC passing levels to meet Level III in English 3 and Algebra 2.	High School Campus	Principals, Instructional Coaches, Classroom Teachers	Increase number of Dual Credit offerings in CTE.	CTE course offerings are aligned to needs assessment.	Nov	Jan	Mar	June
Generate college-prep classes for students not passing TSI college entrance exam.	High School Campus	Principal, Counselors	Enrollment in college prep class of students not meeting TSI standard.	All Seniors ready to enter college as measured by the TSI college entrance exam.	Nov	Jan	Mar	June
					Nov	Jan	Mar	June



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Goal #2: “All BRHS students will be prepared for Post-Secondary College or Career Opportunities.”

Performance Objective #2: BRHS Career and Technology Education department will increase student enrollment and expand courses, programs, and facilities.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Establish four-year graduation plans that chart student career pathways and graduation endorsements.	Local, Carl Perkins	Principal, Counselors, CTE Coordinator	Accessibility of 4-year graduation plans that can easily be updated and monitored.	100% of seniors meet graduation criteria aligned to a four-year plan.	Nov	Jan	Mar	June
Add career and technology programs that lead toward certification and licensures aligned with industry recognized standards	Local, Carl Perkins	Principal, Counselors, CTE Coordinator	Enrollment of courses that offer certifications and licensures.	Students pursue post-secondary opportunities aligned to obtained technical skills assessments. (certifications)	Nov	Jan	Mar	June
Collaborate and coordinate with the community for human and natural resources to expand career and technology programs.	Local, Carl Perkins	Principal, Counselors, CTE Coordinator	Scheduled planning. Master Schedule displaying new CTE Programs. Student enrollment into programs.	Students pursue post-secondary opportunities aligned to obtained technical skills assessments. (certifications)				
Recruit and retain certified CTE instructors for career pathway courses.	Local, Carl Perkins	Principal, Counselors, CTE Coordinator	Increase number of teachers with CTE certifications aligned to new CTE courses.	CTE course offerings aligned to needs assessment and student surveys.				



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Goal #3: *“BRHS will provide a Safe, Healthy, and Orderly Environment as a means to support the physical and emotional safety of all students.”*

Performance Objective #1: BRHS will reduce percentages of students assigned to alternative placements (ISS, DAEP, and OSS) to maximize classroom learning for all students.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Work with BR Adventure staff to coordinate after school programs that focus on building a positive school culture.	199	Principals Behavior Resource Officers (BR Staff)	A reduction in alternative discipline placements that meet state requirements	Increase learning time. Reduction in classroom behaviors that interfere with learning through increased social/emotional support.	Nov	Jan	Mar	June
Coordinate with the community/BR training staff to strengthen Blakemore’s capacity to meet the emotional needs of all students.	199	Administration an Principals Behavior Resource Officers (BR Staff)	A reduction in alternative discipline placements that meet state requirements	Increase learning time. Achievement gains as measured by state/local assessments. Formative assessments.	Nov	Jan	Mar	June
Use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	199	Principals Behavior Resource Officers Classroom teachers.	Documented use of discipline techniques in office referrals and LLR teacher descriptions of techniques used in the classroom.	Increase learning time. Achievement gains as measured by state/local assessments. Formative assessments.	Nov	Jan	Mar	June



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Goal #3: “BRHS will provide a Safe, Healthy, and Orderly Environment as a means to support the physical and emotional safety of all students.”

Performance Objective #2: BRHS will provide health and safety programs for staff and students as a method of prevention and intervention.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Provide counseling programs that target current trends along with identified prevention programs	199	Behavior Resource Officers Counselors	A reduction in alternative discipline placements that meet state requirements	Increase learning time. Achievement gains as measured by state/local assessments. Formative assessments.	Nov	Jan	Mar	June
Coordinate with community security to host campus security drills and safety scenarios	199	Principal, Superintendent Assistant Superintendent	Scheduled meetings between BRISD/BR principals and security staff	Emergency preparation plan practiced a minimum of twice a year.	Nov	Jan	Mar	June
BRHS will conduct exercises other than drills to prepare staff and students for responding to an emergency.	199	Superintendent Assistant Superintendent Principals		Emergency preparation plan practiced a minimum of twice a year.	Nov	Jan	Mar	June
BRHS will conduct healthy eating and nutrition programs to staff and students.	199	Assistant Superintendent	Written Health and Nutrition Plan/Program. Documentation of staff/student participation	Decrease in teacher absences. Increase of student activity as measured by Fitness Gram.	Nov	Jan	Mar	June



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Foster Care Addendum:

Boys Ranch ISD is a special purpose district that serves the residents of Cal Farley's Boys Ranch and employed staff's children if they live on the ranch or a transfer waiver is filed with the Superintendent's Office. If a foster care child is moved out of placement at Cal Farley Boys Ranch; staying enrolled in the district would not be an option because they no longer meet the qualification to be enrolled at this special purpose district.