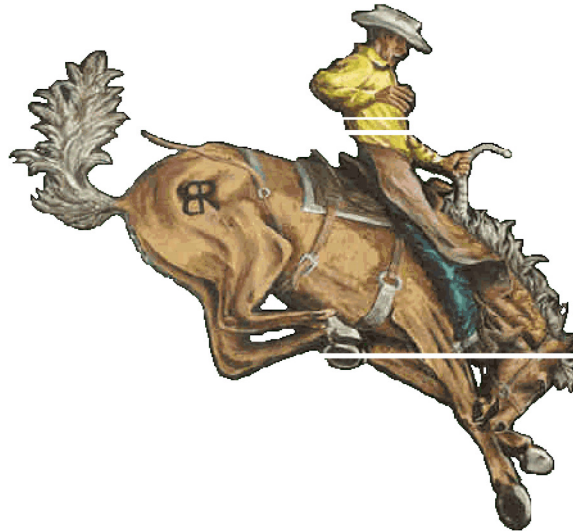




Boys Ranch Independent School District Improvement Plan 2015-2017



Board Approved 4-21-2015

Mission Statement

**Boys Ranch Independent School District
2015-2017 District Improvement Plan**



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 selfdiscipline to be successful in their future and live with integrity.

Committee Membership

Classroom Teachers

Cynthia Moss
Susan Weiland
Wesley Brown
Sarah James
Deanne Moore
Amber Ladd
Jamie Greene
Ali Tiemann

Mimi Farley
Mimi Farley
Blakemore
Blakemore
Blakemore
BRHS
BRHS
STARR

Community

Jim Taylor
Michelle Maikoetter
Jeri Randall

Chairperson

Vita Sotelo

Ex-Officio

Paul Jones
Kenneth Brown

**Boys Ranch Independent School District
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Non-Teaching Professional

Kaylia Thomas District
Melissa Layman Campus Level

Michelle Ellis
Shelly Allen
Mark Kellogg
Allison Hamby

Parent

Donna Goss
Ginger Evans

Business

Robert Marshall
John Hazle
Keely Miller

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. With the onset of the Texas new teacher evaluation system, Texas Teachers Evaluation and Support System (T-TESS), and the new state Principal's evaluation rubric, Texas Principal Evaluation System, T-PES the district is aligning the improvement process to the T-TESS described research-based instructional practices and common language as further support and guidance toward improved district-wide practices.

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.

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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.

BRISD Board of Trustees District Goals Adopted 11-19-2013

Boys Ranch Independent School District 2015-2017 District Improvement Plan



- ✚ BRISD will build positive relationships and collaborate to maintain a community that fosters emotional and physical security.
- ✚ All BRISD programs will strive to inspire in each student the vision and grit to attain state levels of achievement.
- ✚ BRISD will enhance and expand opportunities for students to explore and prepare for postsecondary college and careers.

Comprehensive Needs Assessment

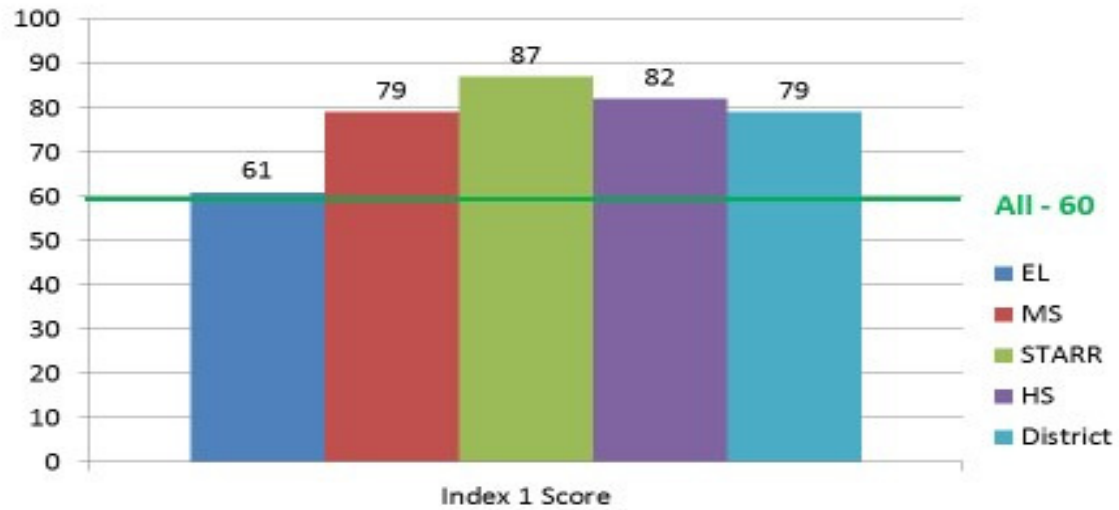
The district undergoes a continues practice of assessing the needs of the district throughout the year. Various forms of accountability are in place at the federal, state, and local level. An on-going analysis of student performance contributes to the success of the district and the high academic achievement of students.

Texas Education Agency 2015 Accountability Summary (Not Rated/Residential Facility Status)

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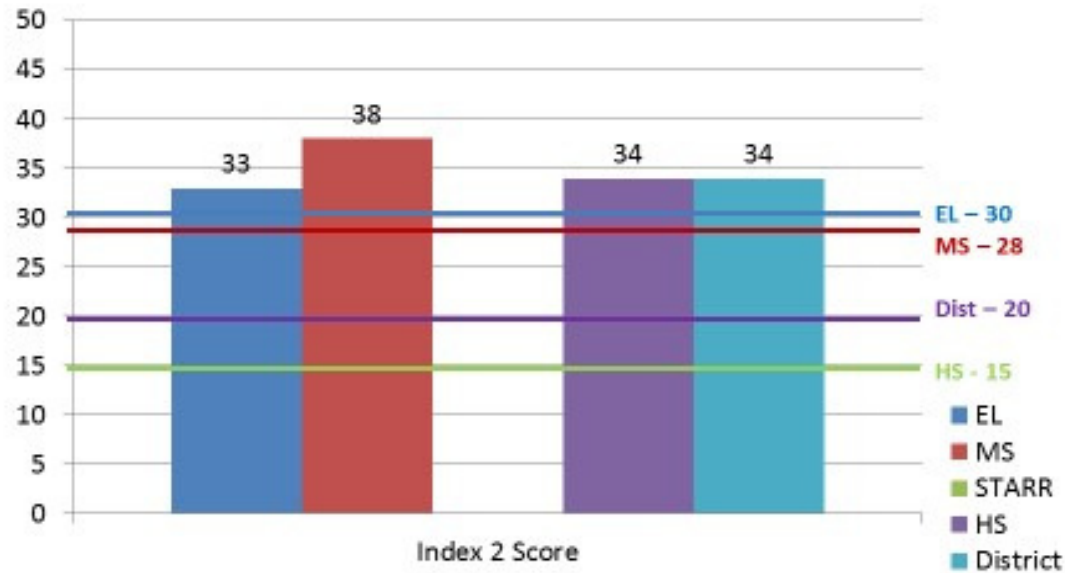
Index 1 Performance



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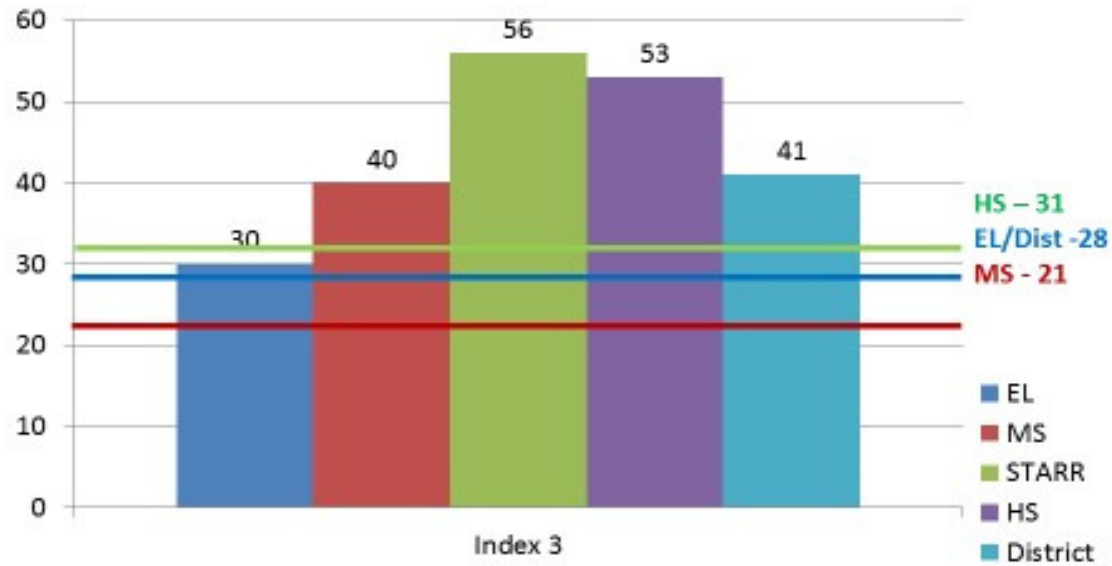
Index 2 Performance



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Index 3 Performance

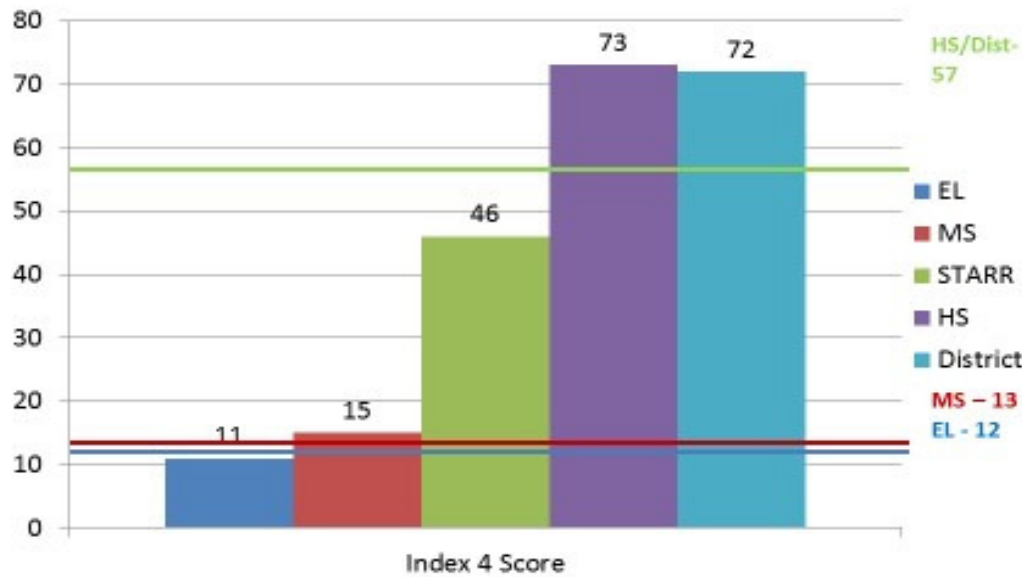


** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue

**Boys Ranch Independent School District
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Index 4 Performance



2015 STAAR/EOC Results

Subject/Course	District	High School	Blakemore	Mimi Farley	STARR
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** Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinue

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All Subjects	79	82	79	61	87
Reading	76	70	87	81	88
Mathematics	75	87	-	-	0
Writing	43	-	53	17	-
Science	89	94	88	50	100
Social Studies	87	100	70	-	100

2015 State System Safeguards – Status Report

Performance Status	Target	District
Reading	60	Y (76)
Mathematics	60	Y (75)
Writing	60	N (43)
Science	60	Y (89)
Social Studies	60	Y (87)
Participation	95	Y (100)
Federal Graduation Status	90 (graduation rate)	Y (98)

2015 Performance-Based Analysis System (PBMA)

**Boys Ranch Independent School District
2015-2017 District Improvement Plan**



Indicator	Performance level	Required Improvement
Special Education		
1. STAAR 3-8 Passing Rate	NA	N
2. Year After Exit 3-8 Passing	0	N
3. STAAR EOC Passing Rate	0	N
4. STAAR Alternate 2 Participation Rate	0	N
5. SE Early Childhood program rate (age 3-5)	0	N
6. SE Regular class 80% rate (age 6-11)	0	N
7. SE Regular class 40% rate (age 6-11)	0	N
8. SE Regular class 80% rate (age 12-21)	0	N
9. SE Regular class 40% rate (age 12-21)	0	N
10. SE Annual Dropout Rate (grade 7-12)	0	N
11. SE RHSP/DAP diploma rate	0	N
12. SE Graduation rate	0	N
13. SE Representation	0	N
14. SE African American Representation	0	N
15. SE Hispanic Representation	0	N
16. SE LEP Representation	0	N
17. SE Discretionary DAEP Placements	0	N
18. SE Discretionary ISS Placements	0	N
19. SE Discretionary OSS Placements	0	N

**Boys Ranch Independent School District
2015-2017 District Improvement Plan**



Indicator	Performance level	Required Improvement
No Child Left Behind		
1. Title I, STAAR 3-8 passing rate		
Mathematics	1	N
Reading	0	N
Science	0	N
Social Studies	0	N
Writing	NA	N
2. Title I, EOC passing rate		
Mathematics	0	N
Science	0	N
Social Studies	0	N
English Language Arts	Report Only	N
3. Title I, Annual Dropout Rate (7-12)	0	N
4. Title I, RHSP/DAP Diploma rate	0	N
5. Title I, Graduation Rate	0	N
Migrant Students		
6-10 STARR/Graduation/Dropout	NA	NA
Bilingual/ESL Education		
1-10 NA	NA	NA

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Indicator	Performance level	Required Improvement
Career and Technical Education		
1. CTE STAAR EOC Passing Rate		
Mathematics	0	N
Science	0	N
Social Studies	0	N
English Language Arts	Report Only	N
2. CTE LEP	NA	NA
3. CTE Economically Disadvantaged EOC		
Mathematics	0	N
Science	0	N
Social Studies	0	N
English Language Arts	Report Only	N
4. CTE Special Education EOC		
Mathematics	NA	N
Science	0	N
Social Studies	No Data	N
English Language Arts	Report Only	N
5. CTE Annual Dropout Rate (9-12)	0	N

**Boys Ranch Independent School District
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6. CTE RHSP/DAP diploma rate	0	N
7. CTE Graduation rate	0	N
8. CTE Nontraditional course completion rate Males	No Data	N
9. CTE Nontraditional course completion rate Females	3	Y

2015 Community and Student Engagement Survey Results

<i>Category</i>	<i>Rating</i>	<i>Area to Improve (score below 3.0)</i>
Fine Arts	Exemplary	No score below 3.0 (recognized)
Wellness and Physical Education	Recognized	<ol style="list-style-type: none"> 1. Fun runs, Walk-a-thons, community runs 2. Health courses, nutritional value training, etc..... 3. Anti-bully lessons/programs/educational activities..... 4. Texting while driving awareness courses/information provided to students 5. Unlicensed Diabetes Care assistant training/requirements (mandated by HB 984)
Community and Parental Involvement	Exemplary	<ol style="list-style-type: none"> 1. 9/11 Assemblies
21 st Century Development Program	Recognized	<ol style="list-style-type: none"> 1. CTE course offerings available to students related to postsecondary opportunities
Second Language Acquisition Program	Recognized	<ol style="list-style-type: none"> 1. Dual Credit language courses 2. Foreign Language Clubs 3. Multicultural clubs 4. Cultural performances 5. LPAC decisions implemented, documented
Digital Learning Environment	Recognized	<ol style="list-style-type: none"> 1. Student/family access to technology away from school. 2. Number of “flipped” classrooms. 3. Digital access for use of probes in science classes
Dropout Prevention Strategies	Exemplary	<ol style="list-style-type: none"> 1. Opportunities for students to visit college campuses 2. Availability of school counselors
Educational Program for Gifted and Talented Students	Recognize	<ol style="list-style-type: none"> 1. Number of GT course offerings 2. Enrichment opportunities for GT students

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		<ul style="list-style-type: none"> 3. Utilization of the Texas Performance Standards Project 4. Master scheduling – GT grouping/clustering 5. Field trips and competitions for GT students 6. Showcasing work and activities of GT students 7. Parent and student surveys of GT programs 8. Parent training regarding GT programs and students
Overall LEA Rating	Recognized	
Statutory Reporting and policy Compliance	Yes	

2014-2015 Special Education Placement Rates as compared to total enrollment

2014-2015 school year	SE ISS days	All ISS days	Difference (PBMAS)	SE OSS days	All OSS days	Difference (PBMAS)	SE DAEP	All DAEP days	Difference (PBMAS)
8/24-5/30									
High School	75/32	445.5/175		0/32	2		22/32	123	
Middle School	39/14	76/80		2/14	18		0/14	22	
Elementary	4/8	5/48		1/8	2		0/48	0	
District	118/54	526.5/303		3/54	22/303		22/54	145/303	
Average	218 %	173 %	45 %	5%	7%	-2 %	40 %	47 %	-7%
PBMAS 2015	97.8 %	80.1%	17.7%	15.2%	14.5%	0.7%	0%	0.3%	-0.3%
PBMAS 2014	164 %	97.1 %	66.9 %	54 %	24.6 %	29.4 %	*	*	-.08 %

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

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PBMAS 2013	175.9 %	100.5 %	75.4 %	46.6 %	26.5 %	20.1 %	6.9 %	3.6 %	3.3 %
Target PBMAS			10.0 %			6.0 %			1.0 %
<i>Notes: 21.9% reduction in SE ISS placement from previous year, but still 35% away from state target. Met state targets for OSS and DAEP.</i>									
<i>Recommendation: Have a list of alternative consequences to reduce ISS placements for all students who violate code-of-conduct. Don't have an automatic ISS placement criteria... (ex. 4 tardies = 1 day ISS).</i>									

2014-2015 African American Placement Rates as compared to total enrollment

2014-2015 school year	AA ISS days	All ISS days	Difference (PBMAS)	AA OSS days	All OSS days	Difference (PBMAS)	AA DAEP	All DAEP days	Difference (PBMAS)
8/24-5/30									
High School	158.5/33	445.5/175		0/33	2		7/33	123	
Middle School	20/9	76/80		2/9	18		0/9	22	
Elementary	0/3	5/49		0/3	2		0/3	0	
District	178.5/51	526.5/303		2/51	22/303		7/51	145/303	
Average	350 %	173 %	177%	3%	7 %	-4 %	13%	47%	-34 %
2014									
2013									

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

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State Target									
<i>Notes: ISS placements represents an over-representation of African American students out of classroom setting to serve consequences for violations of the code of conduct.</i>									
<i>Recommendation: Have a list of alternative consequences to reduce ISS placements for all students who violate code of conduct.</i>									

**District Improvement Goals and Objectives
2015-2017**

1. All BRISD students will learn and succeed at high academic levels as required by the TEKS.
 - a. BRISD will implement a rigorous curricula and assessments aligned with district and state standards.
 - b. BRISD will ensure high levels of learning, social emotional development and achievement for all students through knowledge of students and proven practices.
 - c. BRISD will ensure that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.
 - d. BRISD will implement creative schedules that support teacher collaboration with instructional planning and student progress reporting and analysis.

2. All BRISD students will be prepared for post-secondary college or career opportunities.

**Boys Ranch Independent School District
2015-2017 District Improvement Plan**



- a. BRISD will increase the number of students meeting the college readiness standards.
 - b. BRISD Career and Technology Education department will increase student enrollment and expand courses, programs, and facilities.
3. All BRISD campuses will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.
- a. BRISD will reduce percentages of students assigned to alternative placements (ISS, DAEP, OSS) to maximize classroom learning for all students.
 - b. BRISD will provide health and safety programs for staff and students as a method of prevention and intervention.

DISTRICT IMPROVEMENT GOAL #1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.

PERFORMANCE OBJECTIVE # 1: BRISD will implement a rigorous curricula and assessments aligned with district and state standards.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews On evidence of Impact			
					Nov	Jan	Mar	June
Provide on-going training and support to monitor multiple	Local	Principals Internal and	Training materials, Faculty meetings, cluster meetings,	Improvement in lesson plan development. Walkthrough				

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forms of student data to inform instructional and intervention decisions to maximize student achievement.	Title I Reg 16 contract	external (Reg 16) instructional coaches	principal reports. Data meetings bringing multiple forms of student data/work to make informed decisions.	data, teacher evaluations, student progress reports. STAAR results.				
Analysis of student data will connect to specific instructional strategies.	Local	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 forms of student work.	Nov	Jan	Mar	June
Instructional leaders will develop high quality instructional practices among teachers that improve student performance.	Local 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.	Nov	Jan	Mar	June

DISTRICT IMPROVEMENT GOAL #1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.

Performance Objective #2: BRISD will ensure 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 On evidence of Impact
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All lessons will connect to student's prior knowledge, life experiences, interests and future learning expectations across the content areas.	Local Title I	Instructional Coaches 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).	Nov	Jan	Mar	June
BRISD teachers will design clear, well-organized, sequential lessons that reflect best practice, align w/standards and are appropriate for diverse learners.	Local	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).	Nov	Jan	Mar	June
BRISD will implement a systemic evaluation and supervision program that includes performance pay.	Local	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.	Nov	Jan	Mar	June
All teachers will promote quality writing across the curriculum emphasizing the writing process (e.g., planning, editing, revising)	Local	Campus Leadership Team Classroom Teachers	Documentation of various writing styles, types, and length depending on the audience and assignment.	Quality writing across the curriculum will become a standard practice.	Nov	Jan	Mar	June

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DISTRICT IMPROVEMENT GOAL #1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.

PERFORMANCE OBJECTIVE #3: BRISD will ensure 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 On evidence of Impact			
					Nov	Jan	Mar	June
Implement and strengthen RtI structures and supports on all campuses	Local	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.	Local 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.	Local Title I	Principals Instructional Coaches	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.				
Create Individualized	Local	Instructional	Monitoring of progress for all GT	All GT student achievement				

Boys Ranch Independent School District 2015-2017 District Improvement Plan



instructional plans for GT students.		Coaches Classroom Teacher :	students to ensure students are working toward potential.	exemplifies challenging rigorous, higher order thinking and problem solving patterns of performance.				
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DISTRICT GOAL 1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.

PERFORMANCE OBJECTIVE # 4: BRISD 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 On evidence of Impact			
					Nov	Jan	Mar	June
Ensures that knowledge of teaching and learning serves as the foundation for the school’s professional learning collaboration among staff.	Local	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.	Local	Campus Leadership Team	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.				
	Local	Campus			Nov	Jan	Mar	June

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BRISD will develop teachers' knowledge and skills by providing individual feedback and aligned professional development opportunities.	Title I	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.				
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DISTRICT GOAL #2: All Students will be prepared for Post-Secondary College or Career Opportunities

PERFORMANCE OBJECTIVE # 1: BRISD 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 On evidence of Impact			
					Nov	Jan	Mar	June
Increase ACT composite score to 23 (19 minimum in reading and math)	Local High School 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				
Recruit teachers with content and CTE certifications	Local	Superintendent Principals	Increase number of teachers with CTE certifications (dual certifications)	CTE course offerings are aligned to needs assessment				
Increase EOC passing levels to meet Level III in English 3 and Algebra 2 if given.	Local	High School Principal Instructional Coaches Classroom teachers	Increase number of dual credit offerings in CTE	CTE course offerings are aligned to needs assessment				

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					Nov	Jan	Mar	June
Generate college-prep classes for students not passing TSI college entrance exam	Local	High School Principal HS Counselor	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.				
Recruit more female students in current nontraditional CTE courses.	Local Carl Perkins	HS Counselor HS Principals Instructional Coaches	More female four year graduation plans/endorsement are linked to nontraditional CTE courses.	High School Course Handbook provides offerings based on female student interest for endorsements requiring CTE nontraditional courses.	Nov	Jan	Mar	June

**Boys Ranch Independent School District
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DISTRICT GOAL #2: All Students will be prepared for Post-Secondary College or Career Opportunities

PERFORMANCE OBJECTIVE # 2: BRISD 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 On evidence of Impact			
					Nov	Jan	Mar	June
Establish four-year graduation plans that chart student career pathways and graduation endorsements.	Local Carl Perkins	High School Principal Counselor 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	High School Principal HS Counselor CTE Coordinator	Enrollment in courses that offer certifications and licensures	Students pursue postsecondary opportunities aligned to obtained technical skill 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	High School Principal CTE Coordinator	Scheduled planning Master schedule displaying new CTE programs Student enrollment into programs	Students pursue postsecondary opportunities aligned to obtained technical skill assessments (certifications)	Nov	Jan	Mar	June
	Local Carl Perkins	Superintendent High School	Increase number of teachers with CTE certifications aligned to new		Nov	Jan	Mar	June

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Recruit and retain certified CTE instructors for career pathway courses		Principal CTE Coordinator	CTE courses	CTE course offerings aligned to needs assessment and student surveys				
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DISTRICT GOAL #3: Every campus will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.

PERFORMANCE OBJECTIVE # 1: BRISD 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 On evidence of Impact			
					Nov	Jan	Mar	June
Work with BR Adventure staff to coordinate after school programs that focus on building a positive school culture.	Local	Principals Behavior Resource Officers (BR Staff)	A reduction in alternative need discipline placements that 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 BRISD's capacity to meet the emotional needs of all students.	Local	Principals Behavior Resource Officers (BR Staff)	A reduction in alternative need discipline placements that 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.	Local	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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Meet states measure for special education numbers in ISS/OSS/DAEP.	Local	Campus Behavior Coordinator	More minutes of classroom instruction for all special education students.	Increase learning time. Achievement gains as measured by state/local assessments. Formative assessments.	Nov	Jan	Mar	June

DISTRICT GOAL #3: Every campus will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students.

PERFORMANCE OBJECTIVE # 2: BRISD 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 On evidence of Impact			
					Nov	Jan	Mar	June
Provide counseling programs that target current trends along with identified prevention programs	Local	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	Local	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
	Local	Superintendent			Nov	Jan	Mar	June

Boys Ranch Independent School District 2015-2017 District Improvement Plan



BRISD will conduct exercises other than drills to prepare staff and students for responding to an emergency.		Assistant Superintendent Principals	Documentation of routine emergency drills to promote awareness and practice of procedures.	Emergency preparation plan practiced a minimum of twice a year.				
BRISD will conduct healthy eating and nutrition programs to staff and students.	Local	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
BRISD will coordinate with BR to provide Youth Suicide Prevention Training	Local	Superintendent BR Training Staff	Attendance of training will increase BRISD/BR conversations about residential student social/emotional needs	Increase in teacher awareness to understand student social/emotional needs.	Nov	Jan	Mar	June