

Boys Ranch Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Not Rated



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

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
District Context and Organization	13
Technology	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.	17
Goal 2: All BRISD students will be prepared for post-secondary college, career opportunities, or Military Service.	22
Goal 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.	24
Title I	26
Schoolwide Program Plan	26
Ten Schoolwide Components	26
District Improvement & Planning Committee	30

Comprehensive Needs Assessment

Needs Assessment Overview

Demographics- Strength-Low teacher/student ratio. Need-More staff and money to meet varied needs (SPED, resource classroom, Inclusion)

Student Achievement- Strength- Diversity of options. Need- More options for student certifications.

District Culture and Climate- Strength- Communication. Need- Promote our students more.

Staff quality, recruitment, and retention- Strength- Behavioral supports. Need-When hiring new staff making sure that person fits with our district's unique needs and beliefs.

Curriculum, instruction, and assessment- Strength-Highly qualified staff. Need- Using data and training to implement.

Family and community involvement- Strength- Available resources. Need- Balancing activities and priorities.

District Context and Organization- Strength- Collaboration. Need- Teacher voice at each campus.

Technology- Strength- IT department. Need- Using data training to implement the technology.

Demographics

Demographics Summary

Based on our 2016-17 Texas Academic Performance Report, our student groups consist of 9.3% African American, 17.1% Hispanic, 68.7% White, .4% American Indian, 4.6% Two or More Races. 76.2% Economically Disadvantaged, 2.7% Students with Disciplinary Placements, 81.9% At-Risk. The Class of 2015 had 100% total graduates with 12.2% graduate on the minimum plan, 87.8% on the recommended plan, and 14.3% Special Education Graduates.

For our teaching staff, there are 43.9% male, 56.1% female, and 7.2% minority. Staff includes: 3.6% Hispanic, 94.6% White, and 1.8% Two or More Races. Teachers by Highest Degree: 82% Bachelors and 18% Masters. We have 15.7% Auxiliary Staff and 83 total staff. Professional staff is 84.3%, 67.6% Teachers, 7.9% Professional Support, 6.2% Campus Administration, and 2.7% Central Administration.

Demographics Strengths

Reevaluate Special Programs to meet individual needs: ELL, SPED, 504, and GT.

Low Student to Teacher Ratio in Core subjects.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are a school district that serves Cal Farley's Boys Ranch, which is a Residential Childcare Facility. We currently need to reevaluate our special programs to meet the individual needs of our ELL, SPED, 504, and GT students. **Root Cause:** We have an ever changing population. We can see a addition of 40-50 students from the start of the school year to the end of the school year. Those students can have a varied background of needs. We must keep up with these needs by having more staff certified in the various areas of need.

Student Achievement

Student Achievement Summary

Preliminary	2017 Boys Ranch ISD Accountability			
	Index 1 (Target = 60)	Index 2 (Target = 22)	Index 3 (Target = 28)	Index 4 (Target = 60)
District	Student Achievement	Student Progress	Closing Performance Gaps	Postsecondary Readiness
District	77	36	42	69
	Index 1 (Target = 60)	Index 2 (Target = 17)	Index 3 (Target = 30)	Index 4 (Target = 60)
Boys Ranch HS	Student Achievement	Student Progress	Closing Performance Gaps	Postsecondary Readiness
Boys Ranch HS	77	41	51	71
	Index 1 (Target = 60)	Index 2 (Target = 30)	Index 3 (Target = 26)	Index 4 (Target = NA)
Blakemore MS	Student Achievement	Student Progress	Closing Performance Gaps	Postsecondary Readiness
Blakemore MS	79	42	44	NA
	Index 1 (Target = 60)	Index 2 (Target = 32)	Index 3 (Target = 28)	Index 4 (Target = NA)
Mimi Farley Elem	Student Achievement	Student Progress	Closing Performance Gaps	Postsecondary Readiness
Mimi Farley Elem	71	40	33	NA
	STAAR results	STAAR growth	Eco Dis STAAR growth	Grad. rate, Diploma plan, TSI, ACT, SAT

Student Achievement Strengths

The use of data based formative assessment across the district.

Student deficiencies addressed quickly.

Test Scores, Graduation rates, diversity of options, dual credit courses, flexible graduation dates, and credit recovery program.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our ACT test scores are not comparable to State or National Averages. **Root Cause:** We need to add an ACT test prep course using our new Odyessyware software.

Problem Statement 2: We have added more CTE classes to our curriculum but we do not have certifications for our students to earn. **Root Cause:** We need to research our options and give our students opportunities to earn certifications in some CTE classes.

District Culture and Climate

District Culture and Climate Summary

Boys Ranch ISD's school culture and climate can change at anytime when we receive a large group of students within the school year. Being a school, that serves the Residential Facility of Cal Farley's Boys Ranch we as a staff try to be the positive entity influencing our school culture and climate. The ISD tries to maintain structure and procedures that are hopefully calming to our large At-Risk population. The lines of communication are improving between the ISD and Cal Farley's.

District Culture and Climate Strengths

Communication, Safety, and Specialized Staff.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Drug abuse in society is becoming more and more the norm for teenage students. **Root Cause:** We have seen a rise in drugs on our campus. We need to provide a comprehensive drug awareness program.

Problem Statement 2: We have a large variety of cultures mixed into our student population. **Root Cause:** Our students come from all over the United States. We need to address each student's culture and how they can add to our culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The goal at Boys Ranch ISD is to have 100% highly qualified staff. This is a difficult goal to reach due to our distance from the nearest town and the fact that most of our staff cannot live on our campus. We are 36 miles from Amarillo, where we get most of our teachers. Teachers are recruited through job fairs. Job vacancies are advertised on local, regional, and state job board sites. Our school board works hard to make the salary schedule competitive with Amarillo, Canyon, and Bushland, the board also has approved a staff retention plan that pays staff to return each year. The first year teachers have mentors on their campuses. We are currently working on a "new teacher program" that focuses on classroom management.

Staff Quality, Recruitment, and Retention Strengths

Data sheet of benefits and pay scale.

Low Student to Teacher ratio.

Behavior support from Cal Farley's Boys Ranch.

Responsive communication, acclimating to our community and environment.

Instructional Coaches

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our campus has a high teacher turnover yearly. **Root Cause:** Our campus is 36 miles from Amarillo, our teachers have to drive a minimum of 1 hour round trip every day to get to work.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district utilizes a variety of resources to address both student academic progress and teacher professional growth:

- Scientifically-based researched activities in TEKS Resource System to improve instruction in core areas;
- Tutorials for struggling students;
- Credit recovery;
- Weekly collaboration to monitor student progress;
- 21st century integration of technology in the classroom;
- Participation in TTESS and TPESS to focus on teacher and administrative professional growth;
- Continually have the Cal Farley's professional training staff to train ISD staff to better understand our students;

Curriculum, Instruction, and Assessment Strengths

Odyssey-ware for credit recovery.

Instructional Coaches

Highly qualified staff

Professional development

The ability to use the Community as a Lab program of Cal Farley's.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our staff needs to be able to disaggregate their student's data to improve instruction. **Root Cause:** Not sufficient training using the DMAC program.

Family and Community Involvement

Family and Community Involvement Summary

BRISD believes in engaged parental and community involvement through a strong partnership with houseparents, parents, and administration in the Cal Farley organization. Our school district is a special purpose district created to serve the children of the Residential facility of Cal Farley's Boys Ranch. The school district taps into several of the community activities that are offered monthly through the Cal Farley's Dippel Activity Center including many cultural events and group gatherings. The school district also is working on partnering with Cal Farley's Adventure Program.

Family and Community Involvement Strengths

The sharing of information.

Available resources.

Community meals and activities.

Behavior Resource Officers

Sports send-offs

Clinic on site.

Dining hall free meals

Multicultural events

Annual traditions- Rodeo

Chapel staff

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: We need to be able to share, understand, and manage information between the ISD and Cal Farley's. **Root Cause:** Each student has a

set of houseparents, caseworker, and several other trained adults to provide the residential support needed to succeed. Information is lost at times between the ISD and Cal Farley's.

Problem Statement 2: Houseparents need more informative training on how to understand homework and curriculum needs. **Root Cause:** Students struggling with homework because each home has 10 to 12 residents and varied homework help from houseparents.

Problem Statement 3: Students become overwhelmed with balancing school and ranch activities. **Root Cause:** Students over commit and cannot balance their time and effort.

District Context and Organization

District Context and Organization Summary

BRISD provides a variety of opportunities for input in school organization. A biannual teacher survey is used to create school board discussions.

District Context and Organization Strengths

Doubling up classes of Reading and Writing at the Middle School.

Collaboration with Cal Farley's.

Scheduling to help student's focus, dual credit offerings, and endorsements.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Teacher voice at each campus. **Root Cause:** Teachers feel that they don't have the time to get involved with committees due to travel time to and from work.

Problem Statement 2: Execution of collaboration. **Root Cause:** Each campus has a collaboration time period but teachers feel they don't have time to execute newly learned professional development.

Technology

Technology Summary

BRISD is strongly committed to 21st century learning. We employ a 21st century learning director who meets frequently with all 3 of our campuses. Every teacher has a laptop computer and iPad, which are used for administrative tasks, lesson planning, communicating with colleagues and parents, and lesson presentation. The district expectations for the use of technology are that students will receive instruction in Technology Applications in every classroom that has the TEKS requirement and will use technology on a regular basis to enhance the learning and development of 21st century skills.

Technology Strengths

Strong IT department.

Technology replacement policy.

Maintenance department.

Cutting edge technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: Exploring advancement of technology for students. **Root Cause:** Students are more advanced in using technology than the ISD can keep up with.

Problem Statement 2: Teachers need more training on the use of current technology. **Root Cause:** Advancement of technology faster than we can train.

Problem Statement 3: Classroom management of technology. **Root Cause:** Students finding ways around our filters and security.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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.

Evaluation Data Source(s) 1: Lesson plans, Walkthrough data, Teacher evaluations, Student progress reports, STAAR/EOC results.

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide on-going training and support to monitor multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.	1, 3, 4	Principals Instructional Coaches	Training materials, Faculty meetings, Cluster meetings, Principal reports. Data meetings using multiple forms of student data/work to make informed decisions.				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Analysis of student data will connect to specific instructional strategies.	1, 3, 4, 8, 9	Instructional Coaches	Teachers will use results to reflect on teacher instructional practices and behaviors in relation to student success.				
Critical Success Factors CSF 1 CSF 3 CSF 4 3) Instructional leaders will develop high quality instructional practices among teachers that improve student performance.	1, 3, 4, 8	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.				

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.

Evaluation Data Source(s) 2: Teacher lesson plans, Teacher's common classroom practices, Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All lessons will connect to student's prior knowledge, life experiences, interests and future learning expectations across the content areas.	2, 3, 4	Instructional Coaches Classroom Teachers	Student achievement gains in the classroom as measured by formative assessments, grades, behavior reports.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> 2) BRISD teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	2, 4, 9	Classroom Teachers	Student achievement gains in the classroom as measured by formative assessments, grades, behavior reports.				

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.

Evaluation Data Source(s) 3: Conversations between BRISD and Cal Farley's Boys Ranch Staff. Positive teaming meetings. Analysis of relevant data and alignment of appropriate resources with school improvement priorities to maximize achievement growth for all students. Monitoring of progress for all GT students to ensure students are working toward their potential.

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Develop relationships with Cal Farley's Boys Ranch community so as to develop goodwill and trust in the school's ability to close achievement gaps.</p>	1, 6, 10	All Staff	An understanding of the importance of a shared understanding of equity within the school community as measured by staff climate survey.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Utilize campus leadership teams to identify and secure additional resources necessary to eliminate achievement gap among student groups.</p>	4, 6, 8, 9	Principals Instructional Coaches	Differences in student achievement among student groups are not significant. Data comparisons each six weeks.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.







Performance Objective 4: At least 65% of Special Education Students will meet approaches grade level on Reading/ELA and Math on STAAR and EOC.

Evaluation Data Source(s) 4: STAAR/EOC Results

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7 1) Utilize instructional performance data to encourage self-reflection and engage teachers in performance improvement.	1, 2, 3, 4, 5, 6, 8, 9, 10	Campus Leadership Team	Increase in teacher knowledge of subject as evidence by walk through data, powerwalk data, and TTESS data.				
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7 2) Utilize campus leadership and teacher teams to desegregate PBMAS data as well as TAPR.	1, 2, 3, 4, 5, 6, 8, 9, 10	Campus Leadership Team	Gain knowledge and find the root cause of the deficiency for our SPED students on STAAR and EOC math and reading.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: All BRISD students will learn and succeed at high academic levels as required by the TEKS.







Performance Objective 5: BRISD will implement creative schedules that support teacher collaboration with instructional planning and student progress reporting and analysis.

Evaluation Data Source(s) 5: Analysis of instructional implementation data that provides staff with on-going opportunities to master the use of effective instructional strategies. Monthly staff development logs.

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning.</p>	3, 4, 9, 10	District Leadership Team	Increase in teacher and student engagement as evidenced by walk through data and teacher evaluation data that improve student performance.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.</p>	3, 4, 5, 7, 8, 9	Campus Leadership Team	Staff understands and articulates the adopted instructional model and is knowledgeable of the research of effective instruction and the impact on student achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) BRISD will develop teacher's knowledge and skills by providing individual feedback and aligned professional development opportunities.</p>		Campus Leadership Team	Staff will become knowledgeable of the research of effective instruction as evidenced by teacher evaluation data.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 2: All BRISD students will be prepared for post-secondary college, career opportunities, or Military Service.

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

Evaluation Data Source(s) 1: TSI and ACT preparation program enrollment, Collaboration with Amarillo College to offer Dual Credit courses. Increase the number of teachers with CTE certifications, EOC results, Graduation Plans

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Increase ACT composite score to 23 (19 minimum in reading in math)</p>	1, 2, 3, 6, 10	Principals Instructional Coaches	All Seniors will be prepared for Post-Secondary college or career opportunities as measured by college readiness criteria.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Increase EOC passing levels to Masters Grade Level in English and Math.</p>	2, 3, 9, 10	High School Principal Instructional Coaches Classroom Teachers	90% of Seniors meet TSI criteria.				
<p>Critical Success Factors CSF 6</p> <p>3) Recruit more female students in current nontraditional CTE courses.</p>	2, 10	High School Counselor High School Principal Instructional Coaches	High School Course Handbook provides offerings based on female student interest for endorsements requiring CTE nontraditional courses.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: All BRISD students will be prepared for post-secondary college, career opportunities, or Military Service.

Performance Objective 2: BRISD Career and Technology Education Department will increase student enrollment and expand courses, programs, and facilities.

Evaluation Data Source(s) 2: 4-year graduation plans that can easily be updated and monitored. Enrollment in courses that offer certification and licensees. Master schedule displaying new CTE programs.

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Establish four year graduation plans that chart student career pathways and graduation endorsements.</p>	1, 6, 9, 10	High School Principal High School Counselor CTE Coordinator	100% of senior meet graduation criteria aligned to a four year plan.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Add career and technology programs that lead toward certification and licensees aligned with industry recognized standards.</p>	6, 10	High School Principal High School Counselor CTE Coordinator	Students pursue post secondary opportunities aligned to obtained technical skill assessments.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Collaborate and coordinate with the community for human and natural resources to expand career and technology programs.</p>	1, 6	High School Principal CTE Coordinator	Adding Adjunct Faculty from Cal Farley's Boys Ranch. Students pursue post secondary opportunities aligned to obtained technical skill assessments.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 7</p> <p>4) Recruit and retain certified CTE instructors for career pathway courses.</p>	3, 5, 6	Superintendent High School Principal High School Leadership Team	CTE course offerings aligned to needs assessment and student surveys.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 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.

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

Evaluation Data Source(s) 1: Reduction in alternative discipline placements that meet state requirements. Documented use of discipline techniques in office referrals and low level referrals. More minutes of instruction for all Special Education Students.

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Coordinate with the community/BR training staff to strengthen BRISD's capacity to meet the emotional needs of all students.</p>	1, 4, 6, 7, 8, 9	Principals Behavior Resource Officers BR staff	Increase learning time. Achievement gains as measured by state/local assessments and formative assessments.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.</p>	1, 4, 6	Principals Behavior Resource Officers Classroom teachers	Increase learning time. Achievement gains as measured by state/local assessments and formative assessments.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>3) Meet State's measure for special education numbers in ISS/OSS/DAEP.</p>	2, 6, 9, 10	Campus Behavior Coordinator	Increase learning time. Achievement gains as measured by state/local assessments and formative assessments.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 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.

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

Evaluation Data Source(s) 2: Reduction in discipline placements. Scheduled meetings between BRISD Principals and BR security staff. Documentation of routine emergency drills that promote awareness. Attendance of training will increase BRISD/BR conversations about residential student's social and emotional needs.

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide counseling programs that target current trends along with identified prevention programs.</p>	1, 6, 7, 9	Behavior Resource Officers Counselors BR staff	Increase learning time. Achievement gains as measured by state/local assessments and formative assessments.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Coordinate with community security to host campus security drills and safety scenarios.</p>	1, 6	Superintendent Assistant Superintendent BR Security	Emergency preparation plan practiced at campuses.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) BRISD will conduct healthy eating and nutrition programs to staff and students.</p>	6, 10	Assistant Superintendent	Decrease in teacher absences. Increase of student activity as measured by Fitness Gram.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) BRISD will coordinate with BR to provide Youth Suicide Prevention Training and Sexual Abuse and Maltreatment of children training.</p>	2, 6, 10	Superintendent BR training staff	Increased in teacher awareness to understand student social/emotional needs.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) BRISD will coordinate with BR to provide Anti-bullying training and an avenue to report bullying.</p>	2, 6, 10	Superintendent BR training staff Counselors	Increased in teacher awareness to understand student social/emotional needs.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Title I

Schoolwide Program Plan

Our District's Schoolwide Title 1 Program Plan is developed through a district-wide planning process that begins with a lengthy Comprehensive Needs Assessment process that our Committee completed with ESC Region 16 team, it was a lengthy process. Critical to developing our Title 1 program, the District CNA reveals the priority areas for required focus, suggests benchmarks for the plan's evaluation and links all aspects of the schoolwide program's implementation. The academic performance information about all students in the District is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students disabilities and special needs; limited English proficient students; homeless; and migrant students. Campuses analyze results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

The five steps that the District will be undertaking throughout this process will include:

1. Establishing and training the schoolwide planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering data;
5. Analyzing our data;

Throughout the planning process, district administrators and teachers identify student needs and interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The District Improvement Committee planning process is used as a district organizational strategy to guide program development, implementation, and evaluation and the campuses also follow this same process. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in the District to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The district's Comprehensive Needs Assessment identified specific gaps between the current status of our district and the vision of where we want to be, relative to key indicators and focus areas within the assessment. Data obtained from the needs assessment provided the foundation for the goals of the Comprehensive School-wide Plan. The program's evaluation measured how successful the district has been in addressing identified needs and in meeting the goals of the plan. The ongoing school-wide planning process moved from collecting and analyzing data and identifying needs to prioritizing those needs and developing a Comprehensive Plan to address them. Writing the plan as an extremely important step in the process helped to construct the plan as a blueprint for all core operations in the school-wide program. The plan has brought focus and coherence to activities and has helped to ensure unity of purpose, alignment, and clear accountability for the district. The Comprehensive Plan addresses all of the components defined in the ESEA [Section 1114(b) of Title

I of ESEA] and explains how each component has contributed to the creation of a successful school-wide program.

2: Schoolwide Reform Strategies

Instructional strategies and initiatives in the Comprehensive Plan have been based on scientifically-based research; have strengthened the core academic program; have increased the quality and quantity of learning time; and have addressed the learning needs of all students in the district. Our goals of using TEKS Resource System and other exemplar resources; Instructional Coaches on every campus to provide professional development to teachers to improve classroom instruction; and using innovative technologies such as SMART Boards, Goggle classroom, iPads, and several others have all worked together to strengthen our core academic programs throughout the district.

The district also uses several interventions through purchased programs such as:

Odyssey Ware Software for credit recovery and interventions for all students as needed;

Reading Teacher in grades 6 and 7;

I-Station for improving reading performance;

Think Through Math for improving math performance;

Increase the amount of quality of learning time by providing small class sizes for all core classes;

3: Instruction by highly qualified professional teachers

Our district has made significant progress in meeting the ESEA requirement of section 1119 that all teachers of core academic subjects and instructional paraprofessionals in our school-wide program meet the qualifications for highly qualified. Last year, all teachers in the district are highly qualified. This year all teachers in core subjects are certified in their content. Most other personnel including our instructional paraprofessionals meet the certification or highly qualified requirements. We have 3 employees who do not meet the certification requirements at this time. Our band director, choir director, and theatre director are all in an alternative certification program at this time.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The district provides ongoing, sustained professional development to equip all stakeholders to face the challenges of assisting all students in meeting the state's academic achievement standards throughout the year. Employees obtain an additional six hours of training for their Gifted and Talented update. All employees are aware of the district's goals and objectives within our school-wide plan and are mindful in order to implement the goals on each campus in support of student achievement. All campuses have Instructional Coaches that provide weekly professional development. The Instructional Coaches research best practices for instruction and classroom management then present to teachers during the weekly PD. We encourage all staff to attend PD at our service center a minimum of 3 times a year, we provide compensation for meals when they attend. We provide PD through Cal Farley's Boys Ranch staff to

help educate our staff on the best practices for residential facility children.

5: Strategies to attract highly qualified teachers

Strategies have been identified and implemented within the school-wide plan to attract and retain highly qualified teachers through various mediums, including: job fairs; interviews; as well as current advertisements on our district's website; and posting positions on Region 16 ESC's website. We continually monitor the availability of highly qualified/certified teachers who may be interested in coming to teach within our district; attempt to remain competitive with teachers' salaries with surrounding school districts; and are proactive in bringing new educational and professional opportunities to our teachers and students alike. We provide a very lucrative insurance package for our employees. We provide a month driving stipend for our employees who drive, since our facility is self-contained and not located within or near a major city. We also offer a van service for teachers who do not want to drive or take the driving stipend. We provide all supplies that our teachers need so they will not have any out of pocket costs. Each Teacher has a laptop and iPad. We have our own medical clinic that our staff can use free of charge or with a small co-pay. We offer reimbursement for continuing education for our staff. We provide free breakfast and lunch for our staff.

6: Strategies to increase parental involvement

Educational research has continually demonstrated that successful schools have significant and sustained levels of parental involvement. Our school-wide plan contains strategies to involve and engage parents, especially to help their children to do well in school. We have involved parents in the planning, implementation, and evaluation of our school-wide program through the District Improvement Committee process, and are making continuous efforts to engage our parents, families, and community members in the educational process for all of our children. Our website is more collaborative and informative for our parents, students, and Cal Farley's Boys Ranch community. We are serving the children of a residential facility. We live isolated in our own community far from the nearest town. We collaborate with Cal Farley's Boys Ranch for several of our parent and community activities. Boys Ranch ISD is a special purpose district our schools and facilities are furnished to us by Cal Farley's Boys Ranch. Our parental involvement is at a maximum.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Our district clearly understands and supports the value of creating a coherent and seamless educational program for all at-risk students. Our Early Childhood Preschool and Head Start Programs for young children is provided by Cal Farley's Day Care and when needed we use Region 16 service center and our SSA in Bushland ISD. Cal Farley's Day Care provides our preK program using Frog-street. Our Elementary staff have periodic meetings with the Day Care staff to make sure and prepare our children for school readiness. Our children are ready to learn when they start at Mimi Farley Elementary.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

We use bench mark testing at every level and we scan all major tests into our DMAC system so that we can desegregate all the information we can get. We use the TEKS Resource System and the unit tests that come with it also through our DMAC system for data. In addition to state assessment results, teachers must have the most current and ongoing assessment data possible to describe student achievement. These data often come from less formal assessments, such as observation, performance benchmark assessments, six weeks and semester tests, and/or end of course tests. DMAC software has proven to be a

teacher-friendly source of providing student data. Our school-wide program also provides teachers with professional development on-site and through Region 16 ESC to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Our Instructional Coaches provide ongoing training for our teachers on DMAC, TEKS Resource System, and Odysseyware.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

We use the data we gather from DMAC to identify students who experience difficulty mastering the proficient or advanced levels of academic achievement standards and our campus collaboration teams meet every week to discuss struggling students and assign students to the appropriate periods, at the High School we use a period called Collaboration and academic period (CAP), at the middle school we use Enrichment period, and at the Elementary it is used throughout the day as needed. We also use before and after school tutorials, Lunch with a teacher, Odyssey ware, Think Through Math, Istation, Accelerated Reading, and other teacher interventions that ensure that our students receive assistance when they struggle.

10: Coordination and integration of federal, state and local services and programs

Our school-wide plan uses the flexibility that is available to our district to integrate services and programs with the aim of upgrading the entire educational program and to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services and programs, our school-wide plan combines most federal, state, and local funds to provide those services. By exercising this option, our district maximizes the impact of the resources available to carry out the school-wide program for our district.

District Improvement & Planning Committee

Committee Role	Name	Position
Classroom Teacher	Sarah Reynolds	Mimi Farley
Classroom Teacher	Gina Rejino	Mimi Farley
Classroom Teacher	Tara Fuller	Blakemore
Classroom Teacher	Sarah James	Blakemore
Classroom Teacher	Linda Horton	High School
Classroom Teacher	Richard McAlister	High School
Non-classroom Professional	Sherry Neill	Campus level
Administrator	Paul Jones	Assistant Superintendent
Administrator	Debbie Byrd	Mimi Farley
Administrator	Shawn Read	High School
Administrator	Brandon Sanders	Blakemore
Administrator	LaVaila Williams	Blakemore
Parent	Dona Goss	
Parent	John Moore	
Business Representative	John Hazel	
Business Representative	Keely Miller	
Community Representative	Jim Taylor	
Community Representative	Michelle Maikoetter	
Community Representative	Jeri Randall	