

# STARR Academy Campus Improvement Plan 2016-2018



**Board Approved**

# **Campus Leadership Team**

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**STARR Academy**  
**2016-2018 Campus Improvement**

*District 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.*

*District 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.*

*Campus Mission Statement*

*Empower our students socially and academically to achieve and excel.*

*Campus Vision Statement*

*STARR Academy will maintain a positive, diverse, and supportive environment in which at-risk students learn to develop and use their own strengths and talents to achieve and excel socially and academically; empowering them to meet the requirements for graduation and have a successful future.*



## STARR Academy 2016-2018 Campus Improvement

### **Narrative of Philosophy and Needs Assessment**

The STARR Academy is an alternative campus, which serves highly at-risk students in grades six through twelve. The STARR faculty consists of a dedicated team of professionals who take a personal interest in students both academically and behaviorally. Students are admitted based on individual needs and evaluated case by case. Cal Farley's Boys Ranch provides professionals who work with the students to provide an adventure program and STEAM projects for extended learning.

The STARR's main program will serve students who are over aged and need of support to meet the graduation requirements with their cohort group. A committee will determine a student's placement in the program. Goals with objectives as well as an evaluation tool will be used at 3-week intervals to determine progress.

The second part of the STARR program is to serve Students in grades 6-12 who are experiencing behavioral, emotional, and/or social problems at the home campus will be sent to the STARR program as a short-term intervention. Those students will be kept on pace with their home campus academically using a strength based approach targeting the student's needs. The placement at STARR will be for a six-week period of time. The STARR staff will work to strengthen the whole child both emotionally and academically.

The third part of the STARR program will serve students who did not meet the SSI requirements in 8<sup>th</sup> grade for promotion to the 9<sup>th</sup> grade. The student's placement will be based on the student's individual needs and recommendations from the SSI committee. The STARR staff will carefully monitor the student's progress with the goal of returning them to their home campus with the skills to graduate with their cohort group.

Presenting instruction at an accelerated pace requires STARR teacher to be content experts. Crafting interactive lessons that maintain rigor and integrate higher level problem solving skills at an accelerated pace is an ongoing challenge; however, through continuous job embedded staff development and support from the TTESS Evaluation System our teachers continuously work to meet this challenge.

  
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**Parent and Community Involvement**

The Cal Farley's care providers and house parents are an integral part of STARR's initiatives. The ranch/homelife teams support the STARR Academy and its students through meetings to communicate school policies, needs, guidelines, goals, and progress. STARR Academy also holds an Open House and Awards Assemblies each semester. The STARR staff also conducts multiple Team meetings to discuss progress and student needs/issues.

**Behavior**

Our Spring Survey indicates a need to offer more programs on drug and alcohol prevention and character. The survey also showed a need to better communicate with parents regarding IEP, PGP, and 504 plans. The counselor will work to create lessons and meet with parents to communicate what the campus is doing in these areas. The campus will continue to use the PBIS system and work on training for parents and staff to enhance the program. The campus will conduct a student satisfaction survey to gather data from students each year.

**Academics**

In 2015-16, STARR Academy did not receive an accountability rating because it served a residential facility. The STARR Academy rating is determined by using the alternative campus accountability system. STARR Academy is a priority school and missed the safeguard of graduation rate. The state opted not to update that list for the 2016-17 school year so the campus is labeled as a Priority Progress School for this school year. The campus has a PSP and an intervention plan as part of the priority schools grant. The campus uses the PLC Model to deliver job embedded professional development within its own PD time and the TTESS evaluation system for both the teachers and TPESS for the principal. The campus will continue to deliver professional development to meet the needs of our teachers with the goal being increasing the quality of instruction for our students which impacts achievement. Students are taught using TEKS Resources- TEKS alignment documents, CTC Modules, and sometimes the teacher/principal facilitated interdisciplinary Project Based Learning. Teachers are working to increase the rigor of instruction as we move towards more students receiving a Level III score and higher scores on the TSI/ACT. STARR will also offer a fine arts related field trip and work to hold exhibitions of student work as needed.



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**Technology**

Each classroom is equipped with a mounted LCD projector with Apple TVs, interactive white boards, digital answer devices, teacher iPad, a digital camera and flip camera. In a centralized location a 15-computer laptop cart and 10 iPad Cart is available. The campus also has mp3 players loaded with classical music to help those students who required music to calm them and keep them focused. Math classrooms have TI-84+ and scientific calculators are available. House parents are able to check out calculators through STARR for home use. Our spring survey indicated a need for both staff and parent technology training. The campus will work to keep technology up to date and to create an environment where technology enhances classroom instruction. Teacher will work to provide student training and flipped classroom opportunities and digital methods of communication such as blogs, wikis, edmodo, google, and other options.

**Career and College**

The campus counselor will develop career and college readiness lesson and coordinate TSI and ACT testing for the campus. The counselor will also help with a career fair, scheduling college field trips and Generation TX events. The counselor will develop a career spotlight to help showcase career opportunities. The counselor and students will develop a graduation plan and endorsements

  
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BRISD 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 STARR Academy began by reviewing the focused areas listed below. The committee reviewed and assessed the 2015-17 District Improvement Plan and determined the progress of each objective and strategy. The campus is a Priority School Progress due to an extension of the TTIPS grant. The campus took the extension to in order to receive carry over funds and were notified in December of that year that all schools that took the extension would be placed on the Priority Schools list. The state has not updated that list due to testing changes so the campus has remained on the list.

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 15-16 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 Committee was divided into two subcommittees; each subcommittee was assigned focused areas. Each group identified statements of need for each area along with identifying existing strengths. Findings were shared with the larger group and each member was asked to prioritize the needs. As a committee, the group discussed strategies and activities for each prioritized need. Each activity/strategy was evaluated to test for alignment with the district goals. The Campus Improvement Committee took that information along with the Needs Assessment Data analyzing it to use the information to revise the current improvement plan.

The district and 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.

**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 pupose district.

  
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Subject	State	Regional	STARR
All Test		82	86
Eng 1	68	61	42
Eng 2	72	66	71
Alg. 1	82	82	100
Biology	89	91	100
US History	92	93	100

  
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**BRISD Board of Trustees**  
**District Goals**

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

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

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

STARR Campus Goals  
Approved June 16,  
2015

Goal #1: All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS.

Goal #2: All students at STARR Academy will be prepared for Post-Secondary College or Career Opportunities.

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



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS.

**PERFORMANCE OBJECTIVE # 1:** STARR will implement a rigorous curricula and assessment aligned with district and state standards

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Oct	Dec	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 1 Priority Schools Grant	Principal Teachers	Training materials, PD Meetings, Principal Reports. Data meetings bringing multiple forms of student data/work to make informed decisions.	Improvement in lesson plan development. Walk through data, teacher evaluations, student progress reports, and STAAR results.				
Analysis of student data will connect to specific instructional strategies.	199 Priority Schools Grant	Principal	The campus will give two benchmark tests and module unit test. Test will be scanned and scored in DMAC for analysis	All core teachers will cover and assess the curriculum with intent to keep the curriculum aligned across the district.				
Continue to increase teacher knowledge and understanding of their content TEKS in all courses taught.	199 Priority Schools Grant	Principal	Walkthrough data, Collaboration team minutes, Lesson Plans, and PD Meeting Records.	Improvement in the quality of instruction as measured through student achievement data (grades, assessments, student work, projects)				

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



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS.

**Performance Objective #1:** STARR will implement a rigorous curricula and assessment aligned with district and state standards.  
(Continued)

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Provide instructional support for all classroom teachers through PLC Model to develop high quality instructional practices among teachers that improve student performance.	199 Priority Schools Grant	Principal	TTESS data, Walkthrough data, and PD/PLC Records	Improvement in the quality of instruction as measured through student achievement data (grades, assessments, student work, projects) and TTESS data.	Nov	Jan	Mar	June
Provide opportunities for teachers to team teach problem solving to give students exposure to multiple teaching styles using the PBL model	199	Principal	PBL Project. Teacher reflections. Student surveys	Teachers become more skilled teaching problem solving. More assignments are geared toward multi-problem solving techniques	Nov	Jan	Mar	June
Tap into community resources to teach problem solving through PBL	199 Campus	Classroom Teachers Master teachers and Instructional coaches	Teacher Lesson Plan PBL Plan	Teachers become more skilled teaching problem solving. More assignments are geared toward multi-problem solving techniques	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

  
**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS.

**Performance Objective #1:** STARR will implement a rigorous curricula and assessment aligned with district and state standards.  
 (Continued)

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Each teacher will develop a personal growth plan to strengthen instructional methods for problem solving and critical thinking skills.	199 Campus	Classroom Teachers Master Teachers Mentor Teacher	Walkthrough data, collaboration data, Mentor talk agendas, and goal sheets	Teachers become more skilled teaching problem solving and critical thinking skills. More assignments are geared toward multi-problem solving techniques and focus student's efforts toward	Nov	Jan	Mar	June
Each teacher will incorporate 21 <sup>st</sup> Century Skills and technology into classroom instruction	199 Campus	Classroom Teachers Instructional coaches	Walkthrough data, Lesson Plans, and student work	21 <sup>st</sup> Century Skills and technology will enhance instruction and provide students with more real world experiences	Nov	Jan	Mar	June



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS.

**PERFORMANCE OBJECTIVE # 2:** STARR will provide professional development (PD) and evaluation system to enhance lesson planning, instructional practice, and teacher content knowledge.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews		
Teachers will meet in PLC groups to analyze and discuss data along with to receive professional development	199 Campus Priority Schools	Principal	PLC Binder, PD log, TTESS goals	Improvement of scores, Higher student achievement and growth			<b>June</b>
Recruit and retain staff who demonstrate strong instructional practices, collaboration skills, and who will continue professional growth.	199 Campus Priority Schools	Principal	Feedback from various staff support programs. PD/PLC Agendas Principal walkthrough, District level walkthroughs.	Improvement in the quality of instruction as measured through student achievement data (grades, assessments, student work, projects)	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Teachers will collaborate with other campuses regularly to ensure consistency in curriculum for behavior intervention students.	199 Campus	Principal Teachers	Teacher Lesson Plans and student work.	Students are prepared to return to their home campus	<b>Nov</b>	<b>Mar</b>	<b>June</b>

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



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS. (Continued)

**PERFORMANCE OBJECTIVE # 2:** STARR will provide professional development (PD) and evaluation system to enhance lesson planning, instructional practice, and teacher content knowledge. (Continued)

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
STARR will implement creative schedules that include instructional support and job embedded professional development fostering teacher collaboration with instructional planning and student progress reporting and analysis.	199 Campus Priority Schools Grant	Principal Classroom teachers	Improved Instructional Practice. TTESS goals PLC/PD-logs/journals.	Increase in teacher evaluation scores and student achievement				
Teachers will explore options to increase rigor and provide real world examples.	199 Campus	Principal Teachers	One project will be completed each semester.	Increase in student achievement scores. Students will be able to accrue multiple credits at a faster rate.				
STARR Academy will implement the PLC/TTESS Model of evaluation, and professional development.	199 Campus Priority Schools Grant	Principal	PLC Documents such as Agenda, Lesson Plans, TTESS data, and student work.	Increase in teacher evaluation scores and student achievement.				



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS.

**PERFORMANCE OBJECTIVE # 3:** STARR Academy will ensure that effective instruction maximizes academic growth by providing Special Population Students with appropriate interventions.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
ESL students will be served at the campus level by an ESL certified instructor and/or with ESL assistance in the core classes.	199 District	Principal	Assigned ESL instructor. Progress review by instructor each semester.	ESL students will master the TEKS and meet STAAR/EOC standards	Nov	Jan	Mar	June
Students identified as gifted and talented will participate in an advanced academic program that includes independent multidiscipline projects.	199 District	Principals GT instructors	All STARR teachers will be GT certified. GT instructors will submit 6-week lesson plans for GT instruction to qualifying students.	Gifted and Talented students will master TEKS and meet STAAR/EOC standards at level III.	Nov	Jan	Mar	June
Students identified with Dyslexia will be served/monitored in a dyslexia program to address their need for accelerated learning in Language Arts.	199 District	Counselor	List of dyslexia students being served in the program and those being monitored if dismissed from program.	Dyslexia students will master grade level ELA TEKS and meet STAAR/EOC ELA standards	Nov	Jan	Mar	June
Students in Special Education or 504 will have specific goals and objectives and/or instructional modifications to support their academic progress.	199 Campus	504 Coordinator	Notification to all teachers serving Special Ed and 504 students of goals/objectives and modifications. Six week monitoring of modifications meeting student need	Special Ed and 504 students will meet goals/objectives and/or master TEKS and meet STAAR/EOC standards	Nov	Jan	Mar	June



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #1:** All STARR Academy students will learn and succeed at equally high academic levels as required by the TEKS. (Continued)

**PERFORMANCE OBJECTIVE # 3:** STARR Academy will ensure that effective instruction maximizes academic growth by providing special population students with appropriate interventions. (Continued)

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Develop relationships with the Cal Farley's to add resources and ensure STARR's ability to get students back on track behaviorally and academically.	199 Campus	Principal Counselor Behavior Resource Officer Teachers	Positive Team Meetings and notes. Student progress both academically and behaviorally.	School Climate Survey. Students reaching their semester goals.	Nov	Jan	Mar	June
Utilize campus collaboration time to identify and secure additional resources necessary to eliminate student achievement gaps.	199 Campus Priority Schools Grant Title 1	Principal Teachers Counselor	Analysis of data to achievement maximum growth of all students.	Six Week Data Meeting will track the growth of students.	Nov	Jan	Mar	June



**STARR Academy**  
**2016-2018 Campus Improvement**

**CAMPUS GOAL #2: All students will be prepared for Post-Secondary College and Career Opportunities.**

**PERFORMANCE OBJECTIVE # 1:** STARR Academy 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 the number of students meeting the college readiness standards.	199 Campus Priority Schools Grant	Principals Teachers Counselor	Increased participation, review classes, increased scores on ACT and TSI scores.	All seniors will be prepared for Post-Secondary College or Career Opportunities as measured by College Readiness Criteria.				
Create a Graduation Plans for each student that charts student pathways and graduation endorsements.	199 Campus	Counselor	Plan that charts endorsements and progress towards graduation and attention to student's age. Those plans will be in electronic format so that they are easy to access.	Student will graduate with their cohort.				
Embed College Prep skills into the curriculum and assigning those students not passing the TSI to a college prep course.	199 Campus	Counselor	Enrollment in College Prep Classes for those students not meeting the TSI standard.	All seniors are ready to enter college as measured by the TSI College Entrance Exam.				
Participate in GenTX, career fair opportunities, college/career tours	199 Campus	Counselor	Calendar and pictures/videos	Students will pursue Post Secondary Opportunities and become productive citizens.				
Establish career and work plans of service for secondary student in collaboration with Cal Farley's Boys Ranch.	199 Campus	Mentor Teacher Counselor Work-based learning instructor	Career plans for all students in work-based learning programs.	Students graduate with knowledge of specific skills and competencies they have acquired in the work program				

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



**STARR Academy**  
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**CAMPUS GOAL #2: All students will be prepared for Post-Secondary College and Career Opportunities. (Continued)**

**Performance Objective #1:** STARR Academy will promote college and career opportunities. (Continued)

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
STARR will offer industry certificates through the BRHS CTE Program.	199 Campus	21 <sup>st</sup> Century Coordinator	Students that will opt to attend those courses for certification.	Students will have an industry certificate.	Nov	Jan	Mar	June
The Counselor will serve as the career facilitator to collaborate with teachers, counselors, and community members and recommend programs of instruction to expose students to various career pathways.	199 Campus	Counselor	Running list of career program implementation kept by the Counselor.	Course offerings are aligned to support student career pathways.	Nov	Jan	Mar	June
Teachers will integrate 21 <sup>st</sup> Century technology skills into the curriculum as a means to enhance the instructional program and explore career pathways.	199 Campus	Principal Teachers	Principals will see students using various forms of technology, students working in teams, problem solving, and critical thinking skills while learning about various career pathways.	STARR students become more aware of their career options and align high school course work toward these career options.	Nov	Jan	Mar	June
STARR Academy will help sponsor a minimum of one career day	199 Campus	Counselor	Scheduled career days.	STARR students become more aware of their career options and align high school course work toward these career options.	Nov	Jan	Mar	June



**STARR Academy**  
**2016-18 Campus Improvement Plan**

**CAMPUS GOAL #2:** All students will be prepared for Post-Secondary College or Career Opportunities.

**PERFORMANCE OBJECTIVE # 2:** Explore and develop partnerships with the community to explore career pathways through existing community-based resources.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
STARR teachers will collaborate with the Cal Farley STEAM Project to implement Project Based Learning to enhance the CTC curriculum	199 Campus	Principal Classroom Teachers	A written plan for Project Based Learning Activity.	STARR implements PBL to bundle TEKS across the curriculum which will deepen the knowledge of learning resulting in increased completion rates and EOC results.	Nov	Jan	Mar	June
The STARR will work to provide accelerated programs for credit recovery and credit accrual to increase 4 year graduation rates for over-aged students	199 Campus	Principal Teachers	A written plan for each student.	STARR students will have an increase rate of completion and on state testing.	Nov	Jan	Mar	June
The STARR will work in collaboration with high school to identify over-age students most at-risk of dropping out of school to attend the STARR Academy accelerated program	199 Campus	High School Principal STARR Academy Principal	Written education plans for STARR students (PGPs)	STARR implements flexible programs aligned to student needs resulting in increased completion rates and EOC results.	Nov	Jan	Mar	June



**STARR Academy**  
**2016-18 Campus Improvement Plan**

**CAMPUS GOAL #2:** All students will be prepared for Post-Secondary College or Career Opportunities.

**PERFORMANCE OBJECTIVE # 3:** Teachers will partner with Cal Farley’s Boys Ranch staff and become aware of the various educational opportunities the surrounding environment has to offer to expand academic learning.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Each classroom teacher will develop a minimum of one lesson per semester incorporating community resources that lend themselves to providing relevance and support toward mastery of the TEKS	199 Campus	Classroom Teachers	Teacher lesson plans	Students can learn/apply TEKS-based concepts within real-world settings.				
Teachers will share community-based lessons with their teams or provide opportunities for students to present community-based projects to peers and/or community members through Projects	199 Campus	Classroom Teachers	Teacher lesson plans—student presentation Project Plan	Students can learn/apply TEKS-based concepts within real-world settings.				

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



**STARR Academy**  
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**CAMPUS GOAL #2:** All students will be prepared for Post-Secondary College or Career Opportunities.

**PERFORMANCE OBJECTIVE #4:** STARR Academy will work to improve graduation rates.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Monitor all PEIMS Data for accuracy	199 Campus	Principal PEIM Coord Counselor	Accurate records on student levers and graduation	STARR will no longer miss the safeguard of graduation rate due to PEIMS errors				
Monitor Leaver Codes for students	199 Campus	Principal Counselor PEIMS Coordinator	Codes will accurately reflect where student who leave the district.	STARR will have accurate PEIMS data	Nov	Jan	Mar	June



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

**PERFORMANCE OBJECTIVE # 1:** STARR will implement the PBIS program and utilize specialize staff for interventions as needed.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
Utilize the expertise of the Cal Farley’s staff and the behavior resource officers to train and work the STARR staff and student to improve student behaviors.	199 Campus	Principal Behavior Resource Officers	Training Log for STARR staff. Behavior Intervention as appropriate.	Continued low levels of office referrals. Increased class time for students, which will increase student achievement.				



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**CAMPUS GOAL #3:** STARR Academy will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students

**PERFORMANCE OBJECTIVE # 2:** Establish a safe school environment where personal and academic growth and development is expected, recognized and rewarded.

Strategies/Activities	Funding Source	Staff Responsible for Monitoring	Evidence of Implementation	Evidence of Impact	Formative Reviews			
					Nov	Jan	Mar	June
STARR will adopt the District's Bully Prevention Program	199 District	Counselors Behavior Interventionist Assistant Superintendent	A written plan for each campus	Students feel safe at school. Students report bullying behaviors.	Nov	Jan	Mar	June
Counselors and Behavior Specialists will track bullying data for STARR and establish criteria to evaluate the effectiveness of the bullying programs	199 District	Counselors Behavior Interventionist Assistant Superintendent	Developed management system for tracking bullying incidents. Written criteria for evaluating campus bullying programs	Semester reports documenting bullying incidents and analysis of bullying programs to determine program's alignment to address the need	Nov	Jan	Mar	June
Continue the implementation of PBIS	199 District	Behavior Interventionist Master Teachers District Shepherd	Campus schedules for teacher training/meetings	Reduction in office referrals	Nov	Jan	Mar	June
Counselors and Behavior Specialists will establish a list of 10 social skills emphasizing awareness and urgency to embed social skill training into the curriculum	199 District	Behavior Interventionist Counselors	By campus, list of social skills to be addressed at the classroom level.	Students and teachers work/learn in a safe and respectful environment.	Nov	Jan	Mar	June

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



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