

# Boys Ranch Independent School District

## Boys Ranch High School

### 2018-2019 Campus Improvement Plan

**BRING  
THEM  
TO ME**

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

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# Comprehensive Needs Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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)
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- 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
- Mobility rate, including longitudinal 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals


**Goal 1: All BRHS students will be academically successful in accordance with state standards including the Commissioner's Strategic Priorities.**

**Performance Objective 1:** BRHS 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide on-going training and support to monitor multiple forms of student data to assist staff in instructional and intervention decisions to maximize student achievement. Training materials, faculty meetings, cluster meetings, principal reports. Data meetings bringing multiple forms of student data/work to make informed decisions.	Principal, Assist Principal, BRHS Instructional Coaches	1. Improved lesson planning & questioning techniques. 2. PowerWalks data 3. Walk-through data 4. TTESS evaluations 5. Increased approaches grade level scores on EOCs. 6. Increased meets grade level scores on EOCs. 7. Increased masters grade level scores on EOCs.				
	Funding Sources: 199 General Fund - \$0.00					
2) Analysis of student data will connect to specific instructional strategies. Teachers will use results to reflect on teacher instructional practices and behaviors in relation to student success.	Instructional coaches	More opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social emotional success as measured by multiple student progress reports.				
	Funding Sources: 199 General Fund - \$0.00					

3) Instructional leaders will develop high quality instructional practices among teachers that improve student performance. Documents indicating a campus system for monitoring the implementation and effective use of research-based instructional strategies in every classroom.	Principals, Instructional coaches, Classroom teachers	Staff will become knowledgeable of the research of effective instruction and the impact on student achievement as evidenced by teacher evaluation data.				
	Funding Sources: 199 General Fund - \$0.00					
						




**Goal 1:** All BRHS students will be academically successful in accordance with state standards including the Commissioner's Strategic Priorities.

**Performance Objective 2:** BRHS will strive for higher academic achievement as well as social and emotional development for all students by using proven instructional strategies and improved understanding of individuals.

**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:**

Strategy Description	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. Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.	Instructional Coach Classroom Teachers	Student achievement gains in the classroom as measured by formative assessments, grades, behavior reports (LLR data).				
	Funding Sources: 199 General Fund - \$0.00					
2) BRHS teachers will design clear, well-organized, sequential lessons that reflect best practice, align w/standards and are appropriate for diverse learners. Teacher lesson plans and the teachers' common classroom practices.	Classroom teachers	Student achievement gains in the classroom as measured by formative assessments, grades, behavior reports (LLR data).				
	Funding Sources: 199 General Fund - \$0.00					
3) Strengthen homework practices district-wide. Develop homework guidelines based on the purpose of homework.	Campus Leadership Team Classroom Teachers	Increase the quality and frequency of students completing and turning in their homework on time.				
	Funding Sources: 199 General Fund - \$0.00					
						

**Goal 1:** All BRHS students will be academically successful in accordance with state standards including the Commissioner's Strategic Priorities.

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

**Evaluation Data Source(s) 3:** Conversations between BRHS 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement and strengthen RtI structures and supports on all campuses RtI reports and progress monitoring	Principals	Student progress reports of grades, formative and summative assessments showing increased achievement levels.				
Funding Sources: 199 General Fund - \$0.00						
2) Develop relationships with BR community so as to develop good will and trust in the schools ability to close achievement gaps.  Conversations between BRISD and BR Staff. Positive teaming meetings.	All staff	An understanding of the importance of a shared understanding of equity within the school community as measured by staff climate survey.				
3) Utilize campus leadership teams to identify and secure additional resources necessary to eliminate achievement gap among student groups.  Analysis of relevant data and alignment of appropriate resources with school improvement priorities to maximize achievement growth for all students.	Principals Instructional Coach	Differences in student achievement among student groups are not significant. Data comparisons each six weeks.				
Funding Sources: 199 General Fund - \$0.00						


4) All BRISD teachers will complete 30 hour gifted and talented training online.  All teachers assigned gifted and talented students have the required GT hours	Classroom Teachers	All GT students will perform at the STAAR Level III.				
	Funding Sources: 199 General Fund - \$0.00					
5) Implement and strengthen special education inclusion support  Development of district-wide practices and procedures which target student disabilities	Principals Special Education Teachers	Student Achievement, SE progress reports, closing the achievement gap.				
	Funding Sources: 199 General Fund - \$0.00					

**Goal 1:** All BRHS students will be academically successful in accordance with state standards including the Commissioner's Strategic Priorities.

**Performance Objective 4:** 65% of BRHS Special Education students will score at the approaches grade level on all STAAR EOC tests. 15% of BRHS Special Education students will score at the masters grade level on all STAAR EOC results.

**Evaluation Data Source(s) 4:** STAAR EOC Results, local benchmarks.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning collaboration among staff. Analysis of instructional implementation data that provides staff with on-going opportunities to master the use of effective instructional strategies.	District Leadership Team	Increase in teacher and student engagement as evidenced by walk-through data and teacher evaluation data that improve student performance.				
	Funding Sources: 199 General Fund - \$0.00					
2)						
						


**Goal 1:** All BRHS students will be academically successful in accordance with state standards including the Commissioner's Strategic Priorities.

**Performance Objective 5:** BRHS will create a master schedule and campus calendar that will support teacher collaboration with instructional planning and data 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning collaboration among staff. Analysis of instructional implementation data that provides staff with on-going opportunities to master the use of effective instructional strategies.	District Leadership Team	Increase in teacher and student engagement as evidenced by walk-through data and teacher evaluation data that improve student performance.				
2) Utilize instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery. Monthly teacher staff development logs Campus Staff Development Plans	Instructional coaches	Staff understands and articulates the adopted instructional model and is knowledgeable of the research of effective instruction and the impact on student achievement.				
	Funding Sources: 199 General Fund - \$0.00					
3) BRHS will develop teachers by giving individual feedback and aligned professional development opportunities. Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.	Principals	Staff will become knowledgeable of the research of effective instruction as evidenced by teacher evaluation data.				
	Funding Sources: 199 General Fund - \$0.00					


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

## Goal 2: All BRHS students will be prepared for post-secondary college, career, and military opportunities.

**Performance Objective 1:** BRHS will increase the number of students meeting career and 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase ACT composite score of 23 (19 minimum in reading and math)  TSI and ACT preparation program enrollment. Collaboration w/ Amarillo College to offer Dual Credit courses and TSI Prep.	Principals, Instructional Coaches	All Seniors will be prepared for Post-Secondary college or Career Opportunities as measured by college readiness criteria.				
Funding Sources: 199 General Fund - \$0.00						
2) Recruit Teachers with content and CTE Certifications  Increase number of teachers with CTE certifications (dual Certifications)	Principal	CTE Course offerings are aligned to needs assessment.				
Funding Sources: 199 General Fund - \$0.00						
3) Generate college-prep classes for students not passing TSI college entrance exam.  Enrollment in college prep class of students not meeting TSI standard.	Principal, Counselors	All Seniors ready to enter college as measured by the TSI college entrance exam.				
						

**Goal 2:** All BRHS students will be prepared for post-secondary college, career, and military opportunities.







**Performance Objective 2:** BRHS 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 licensures. Master schedule displaying new CTE programs.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Establish four-year graduation plans that chart student career pathways and graduation endorsements.</p> <p>Accessibility of 4-year graduation plans that can easily be updated and monitored.</p>	Principal, Counselors, CTE Coordinator	100% of seniors meet graduation criteria aligned to a four-year plan.				
<p>2) Add career and technology programs that lead toward certification and licensures aligned with industry recognized standards</p> <p>Enrollment of courses that offer certifications and licensures.</p>	Principal, Counselors, CTE Coordinator	Students pursue postsecondary opportunities aligned to obtained technical skills assessments. (certifications)				
<p>3) Collaborate and coordinate with the community for human and natural resources to expand career and technology programs.</p> <p>Scheduled planning. Master Schedule displaying new CTE Programs. Student enrollment into programs.</p>	Principal, Counselors, CTE Coordinator	Students pursue postsecondary opportunities aligned to obtained technical skills assessments. (certifications)				



<p>4) Recruit and retain certified CTE instructors for career pathway courses.</p> <p>Increase number of teachers with CTE certifications aligned to new CTE courses.</p>	<p>Principal, Counselors, CTE Coordinator</p>	<p>CTE course offerings aligned to needs assessment and student surveys.</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						


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

**Performance Objective 1:** BRHS will reduce percentages of students assigned to alternative placements (ISS, DAEP, 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.  A reduction in alternative discipline placements that meet state requirements	Principals Behavior Resource Officers (BR Staff)	Increase learning time. Reduction in classroom behaviors that interfere with learning through increased social/emotional support.				
Funding Sources: 199 General Fund - \$0.00						
2) Work with BR Adventure staff to coordinate after school programs that focus on building a positive school culture.  A reduction in alternative discipline placements that meet state requirements	Principals Behavior Resource Officers (BR Staff)	Increase learning time. Reduction in classroom behaviors that interfere with learning through increased social/emotional support.				




✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

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

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

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide counseling programs that target current trends along with identified prevention programs  A reduction in alternative discipline placements that meet state requirements	Behavior Resource Officers Counselors	Increase learning time. Achievement gains as measured by state/local assessments. Formative assessments.				
Funding Sources: 199 General Fund - \$0.00						
2) Coordinate with Cal Farley security to host campus security drills and safety scenarios.	Superintendent Assistant Superintendent Principals	Emergency preparation plan practiced at discretion of Cal Farley staff.  Tornado drills at discretion of Cal Farley staff.  Monthly fire drills determined by principal.				
Funding Sources: 199 General Fund - \$0.00						
3) BRHS will conduct healthy eating and nutrition programs to staff and students.  Written Health and Nutrition Plan/Program. Documentation of staff/student participation	Assistant Superintendent	Decrease in teacher absences. Increase of student activity as measured by Fitness Gram.				
						

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Plan Notes

Foster Care Addendum: Boys Ranch ISD is a special purpose district that serves residents of Cal Farley's Boys Ranch and children of Cal Farley staff. Staff children may live on Ranch or be accepted by a transfer waiver filed in the Superintendent's office. If a foster care child is moved out of placement from Cal Farley's Boys Ranch, they are no longer eligible to attend Boys Ranch High School as they no longer meet the qualification to be enrolled in this special purpose district.

# Campus Funding Summary

<b>199 General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00