

Boys Ranch Independent School District

Mimi Farley Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We Stay. We Nurture. We Advocate. We Persevere.

Vision

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.

Value Statement

1. SAFETY - We provide a physically and emotionally safe learning environment.
2. CONSISTENCY - We provide consistency in the lives of our students.
3. RELATIONSHIP - We build positive and meaningful relationships.
4. ACHIEVEMENT/ACCOUNTABILITY - We provide opportunities for individual achievement and personalized accountability.
5. PRODUCTIVE CITIZENS - We instill skills and confidence needed to produce productive citizens.

- service and support
- consistency and relationship
- student achievement and accountability
- passion for learning
- safe, loving environment
- exciting and realistic learning
- student confidence
- productive citizens
- supporting each other
- being a constant for students
- giving students a hope and a future

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Comprehensive Needs Assessment

Needs Assessment Overview

Mimi Farley Elementary is the Kindergarten through fifth-grade campus at Boys Ranch ISD, a Special Purpose District in the Panhandle of Texas. The special purpose of Boys Ranch ISD is to provide an education for students in residential care placed at Cal Farley's Boys Ranch. Cal Farley's Boys Ranch is the attendance area of the district and is licensed to serve students from ages 5 to 18 years of age. All residents in the facility attend Boys Ranch ISD, as do many of the children of Cal Farley's employees and BRISD staff.

Roughly 10-15% of students at MFE are resident students. The other students are children of Cal Farley's or Boys Ranch ISD staff. Sixty-six percent of the students are white, 22.6% are Hispanic, and 7.5% are African American. English Learners (ELs) comprise 3.8% of the population; economically disadvantaged 32.1%; and special education 18.9%. The campus mobility rate is 25%, and the average class size is 8 students (Source: 2018-1029 Texas Academic Performance Report).

Mimi Farley provides full-day prekindergarten for eligible 3 and 4-year old students through an off-campus, community-based partnership. Carter Daycare is funded, maintained, and operated by Cal Farley's Boys Ranch, and is a Texas School Ready participant. When students are eligible for Kindergarten, they transition to the Mimi Farley campus. Preschool instruction is coordinated, planned and delivered solely by the Carter Daycare through the Texas School Ready program.

Perceptions

Perceptions Summary

Mimi Farley Elementary's student population is somewhat different than that of Blakemore Middle School and Boys Ranch High School. MFE serves primarily the children of Cal Farley's Boys Ranch and BRISD staff. Where the other campuses serve mostly resident children, MFE typically has fewer than 15 residents per year. Regardless of their resident status, some of the students at MFE have grown up at Boys Ranch, while others have experienced significant mobility and changes in school placement. Similarly, the core of teachers at MFE have worked on the campus for five or more years. The retention rate among teachers is high and class sizes are small, with staff to student ratio averaging 1:6 (2019-20 TAPR).

Recognizing that our student population will always be mobile and at-risk, our staff seeks to provide strong instruction, stability, and trauma-informed care for our students. The mission of the MFE staff is "SNAP: We Stay; We Nurture; We Advocate; We Persevere". We strive to maintain consistency in staffing, to provide individualized care and instruction, to serve academic, physical, and social/emotional needs, and to advocate for all types of appropriate services as the child's needs dictate. Lastly, we commit to persevering through the challenges associated with educating children in a residential setting, particularly in the midst of the COVID-19 pandemic.

Perceptions Strengths

- small class sizes
- highly qualified teachers
- Rtl/Dyslexia specialist
- Effective Rtl programming
- highly qualified paraprofessionals
- strict alignment of instruction to instructional standards

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Percentage of students identified as GT (5.3%) is lower than state average of 8.1%.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

Goals

Revised/Approved: April 29, 2021

Goal 1: 1. 100% of all third grade students will make one or more year's academic growth in reading.

Performance Objective 1: 100% of third grade students will demonstrate growth toward a year's typical growth at each i-ready benchmark.

HB3 Goal

Evaluation Data Sources: I-ready assessments fall, spring, and EOY

Summative Evaluation: Exceeded Objective

Goal 1: 1. 100% of all third grade students will make one or more year's academic growth in reading.

Performance Objective 2: 100% of third grade students will demonstrate on grade-level performance by February.

HB3 Goal

Evaluation Data Sources: i-ready spring assessment
STAAR Benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: 2. 100% of all Kindergarten through second grade students will make one or more year's academic growth in reading.

Performance Objective 1: 80% of students will be on or above grade level by February.

HB3 Goal

Evaluation Data Sources: i-ready
TX-KEA

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: 2. 100% of all Kindergarten through second grade students will make one or more year's academic growth in reading.

Performance Objective 2: 100% of students will be on or above grade level by EOY.

HB3 Goal

Evaluation Data Sources: i-ready
TX-KEA

Summative Evaluation: Met Objective

Goal 3: 60% of all third grade students in all special populations and demographic groups will attain "Approaches Grade Level"; 20% will attain "Meets Grade Level"; 10% will attain "Masters Grade Level" on the spring STAAR assessment.

Goal 4: 80% of all students in grades Kindergarten, first, and second, including special populations students (economically disadvantaged, special education, students formerly receiving special education services, English learners, continuously enrolled, and non-continuously enrolled students) and all demographic groups (African American, American Indian, Asian, Hispanic, Pacific Islander, white and two or more races students) will demonstrate early on grade level or on grade level academic performance, as evidenced by end of year progress monitoring assessments.

Goal 5: 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 Sources: 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. Adding Edgenuity and Ripple effects SEL programs.

Goal 5: 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 Sources: 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.

Goal 6: All students will receive regular, systematic, and research-based instruction in reading and phonics.

Performance Objective 1: All teachers will attend and complete the TEA Reading Academies in fall 2021/spring 2022 as part of HB 3 requirements.

Goal 6: All students will receive regular, systematic, and research-based instruction in reading and phonics.

Performance Objective 2: All language arts teachers will attend training on Really Great Reading in Summer 2021.

Goal 6: All students will receive regular, systematic, and research-based instruction in reading and phonics.

Performance Objective 3: All language arts teachers will consistently and uniformly implement the Really Great Reading phonics program.

Goal 7: All students will receive regular and systematic instruction in writing.

Performance Objective 1: All language arts teachers will consistently and uniformly implement the Writing by Design program.

Goal 7: All students will receive regular and systematic instruction in writing.

Performance Objective 2: All science, social studies, and math teachers will require a content-related, daily "quick write" to integrate their content area and one of the six traits of writing. The short quick write will build toward a weekly paragraph.

Addendums