

2012-2013

BRANSON JUNIOR HIGH

Building School Improvement Plan (BSIP)



A Community Committed to Learning

263 Buccaneer Blvd

Branson, MO 65616

Phone: 417-334-3087



Purpose

We Exist for Student Success

Vision

Students are Ready, Respectful and Responsible at All Times, No Excuses

We Envision:

1. Students taking responsibility for their academics, attitudes and actions at all times, no excuses.
2. Educators taking responsibility for aligning curriculum, instruction and assessment.
3. Educators taking responsibility for implementing research-driven strategies for increasing student achievement and character development.
4. Educators taking responsibility for celebrating student success.
5. Educators taking responsibility for creating strong parent/family and community partnerships.

Values

We Will:

1. Have high expectations for ourselves, our students and our parent partners.
2. Have a positive community where everyone is ready, respectful and responsible.
3. Provide timely intervention and enrichment as an expression of our commitment to each student's growth.
4. Actively engage in collaboration.

Goals

We Will:

1. Effectively use assessments (NWEA, common assessments, and others) to incorporate differentiated instruction, provide multiple opportunities for support and enrichment and implement appropriate intervention strategies.

**BRANSON JUNIOR HIGH SCHOOL
2012-2013 ADMINISTRATION, FACULTY, AND STAFF**

Administration

Bryan Bronn	Principal	Dr. Doug Hayter	Superintendent
Jack Harris	Assistant Principal	Dr. Brad Swofford	Assistant Superintendent
Casey Carpenter	Activities Director	Dr. Don Forrest	Assistant Superintendent
Dwight Cutbirth	Maintenance Director	Julia Scott	Special Services Director
Jill Morey	Food Service Director	Rob Watson	Transportation Director
Becky Hartzell	Technology Director		

Teachers

Greg Batt	Science
Les Brown	French
Cherri Cahow	Speech Pathologist
Teresa Carlin	English/Reading
Casey Carpenter	Science/Activities Director
Kristen Cleek	English
Becky Cook	Reading
Judi Easdon	English
Jo Beth Elfrink	Girls PE/Health
Jenny Everett	Math
Marjorie Gerlach	Foreign Language
Billy Gowers	Chorus
Karen Hart	Reading/Computer Applications
Ashleigh Hawkins	Art
Adrianna Henderson	ELL
Joe Henderson	Industrial Technology/Vocational Agriculture
Frances Jackson	Family and Consumer Science
Alycia Johnston	Math
Nicole Keller	Science
LeAnn Kennedy	Math
LaVene Kline	Special Services
Felisa Lampe	Special Services
Tim Long	Computer Applications/Journalism
Beverly Lowry	History
John Mathews	History
Janice McAnally	Special Services
Rachel McGinnis	Special Services
Tyler McNealy	History
Christy Patrick	Science
Timothy Peters	Special Services
Tucker Pierce	History
Linda Pingleton	Science
Joe Poor	Math
Lacie Reinsch	English
LeAnn Reusch	Adaptive PE
Christina Rowe	Math
Jana Smith	Gifted
Jacqueline Snyder	Girls PE/Health
Kirby Spayde	Band (Dr. Bradley Coker and Josh Hurt)
Kris Spencer	Science
Dr. Amy Viets	Communications
Sam Waterman	Boys PE/Health
Brandon Wilson	Boys PE/Health

CounselorsPhyllis Gies
Cara McCoy**Secretaries**Linda Andreesen
Rhonda Stevenson
Angie WaughCounselor Secretary
Administrative Secretary
Attendance Secretary**Computer Tech**

Charles Noga

Librarian

Leslie Laws

Nurse

Debbie Hinman

CustodiansGene Davidson
Judy Collins
Mark Dillion
Kenneth Marine
Bob Wilcox**Cooks**Jackie Coppens
Angela Germeyer
Shelley Jackson
Diana Evans
Monica Lee
Cathy England**Paras**Stephen Fox
Pam Grisham
Jerry Inman
Jan Medlock
Audrey Patrick
Judy Starrett
Jennifer Werling**ADVISORY BOARDS**Tim Long (Allied)
John Mathews (History)
Alycia Johnston (Math)
Judi Easdon (Communication Arts)
Kris Spencer (Science)**COMMITTEES****National Junior Honor Society**

Becky Cook

PDCTeresa Carlin
Bev Lowry**Social Committee Chairs**Janice McAnally
Dr. Amy Viets**SCHOOL DATA –October 1, 2012**

Enrollment	716 (352 – 7 th graders; 364 – 8 th graders)
Attendance %	96.18% through Term 1, October 1, 2012
Staffing Ratios	358 students per administrator (2 administrators) 498 students per counselor (1.5 counselors)
Average Years of Experience of Professional Staff	13.5
Advanced Degrees	60% of staff hold a Masters degree or higher

STUDENT ACHIEVEMENT (MAP)

MAP Scores – Branson Junior High Total in CA - 65.5%; Total in Math – 64.5% at Proficient or Advanced

		2009	2010	2011	2012
		<u>BJH</u>	<u>BJH</u>	<u>BJH</u>	<u>BJH</u>
7 th Grade	Communication Arts	63.9	63.9	66.5	67.1
7 th Grade	Math	69.1	66.1	65.7	70.8
8 th Grade	Communication Arts	65.2	61.8	62.0	64.0
8 th Grade	Math	58.3	57.8	57.7	57.8
8 th Grade	Science	66.0	59.1	61.3	60.8
8 th Grade	Algebra I	100.0	100.0	98.8	100.0

COURSE OFFERINGS 2012-2013

Art

Communication Arts

7 English
8 English
7 Reading
7 Reading Plus
7 Communications
8 Communications
Journalism/Yearbook

Computer Applications

Family and Consumer Sciences (FACS)

Foreign Language

Spanish
ELL
French

Health

Industrial Technology

Vocational Agriculture

OTHER CURRICULAR ACTIVITIES

Gifted
Special Education
Allied Arts (Art, Communications, Computer Applications, FACS, Industrial Technology, Spanish)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY/STAFF

State Foreign Language Conference
MSTA Convention General Workshops
Poverty Summit Conference at C of O
Assessment for Learning
Autism Conference
PLC
Southwest Association of School Librarians - Mo Association of School Librarians Meeting
Differentiated Instruction
Willard and Branson Technology Institutes
Pearson Envisions Math
Writing and Reading Workshop
EMints Training
Kagan Cooperative Learning workshop
National Association of Gifted Children Annual Convention
MOAHPERD
CCMA Workshop
Family and Consumer Sciences Curriculum Writing Workshop
Career Education Mentoring Program
Class within a Class (CWC) Workshop
Math Strategies Best Practices
Literacy Summits and Conferences

Math

7 Math
7/8 Pre-Algebra
8 Algebra

Music

Choir
7 Band
8 Band

Physical Education

Science

Earth Science
Life Science

Social Studies

7/8 American History

BRANSON JUNIOR HIGH ACTIVITIES REPORT

STUDENT COUNCIL

Advisers: Jenny Everett
Amy Viets

Officers: President: Jaicee Penner
Vice President: Macy Day

Members: **8th Grade** **7th Grade**
Joshua Button Hayden Pardon
Jane Ross Sadie Berry
Jacob Banks Lance Junck
Laura Joplin Britton Ellis
Eric Shockey Cameron Banks
Jacob Ulrich Karagan Lathrop
Imani Daniels

TRACK

Coaches: Casey Carpenter-Head Coach
Ben Jones
Jo Beth Elfrink
Jacqueline Snyder

SOFTBALL

Coaches: Kendra Scott – Head Coach
Alycia Johnston

VOLLEYBALL

Coaches: Jo Beth Elfrink - 8th Grade
LeeAnn Reusch - 7th Grade

WRESTLING

Coach: Jerry Inman

CHEERLEADING

Sponsor: Christy Patrick

NATIONAL JUNIOR HONOR SOCIETY

Adviser: Becky Cook
President – Jacob Banks
V.P. – Luke Masters
Sec. – Madline Sparks
Treas. – Justus Brashers
Historians – Raleigh Woods, Amanda Kearney

JUNIOR HIGH MUSIC

Band Director: Dr. Brad Coker
Kirby Spayde
Josh Hurt
Choir Director: William Gowers

JUNIOR HIGH DEPARTMENT CHAIRS

John Mathews - Social Studies
Judi Easdon – Communication Arts
Kris Spencer - Science
Alycia Johnston - Math
Tim Long - Allied

CROSS COUNTRY

Coach: Rachel McGowan

MATH TEAM

Adviser: Leann Kennedy

GIRLS BASKETBALL

Coaches: Kayli Price – 7th Grade
Joe Poor – 8th Grade

SPEECH TEAM

Adviser: Amy Viets

FOOTBALL

Coaches: Brandon Wilson-Head Coach
John Mathews
John Helsel
Ben Jones
Curt Ivey
Robbie Pittman

BOYS BASKETBALL

Coaches: Tyler Prochaska -7th Grade
Sam Waterman-8th Grade

BRANSON JUNIOR HIGH COUNSELING CENTER

Phyllis Gies, Counselor
Cara McCoy, Counselor
Linda Andreesen, Secretary

PROGRAMS AND RESPONSIBILITIES

Duke University Talent Identification Program
Save A Student Program (At Risk Program)
Attendance liaison to office, Social Workers and Prosecuting Attorney's Office
Bullying Prevention Curriculum
The Real Game Career Program
Self-Esteem Curriculum
Career Awareness Curriculum Units
D.A.R.E. Program
Individual Counseling
Small Group Counseling – self-esteem, anger management, divorce, leadership
Facilitate Burrell Counseling (individual and group)
Building Test Coordinator – Achievement Testing, MAP Testing, End of Course, NAEP
Credit Recovery Program Coordinator
Coordinate selection for Pre-Algebra class
PST Team Member/Facilitator
School Days Program and Salvation Army Program for the Junior High
Presidential Academic Awards
Duke University Finalists Awards
Coordinate Bonner Scholar Program
Schedule all new students
Copy and mail records for all drop students
Record all student transcripts and put in cumulative files
Maintain all student cumulative files
Student academic planning and advisement
6th grade orientation and scheduling for 7th grade
6th grade tours
7th grade scheduling for 8th grade
Assist high school counselors with 8th grade scheduling for 9th grade
Scheduling and Data Maintenance in SIS
SIS Management and Master Schedule
Work with DFS
DFS Liaison for Student Interviews
Juvenile Office Liaison
Referral to outside resources
Parent consultations
Teacher/Staff consultations
Attend Staffings for Special Education Students
Coordinate Christmas Program for Junior High students
Work closely with Social Work Office on At-Risk Students
Spotlight Board student recognition
PLC members
Shoes that Fit Coordinator
Critical Incident Team Member
Crisis Counseling Coordinator/Facilitator
Community Liaison – Outreach groups
Professional Organization Liaison

I. Student Achievement

Goal: We will teach a common curriculum for 100% of our students.

Goal: We will engage in best practices with an emphasis on problem solving and critical thinking.

Goal: We will lead students to demonstrate their learning and understanding by applying knowledge in a relevant manner.

Evaluation: Building level common assessments, NWEA assessments and the annual MAP will serve as progress-monitoring and measurement tools for student achievement growth.

Implementation:

1. Provide students with an appropriate learning environment.
2. Utilize Missouri Assessment Program (MAP), NWEA and common assessment results to establish performance baselines and classroom, department, and student level goals that show adequate yearly progress for all students.
3. Collaboration time implemented to increase instructional effectiveness, provide timely intervention & enrichment and monitor progress of student achievement.
4. Differentiated instruction and progress monitoring will occur at Tier 1 classroom and team levels to ensure growth for all students.
5. Provide Tier 2 Reading Plus classes for literacy support to select incoming 7th grade students.

MSIP STANDARD: 6.2, 9.1, 9.2

Person Responsible: Administrator, Counselor, Teachers.

TimeLine: August- June: Yearly

2012 School Performance

Branson Junior High School

Adequate Yearly Progress	% Proficient and Advanced Communication Arts	% Proficient and Advanced Mathematics	% Proficient and Advanced Science
2012	65.5	64.5	60.8
2011	65.7	63.7	61.2
2010	65.3	65.2	59.1
2009	65.6	63.8	65.9
Adequate Yearly Progress	% of students Below P & A Reduced in Communication Arts	% of students Below P & A Reduced in Mathematics	% of students Below P & A Reduced in Science
2012	-0.2	+0.8	-0.4
2011	+0.4	-1.5	+2.1
2010	-0.3	+1.6	-6.8
2009	-0.1	+3.8	+2.5

Highest MAP Scores in School History!

7th Grade Communication Arts Status 7th Grade Classes

2012 – 349 - tested; 2011 – 379 tested; 2010 – 321 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
7th 2012	19/5.4%	96/27.5%	135/38.7%	99/28.4%	234	67.1%	32.9%
	↑	↓	↓	↑	↑	↑	↓
7th 2011	19/5.0%	108/28.5%	154/40.6%	98/25.9%	252	66.5%	33.5%
	↓	↓	↓	↑	↑	↑	↓
7 th 2010	23/7.2%	93/29%	143/44.5%	62/19.3%	205	63.8%	36.2%

Level Movement – Cohort Group

Communication Arts – 7th Grade Class

Tested in the 7th Grade Class:

2012 = 349

2011 = 355

2010 = 334

**23 more
on grade
level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
7th 2012	19/5.4%	96/27.5%	135/38.7%	99/28.4%	234	67.1%	32.9%
	↑	↓	↑	↑	↑	↑	↓
6th 2011	17/4.7%	127/35.8%	133/37.5%	78/22%	211	59.5%	40.5%
	↑	↓	↑	↑	↑	↑	↓
5th 2010	15/4.5%	129/38.6%	118/35.3%	72/21.6%	190	56.9%	43.1%

Highest MAP Scores in School History!

7th Grade Math Status 7th Grade Classes

2012 – 350 tested; 2011 – 379 tested; 2010 – 319 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
7th 2012	20/5.7%	82/23.4%	151/43.1%	97/27.7%	248	70.8%	29.2%
	↑	↓	↑	↑	↑	↑	↓
7th 2011	18/4.7%	112/29.6%	159/42%	90/23.7%	249	65.7%	34.3%
	↓	↑	↑	↓	↑	↑	↓
7 th 2010	23/7.2%	85/26.6%	129/40.4%	82/25.7%	211	57.9%	42.1%

Level Movement – Cohort Group

Math – 7th Grade Class

Tested in the 7th Grade Class:

2012 = 350

2011 = 354

2010 = 335

**19 more
on grade
level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
7th 2012	20/5.7%	82/23.4%	151/43.1%	97/27.7%	248	70.8%	29.2%
	↑	↓	↑	↑	↑	↑	↓
6th 2011	16/4.5%	105/29.7%	148/41.8%	85/24%	229	65.8%	34.2%
	↑	↓	↑	↑	↑	↑	↓
5th 2010	9/2.7%	133/39.7%	139/41.5%	54/16.1%	193	57.6%	42.4%

2012 7th Grade Math

Schools	Adv/Prof%	Basic/BB %	Index	FR%
Nixa	76.1	23.9	811.5	36
Ozark	72.9	27.1	798.3	33
Branson	70.8	29.2	792.9	57
Camdenton	69.6	30.4	791.4	53
Carthage	61.1	38.9	776.7	56
Republic	60.4	39.6	774.6	39
Webb City	60	40	770.5	48
Willard	60.4	39.6	770.4	42

Communication Arts

Schools	Adv/Prof %	Basic/BB %	Index	FR%
Nixa	69.7	30.3	795.1	36
Branson	67.1	32.9	790.0	57
Ozark	68.6	31.4	786.6	33
Webb City	65.7	34.3	784.2	48
Willard	57.8	42.2	774.2	42
Camdenton	59.2	40.8	773.1	53
Republic	57.1	42.9	771.8	39
Carthage	56.3	43.7	764.3	56

*Rankings based on Index score

7th Grade Cohort Communication Arts

School Year	Nixa	Ozark	Webb City	Camdenton	Branson
2011-12	+4.15	+1.4	+3.3	+6.9	+7.6
2010-11	+3.9	+7	+10.1	+9.9	+9.1
2009-10	+5.15	+5.6	+3.1	+6.5	+9.5

Math








School Year	Nixa	Ozark	Webb City	Camdenton	Branson
2011-12	+2.2	+5.2	-1.7	+7.4	+5.0
2010-11	-1.3	-5.8	-4.4	+9.1	+2.0
2009-10	-1.25	+6.0	-.4	+6.9	+7.8

8th Grade Science Status

8th Grade Class

2012 – 378 tested

2011 – 326 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2012	33/8.7%	115/30.4%	155/41%	75/19.8%	230	60.8%	39.2%
							
8th 2011	23/7.06%	103/31.60%	133/40.8%	67/20.5%	200	61.3%	38.7%

8th Grade Science Cohort

2012 – 378 tested
2009 – 327 tested

**55 more
on grade
level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8 th 2012	33/8.7%	115/30.4%	155/41%	75/19.8%	230	60.8%	39.2%
5 th 2009	15/4.6%	137/41.9%	130/39.8%	45/13.8%	175	53.6%	46.4%

8th Grade Communication Arts Status 8th Grade Classes

2012 – 386 tested; 2011 – 327 tested; 2010 – 325 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2012	5/1.3%	134/34.7%	139/36%	108/28%	230	64%	36%
	↓	↓	↑	→	↑	↑	↓
8th 2011	6/1.8%	118/36.1%	111/33.9%	92/28.1%	200	62%	38%
	↑	↓	↓	↑	↓	↑	↓
8 th 2010	5/1.5%	119/36.6%	125/38.5%	76/23.4%	201	61.9%	39.1%

Level Movement – Cohort Group

Communication Arts - 8th Grade Class

Tested in 8th Grade Class:

2012 = 386

2011 = 379

2010 = 357

**5 less on
grade level**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2012	5/1.3%	134/34.7%	139/36%	108/28%	247	64%	36%
	↓	↑	↓	↑	↓	↓	↑
7th 2011	19/5.0%	108/28.5%	154/40.6%	98/25.9%	252	66.5%	33.5%
	↑	↓	↑	↑	↑	↑	↓
6th 2010	13/3.6%	139/39%	119/33.3%	86/24.1%	205	57.4%	42.6%

8th Grade Math Status 8th Grade Classes

2012 – 386 tested; 2011 – 327 tested; 2010 – 325 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2012	42/10.9%	121/31.3%	117/30.3%	106/27.5%	223	57.8%	42.2%
	↑	↓	↓	↑	→	→	→
8th 2011	27/8.3%	111/33.9%	104/31.8%	85/26%	189	57.8%	42.2%
	↓	↑	↑	↓	→	→	→
8 th 2010	29/8.9%	108/33.2%	89/27.4%	99/30.5%	188	57.9%	42.1%

Level Movement – Cohort Group

Math – 2011 8th Grade Class






Tested in 8th Grade Class:

2012 = 350

2011 = 379

2010 = 319

**26 less on
grade level**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2012	42/10.9%	121/31.3%	117/30.3%	106/27.5%	223	57.8%	42.2%
7th 2011	 18/4.7%	 112/29.6%	 159/42%	 90/23.7%	 249	65.7%	33.9%
6th 2010	12/3.9%	115/37.7%	127/41.6%	51/16.7%	178	58.3%	41.7%

8th Grade Algebra I EOC Status 8th Grade Classes

2012 – 77 tested; 2011 – 82 tested; 2010 – 78 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2012	0%	0%	11/14.3%	66/85.7%	77	100%	0%
		↓	↓	↑	↑	↑	↓
8th 2011	0%	1/1.2%	23/28%	58/70.8%	81	98.8%	1.2%
		↑	↑	↓	↑	↓	↑
8 th 2010	0%	0%	14/17.9%	64/82.1%	78	100%	0%

2012 8th Grade

*Rankings based on Index score

Communication Arts

Schools	Adv/Prof %	Basic/BB %	Index
Nixa	70.2	29.8	793.6
Branson	64	36	790.7
Webb City	65.3	34.7	788.8
Willard	63.8	36.2	784.8
Camdenton	62.4	37.6	782.5
Ozark	59.5	40.5	781.8
Republic	60.3	39.7	775.7
Carthage	47	53	760.4

Math

Schools	Adv/Prof%	Basic/BB %	Index
Camdenton	67.5	32.5	799.3
Nixa	73.7	26.3	796.9
Branson	57.8	42.2	774.4
Republic	61.7	38.3	769.2
Ozark	57.5	42.5	768.5
Webb City	57.9	42.1	767.1
Carthage	57	43	765.3
Willard	53.9	46.1	765.0

Algebra I EOC

Schools	Adv/Prof %	# of students	Index
Branson	100	77	885.7
Willard	100	31	880.6
Nixa	98.4	63	878.1
Camdenton	100	72	875.0
Carthage	97.1	101	857.7
Ozark	95.4	105	856.4
Republic	90.9	100	834.5
Webb City	N/A	N/A	N/A

Science

Schools	Adv/Prof %	Basic/BB %	Index
Nixa	73.6	26.4	795.7
Camdenton	71.7	28.3	789.3
Willard	67.9	32.1	781.9
Branson	60.8	39.2	772.0
Ozark	56.8	43.2	764.3
Republic	59.1	40.9	763.7
Webb City	57.2	42.8	760.2
Carthage	40.2	59.8	726.0

8th Grade Cohort

Communication Arts

School Year	Nixa	Ozark	Webb City	Camdenton	Branson
2011-12	-2.7	+9	-2.0	+1.2	-2.1
2010-11	-3.4	+6.0	+1.2	+5	-1.8
2009-10	+7.8	+1.7	+7.7	+4.8	-2.0

Math

School Year	Nixa	Ozark	Webb City	Camdenton	Branson	State	FR Avg. State to Branson
2011-12	-2.0	-6	-2	+3.3	-8.0	-3.7	-3.7/-9.7
2010-11	+5	-2.7	-4	+1.8	-8.3	-3.8	-4.1/-11.5
2009-10	+3.8	-7.3	+2.5	-3.9	-11.2	-5	+9/-13.5

Science

School Year	Nixa	Ozark	Webb City	Camdenton	Branson
2009-12	+5.7	+9	+6	+15.5	+7.2
2008-11	+9.4	+1	+5	+12.4	+3.3

II. School-Wide Positive Behavior Support

Goal: We will decrease the percentage of students receiving a discipline referral between their 7th and 8th grade years on an annual basis.

Positive character and expectations will be taught, using systemic and individualized strategies that guide students toward increasingly responsible and motivated behavior, so the school-wide focus can be on teaching and learning by May 15, 2013. This will be done during the *First Days of School* and weekly on Thursday mornings for all newly enrolled students throughout the school year.

Evaluation:

1. Monthly discipline reports will be generated to monitor the frequency of discipline incidents by category, location, day of the week, class period/time of day and number of student incidents per student.
2. Student, parent/family and staff surveys will demonstrate students' ability to manage, formulate and foster positive and productive human relationships (ready, respectful and responsible behavior, bullying prevention).
3. Character education and positive behavior processes will be implemented district wide to promote character and personal development.

MSIP Standards: 6.1, 6.3, 6.4, 6.5, 6.8, 6.9

Implementation:

Professional development will be provided to staff to learn behavior strategies and supports; Pirate Praise pages used with students to encourage positive behavior and Discipline Tracker pages used with students to discourage negative behavior.

Person Responsible: Administrators, Counselor, Teachers.

Time Line: August- May: Yearly

Respect the Pirate Code

Be Ready Be Respectful Be Responsible



Don't stand by,
stand up!



Missouri SW-PBS Essential Components

1. Administrator support, participation and leadership. Administration agrees to implement SW-PBS as a way to support students and staff.
2. Common purpose and approach to discipline. Staff aligns school purpose, goals and SW-PBS Purpose Statement, (**We exist for student learning,**) and use a SW-PBS leadership team to lead the planning for systems, practices, and data to establish and maintain ongoing communication.
3. Clear set of positive expectations (for all students and staff). A list of expected behaviors for students and staff are collaboratively developed from commonly occurring problem behaviors across school settings.

"Great teachers establish clear expectations at the start of the school year and follow them consistently as the year progresses."

Todd Whitaker – Fourteen Things That Matter Most

4. Procedures for teaching expected behaviors. All students and staff demonstrate, explain and practice social skills within and across multiple school settings.

"For a child to learn something new you need to repeat it on the average of eight times." **Harry Wong**

"For a child to unlearn an old behavior and replace it with a new behavior, you need to repeat the new behavior, on the average, twenty-eight times. Twenty of those times are used to eliminate the old behavior and eight of those times are used to learn the new behavior." **Harry Wong**

5. Continuum of procedures for encouraging expectations. Students and staff are given specific, positive and frequent acknowledgement of desired social behavior.

The purpose of school-wide recognition is to acknowledge and show appreciation to students who have provided positive demonstrations of the school-wide behavioral expectations. **Doug Colvin**

"Great teachers create a positive atmosphere in their classrooms and schools. They treat every person with respect. In particular, they understand the power of praise."

Todd Whitaker – Fourteen Things That Matter Most

III. Attendance

- Goal:** We will meet or exceed a 95% average daily attendance rate for the 2012-2013 school year.
- Goal:** We will meet or exceed 90% of students attending school 90% of required school days by the 2013-2014 school year.
- Goal:** We will meet or exceed all students achieving an 85% attendance rate on the school year by the 2015-2016 school year.

Evaluation: Data from Branson Junior High reported to DESE will reflect improved attendance.

MSIP Standard: 9.6

Implementation:

- (1) The attendance secretary, school administration, and school counselors will make, log, and document in SIS, attendance calls for every absent student.
- (2) The school administration and staff will make home visits to families for whom phone or e-mail contact cannot be established or who demonstrate chronic absenteeism.
- (3) The school administration will provide attendance reports to parents, students and teachers regarding student attendance.
- (4) The school administration will establish attendance contracts with students who demonstrate chronic absenteeism.
- (5) The school administration will report all students with 10 or more absences to the Taney County Prosecuting Attorney's Office.
- (6) Attendance will be addressed in student handbook to clarify the importance of student attendance.
- (7) Parent orientation will address student attendance and the relationship to student achievement.

Person Responsible: Administration, Counselors, Teachers.

Time Line: August-May: Yearly

Attendance at Branson Junior High

2008-2009 Attendance Rate: 94.8%

2009-2010 Attendance Rate: 94.4%

2010-2011 Attendance Rate: 94.9%

2011-2012 Attendance Rate: 94.6%

Term 1 (31 days) School Attendance Rate – 96.18%

Attendance Rate						
2006	2007	2008	2009	2010	2011	2012
93.3	93.7	94.6	94.8	94.4	94.9	94.6

District Attendance Goal = 95%

IV. Persistence towards grade-level promotion and graduation for the class of 2018 (7th graders) and the class of 2017 (8th graders)

- Goal:** All students will complete seventh and eighth grade and be prepared to enter Branson High School on-time by May 17, 2013.
- Goal:** Increase the number of advanced and high school credit-earning courses at the junior high level by May 15, 2014.
- Goal:** Implement the ACT Explore Test for 8th graders for high school and college/career readiness by May 15, 2014.
- Goal:** We will provide alternative learning environments for at-risk students by the 2013-2014 school year.
- Goal:** We will increase community partnerships to help meet student needs by the 2013-2014 school year.
- Goal:** We will provide alternative collaborative opportunities for at-risk families by the 2013-2014 school year.

Evaluation:

1. Student retention will decrease at each grade level.
2. All students will complete exploratory classes to help prepare them for course selection at the high school.
3. Students will choose activities and experience career/college readiness opportunities which will prepare them to engage in similar programs at Branson High School.

MSIP Standard: 9.2, 9.5, 9.6

Implementation: Each student will be involved in 6th grade orientation with the junior high counselors.

Person Responsible: Counselors

Time Line: January-May: Yearly

Implementation: Each student will participate in career choices units with their teachers and counselors.

Person Responsible: Counselors, Teachers

Time Line: January-May: Yearly

V. Parental & Family Involvement

- Goal:** All parent(s)/guardian(s) at Branson Junior High will be contacted by a faculty member by the end of the 1st Quarter.
- Goal:** We will increase annually the number of families attending Parent Orientation Night at Branson Junior High School.
- Goal:** We will increase the number of parent activities offered at Branson Junior High.

Evaluation: Staff members will report all scheduled parent/teacher conferences to the building administration.

MSIP Standards: 7.5, 8.8

Implementation: Teachers will contact parents to schedule and hold parent/student/teacher conferences by the end of the first quarter. Teachers will keep documentation of parent/student/teacher conferences. Parents will receive three week progress and six week grading reports.

Person Responsible: Administration, Teachers

Time Line: August- Nov. Yearly

VI. Innovation

- Goal:** To use school improvement planning to involve junior high stakeholders in developing a five year master BSIP Innovation Plan by October 1, 2013.
- Goal:** To recommend specific, measurable, achievable, relevant, time-bound and student-centered strategies and action plan steps for each BSIP goal for approval by the JH Lead Team and the School Board by October 1, 2013.
- Goal:** To involve junior high stakeholders in exploring, developing and recommending for School Board approval, innovative educational advancements for all junior high students by October 1, 2013.
- Goal:** To collaborate with district, building and community level stakeholders to develop building re-model plans to meet the enrollment and educational needs of the district's junior high students, by December 1, 2012.

Evaluation:

1. A master strategic plan will be submitted for approval to the School Board.

MSIP Standards: 6.1, 6.3, 6.4, 6.5, 6.8, 6.9

Implementation:

Professional Development will be offered to staff to improve teaching methods in the classroom, as called for in the Student Achievement and Innovation BSIP goals.

Instruction time will be utilized to promote proper study skills, assignment completion and appropriate behavior.

Alternative classroom instruction (Intervention) will be offered to provide timely instructional support. Programs will be evaluated quarterly to determine achievement by students.

Person Responsible: Administrators, Counselor, Teachers.

Time Line: August- May: Yearly

Strategic Plan

Objectives:

1. Increase student achievement on an annual basis with regard to the Missouri Assessment Program and No Child Left Behind.
2. Create an atmosphere of high expectations and positive behavior to help produce responsible young adults. (ex: Respect the Code and Character Education)
3. Provide opportunities for teachers to observe and use assessment, resources and lessons that facilitate differentiated instruction and student engagement.

Assessment:

1. Missouri Assessment Program. 7th Grade: Communication Arts, Math
8th Grade: Math, Communication Arts, Science
2. Activities that promote positive behavior and character education. Surveys for students, teachers and parents.
3. Utilizing assessment tools (NWEA) that will assist with providing appropriate instruction to each student.

Strategies:

1. In-service that addresses state assessment and grade level expectations.
2. Binder system that promotes organization and responsibility.
3. Extra-curricular activities that require students to be responsible fans and enjoy and support their teams.
4. Teacher observation.
5. Collaboration between teachers, parents and students. Building strong alliances.
6. Character education process that fosters positive choices and character.

Timeline:

1. August – July

Person Responsible:

1. Administrators, Teachers, Parents, Students