



**“Teach Students Valuable Skills”**

# **Branson R-IV Schools**

Board of Directors Regular Meeting  
Open Meeting – Corporate Woods, 1756 Bee Creek Road  
Closed Session – Corporate Woods, 1756 Bee Creek Road  
6:30 p.m. – October 13, 2011

## **AGENDA**

1. Establish quorum, call to order, Pledge of Allegiance, and opening prayer

2. Secretary of the Board Reports

Consent Agenda

Action on the Minutes  
Schedule of Checks Written  
Expense Distribution Report  
End of Month Board Report  
Fuel Bid – Mr. Farley

3. Communications

4. Board Committee Reports

Foundation Update – Mr. Smethers/Mrs. Hall  
MSBA Fall Conference – Dr. Marcellus  
October MSBA Board Report

5. Administrative Reports

Teacher Minute – Junior High  
Disability Awareness Month – Mrs. Scott  
Care For Kids Update – Mr. Allen  
Jordan Valley Mobile Dental Unit – Dr. Forrest  
Bond Issue Update – Dr. Forrest  
Energy Education – Dr. Forrest  
Ozarks Educational Research Initiative (OERI) – Dr. Swofford  
Superintendent’s Report – Dr. Hayter  
❖OTC Update  
❖Focus Groups Update  
❖Legislative Update  
❖2011-2012 Budget Update  
❖Student Council Representatives  
September Membership Report - Dr. Hayter

## AGENDA

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### Workshops:

Missouri ACTE Conference – Springfield, MO – F. Jackson  
Summer Literacy Institute – Branson – S. Culver, S. Miller  
Technology Enrichment Course – Branson – S. Pardeck  
Midwest Kindergarten & PreK Conference – Lenexa, KS – M. Rettig  
Professional Learning Communities at Work – Las Vegas, NV – B. Wilson  
EdTA National Conference – Chicago, IL – D. Corbin

### 6. Old Business

### 7. New Business

Approve Assessment Program Evaluation – Mr. Allen  
Approve Junior High Building School Improvement Plan – Mr. Bronn  
Approve High School Building Improvement Plan – Mr. Arnette

### 8. Miscellaneous

Next Regular Meeting: 6:30 p.m., Thursday, November 10, 2011, Corporate Woods, 1756 Bee Creek Road. Tentative Agenda will be available in the Superintendent's Office on Monday, November 7, 2011.

Board Tour of Junior High: Friday, October 14, 2011 at 9:00 a.m.

Board Finance Meeting: Friday, October 28, 2011 at 12:30 p.m. in Conference Room 608

Region 10 Fall Meeting: Thursday, November 3, 2011 at 6:30 p.m. – Kraft Building, Springfield

### 9. Closed Session, reason and recorded vote

Scholastic  
Personnel  
Legal  
Real Estate

### 10. Adjournment

**CHARACTER<sup>plus</sup>® Thought for the Month**

**RESPONSIBILITY – *taking ownership of what you say and do***

# DRAFT

## BRANSON R-4 BOARD OF EDUCATION – SEPTEMBER 8, 2011

The regular meeting of the Branson R-4 Board of Education was held at 6:30 p.m. on September 8, 2011, at Corporate Woods, 1756 Bee Creek Road. The following members were in attendance:

Dr. Peter Marcellus, Board President  
Mrs. Teresa Givens  
Mr. Roger Frieze  
Mrs. Debbie Keller  
Mr. Craig Wescott  
Mr. Jeff Smethers

Absent: Mrs. Wendy Davison

Also attending were: Dr. Doug Hayter, Superintendent; Dr. Brad Swofford, Assistant Superintendent; Dr. Don Forrest, Assistant Superintendent; Mr. Chip Arnette, High School Principal; Mr. Jeff Wilcox, High School Assistant Principal; Dr. Brenner, High School Assistant Principal; Hannah and Hayden Stark, High School STUCO Representatives; Mr. Bryan Bronn, Junior High School Principal; Mr. Brad Dolloff, Junior High Assistant Principal; Rachel Snyder and Fiona Hubbard, Junior High STUCO Representatives; Mr. Matt Dean, Intermediate Principal; Mr. Eric Russell, Intermediate Assistant Principal; Mr. Mike Dawson, Elementary West Principal; Mrs. Diana Cutbirth, Elementary East Principal; Dr. Michelle Collins, Primary Principal; Mrs. Julia Scott, Special Services Director; Mr. Brad Allen, Curriculum/Federal Programs Director; Mrs. Brenda Romine, Communications Director; Mrs. Becky Hartzell, Technology Director; Mr. Dwight Cutbirth, Physical Plant Director; Mrs. Jill Morey, Food Service Director; Mr. Steve Farley, Transportation Director; Mrs. Kimberly Bryant, Board Secretary; and members of the media, interested patrons and faculty members.

President Marcellus called the meeting to order at 6:30 p.m. and led the Pledge of Allegiance. Mr. Jeff Smethers offered the opening prayer.

No. 23  
Motion to Approve  
Consent Agenda  
September 8, 2011

Motion by Givens, seconded by Wescott to approve the consent agenda which included minutes of the August 11, 2011 regular Board meeting, August 30, 2011 levy hearing meeting, and September 8, 2011 building committee meeting; schedule of checks written for July; expense distribution report for July; and the end of the month report for July. Motion carried 6-0.

No. 24  
Motion to Approve  
Bond Issue  
Construction  
Documents  
September 8, 2011

Motion by Givens, seconded by Keller to approve the bond issue construction documents.  
Motion carried 6-0

No. 25  
Motion to Approve  
Local Compliance  
Plan  
September 8, 2011

Motion by Keller, seconded by Frieze to approve the Local Compliance Plan as recommended by DESE. Motion carried 6-0

**MINUTES**

Branson R-4 Board of Education  
September 8, 2011 – Page 2

No. 26  
Motion to Approve  
Student Trips  
September 8, 2011  
Motion by Givens, seconded by Wescott to approve the student trips to Costa Rica, Europe and New York or Chicago. Motion carried 6-0

No. 27  
Motion to Approve  
A+ Schools Program  
Evaluation  
September 8, 2011  
Motion by Wescott, seconded by Frieze to approve the A+ Schools Program Evaluation. Motion carried 6-0.

No. 28  
Motion to Approve  
2010-2011 Dual  
Credit Report  
September 8, 2011  
Motion by Keller, seconded by Wescott to approve the 2010-2011 Dual Credit Report. Motion carried 6-0.

No. 29  
Motion to Approve  
2010-2011 Advanced  
Placement Report  
September 8, 2011  
Motion by Givens, seconded by Frieze to approve the 2010-2011 Advanced Placement Report. Motion carried 6-0.

No. 30  
Motion to Adjourn  
To Closed Session  
September 8, 2011  
Yeas:  
Nays:  
Motion by Frieze, seconded by Smethers at 8:25 p.m. to adjourn to closed session for the purpose of discussing scholastic issues, personnel matters, legal issues, real estate matters, and/or other matters as needed that may be discussed in closed session.  
Mr. Wescott, Mrs. Keller, Dr. Marcellus, Mrs. Givens, Mr. Frieze, Mr. Smethers  
None  
Motion carried 6-0

Approved:

Respectfully Submitted,

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Peter Marcellus, Board President

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Kimberly Bryant, Board Secretary

# DRAFT

## BRANSON R-4 BOARD OF EDUCATION – SPECIAL MEETING – SEPTEMBER 9, 2011

A special meeting of the Branson R-4 Board of Education was held at the Branson Elementary West School, 396 Cedar Ridge Drive, at 9:00 a.m. on September 9, 2011 to tour the building. The following members were in attendance:

Dr. Marcellus  
Mr. Wescott  
Mr. Smethers

Absent: Mrs. Davison, Mrs. Givens, Mr. Frieze, and Mrs. Keller

Also attending was: Dr. Doug Hayter, Superintendent; Dr. Brad Swofford, Assistant Superintendent; Dr. Don Forrest; and Mr. Mike Dawson, Elementary West Principal.

Mr. Wescott called the meeting to order at 9:00 a.m.

The Board toured the building. No action was taken.

Motion by Smethers, seconded by Wescott at 10:00 a.m. to adjourn. Motion carried 3-0.

No. 22  
Motion to Adjourn  
September 9, 2011

Approved:

Respectfully submitted,

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Peter Marcellus, Board President

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Kimberly Bryant, Board Secretary

# DRAFT

## BRANSON R-4 BOARD OF EDUCATION – SPECIAL MEETING – OCTOBER 7, 2011

A special meeting of the Branson R-4 Board of Education was held at the Branson Administration Office, 400 Cedar Ridge Road, beginning at 1:30 p.m. on October 7, 2011 for the MSBA Conference update. The following members were in attendance:

Dr. Peter Marcellus, Board President  
Mr. Roger Frieze  
Mrs. Debbie Keller  
Mr. Craig Wescott  
Mr. Jeff Smethers

Absent: Mrs. Wendy Davison and Mrs. Teresa Givens

Also attending: Dr. Doug Hayter, Superintendent; Dr. Don Forrest, Assistant Superintendent and Kimberly Bryant, Board Secretary.

Dr. Brad Swofford, Assistant Superintendent joined the meeting at 3:10 p.m.

President Marcellus called the meeting to order at 1:30p.m.

No. 40  
Motion to Adjourn  
October 7, 2011

Motion by Frieze, seconded by Keller at 3:20 p.m. to adjourn.

Approved:

Respectfully submitted,

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Peter Marcellus, Board President

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Kimberly Bryant, Board Secretary

# Branson Public Schools Transportation Department

400 Cedar Ridge Drive  
Branson, Missouri  
65616  
417-334-7986

September 26, 2011

To: Branson School Board

Re: Fuel order for Monday, September 26, 2011

Dear Board Members:

Requests for 14,400 gallons of #2 diesel were called in to the following area suppliers on September 26, 2011. Following are results of request:

<u>Supplier</u>	<u>Bid amount</u>
Ozark Mountain Energy	\$ 3.0967**
Rex Smith Oil	\$ 3.1255
Tri-Lakes Petroleum	No Bid
Morris Oil Co	No Bid

\*\* Bid awarded to Ozark Mountain Energy, product delivered same day.

Respectfully,

Steve Farley  
Director of Transportation

**BRANSON SCHOOLS ENROLLMENT HISTORY**  
**Actual Enrollment Last Wednesday in September**

<u>YEAR</u>	<u>KG</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>PS</u>	<u>PK-6</u>	<u>7&amp;8</u>	<u>9-12</u>	<u>PK-12</u>		<u>YEAR</u>
<b>74 - 75</b>	80	77	85	91	98	106	131	116	118	125	137	94	103	12	680	234	459	1373		<b>74 - 75</b>
<b>75 - 76</b>	84	95	75	80	106	104	122	125	129	139	127	129	94	12	678	254	489	1421	3.50%	<b>75 - 76</b>
<b>76 - 77</b>	84	92	97	82	85	114	113	129	130	144	138	132	115	9	676	259	529	1464	3.03%	<b>76 - 77</b>
<b>77 - 78</b>	105	91	87	98	98	91	113	120	134	174	144	141	122		683	254	581	1518	3.69%	<b>77 - 78</b>
<b>78 - 79</b>	93	108	98	98	110	103	96	120	137	145	170	143	125		706	257	583	1546	1.84%	<b>78 - 79</b>
<b>79 - 80</b>	108	93	112	99	101	115	111	109	140	161	155	175	128		739	249	619	1607	3.95%	<b>79 - 80</b>
<b>80 - 81</b>	93	102	95	106	108	113	108	128	107	150	148	147	153		725	235	598	1558	-3.05%	<b>80 - 81</b>
<b>81 - 82</b>	94	103	98	105	106	117	111	113	122	127	149	137	135		734	235	548	1517	-2.63%	<b>81 - 82</b>
<b>82 - 83</b>	105	101	97	97	101	121	117	124	119	142	133	145	142		739	243	562	1544	1.78%	<b>82 - 83</b>
<b>83 - 84</b>	118	132	106	105	102	107	133	123	131	134	140	143	137		803	254	554	1611	4.34%	<b>83 - 84</b>
<b>84 - 85</b>	126	144	139	111	115	110	120	138	132	155	135	139	142		865	270	571	1706	5.90%	<b>84 - 85</b>
<b>85 - 86</b>	93	116	130	133	113	114	122	125	148	136	154	132	121		821	273	543	1637	-4.04%	<b>85 - 86</b>
<b>86 - 87</b>	120	105	129	123	126	114	108	123	131	150	155	148	119		825	254	572	1651	0.86%	<b>86 - 87</b>
<b>87 - 88</b>	137	126	110	149	134	122	121	135	137	163	156	144	130		899	272	593	1764	6.84%	<b>87 - 88</b>
<b>88 - 89</b>	136	151	140	121	143	128	128	129	129	149	151	149	113		947	258	562	1767	0.17%	<b>88 - 89</b>
<b>89 - 90</b>	125	144	145	145	124	150	137	140	129	129	130	146	157		970	269	562	1801	1.92%	<b>89 - 90</b>
<b>90 - 91</b>	130	134	148	159	154	132	157	152	142	146	144	132	126		1014	294	548	1856	3.05%	<b>90 - 91</b>
<b>91 - 92</b>	124	142	146	158	179	157	141	174	154	154	152	133	132		1047	328	571	1946	4.85%	<b>91 - 92</b>
<b>92 - 93</b>	143	148	153	161	165	189	171	170	188	175	173	151	127		1130	358	626	2114	8.63%	<b>92 - 93</b>
<b>93 - 94</b>	166	166	166	181	170	186	192	183	177	192	186	169	141		1227	360	688	2275	7.62%	<b>93 - 94</b>
<b>94 - 95</b>	171	187	195	168	192	174	197	196	192	198	191	171	140		1284	388	700	2372	4.26%	<b>94 - 95</b>
<b>95 - 96</b>	201	187	195	204	176	206	192	198	217	226	186	187	148		1361	415	747	2523	6.37%	<b>95 - 96</b>
<b>96 - 97</b>	191	203	176	194	217	195	213	213	216	241	221	179	160		1389	429	801	2619	3.80%	<b>96 - 97</b>
<b>97 - 98</b>	202	200	219	190	207	202	205	211	214	235	230	205	156		1425	425	826	2676	2.18%	<b>97 - 98</b>
<b>98 - 99</b>	195	222	217	227	207	229	213	222	224	263	193	208	180		1510	446	844	2800	4.63%	<b>98 - 99</b>
<b>99 - 00</b>	195	224	234	240	248	238	230	227	209	271	206	195	172		1609	436	844	2889	3.18%	<b>99 - 00</b>
<b>00 - 01</b>	231	208	236	235	235	246	236	248	218	243	218	188	181		1627	466	830	2923	1.18%	<b>00 - 01</b>
<b>01 - 02</b>	232	238	218	249	240	237	252	243	249	251	207	204	175		1666	492	837	2995	2.46%	<b>01 - 02</b>
<b>02 - 03</b>	223	247	244	228	249	249	244	289	249	306	243	194	178		1684	538	921	3143	4.94%	<b>02 - 03</b>
<b>03 - 04</b>	297	220	252	258	231	263	262	264	276	302	288	238	186		1783	540	1014	3337	6.17%	<b>03 - 04</b>
<b>04 - 05</b>	269	260	226	265	251	242	265	281	262	315	293	257	230		1778	543	1095	3416	2.37%	<b>04 - 05</b>
<b>05 - 06</b>	287	253	294	249	268	272	235	285	279	312	314	266	249	52	1910	564	1141	3615	5.83%	<b>05 - 06</b>
<b>06 - 07</b>	321	283	269	310	267	308	292	269	296	337	309	314	248	43	2093	565	1208	3866	6.94%	<b>06 - 07</b>
<b>07 - 08</b>	318	324	298	294	321	285	306	322	270	343	342	319	286	38	2184	592	1290	4066	5.17%	<b>07 - 08</b>
<b>08 - 09</b>	299	333	346	309	295	329	300	310	336	310	341	336	310	52	2263	646	1297	4206	3.44%	<b>08 - 09</b>
<b>09 - 10</b>	310	322	345	343	335	328	348	315	315	353	342	346	326	61	2392	630	1367	4389	4.35%	<b>09 - 10</b>
<b>10 - 11</b>	335	342	326	365	352	349	349	367	313	344	358	348	334	75	2493	680	1384	4557	3.83%	<b>10 - 11</b>
<b>11 - 12</b>	330	346	352	319	363	368	353	360	387	349	348	360	324	76	2507	747	1381	4635	1.71%	<b>11 - 12</b>

SEPTEMBER 28, 2011 ENROLLMENT

Grade	Black	White	Hispanic	Asian	Indian	Other	Total	Resident	Non-Res.
Kindergarten									
Male	2	135	18	6	5	0	166	166	0
Female	4	138	19	1	2	0	164	164	0
Total	6	273	37	7	7	0	330	330	0
1st Grade									
Male	3	152	16	3	2	1	177	177	0
Female	2	148	16	2	0	1	169	169	0
Total	5	300	32	5	2	2	346	346	0
<b>Primary</b>	<b>11</b>	<b>573</b>	<b>69</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>676</b>	<b>676</b>	<b>0</b>
2nd Grade									
Male	4	70	9	0	0	0	83	83	0
Female	3	81	5	1	0	0	90	90	0
Total	7	151	14	1	0	0	173	173	0
3rd Grade									
Male	4	66	6	1	1	0	78	78	0
Female	2	62	6	0	0	0	70	70	0
Total	6	128	12	1	1	0	148	148	0
4th Grade									
Male	0	77	5	1	0	0	83	83	0
Female	4	88	7	1	2	1	103	103	0
Total	4	165	12	2	2	1	186	186	0
<b>Elementary East</b>	<b>17</b>	<b>444</b>	<b>38</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>507</b>	<b>507</b>	<b>0</b>
2nd Grade									
Male	2	84	11	2	0	0	99	99	0
Female	1	70	6	0	1	2	80	80	0
Total	3	154	17	2	1	2	179	179	0
3rd Grade									
Male	1	61	8	2	0	0	72	72	0
Female	1	82	10	5	1	0	99	99	0
Total	2	143	18	7	1	0	171	171	0
4th Grade									
Male	4	73	12	0	1	1	91	91	0
Female	1	75	8	1	0	1	86	86	0
Total	5	148	20	1	1	2	177	177	0
<b>Elementary West</b>	<b>10</b>	<b>445</b>	<b>55</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>527</b>	<b>527</b>	<b>0</b>
5th Grade									
Male	6	159	21	2	3	0	191	191	0
Female	8	147	16	5	1	0	177	177	0
Total	14	306	37	7	4	0	368	368	0
6th Grade									
Male	5	165	10	2	4	0	186	186	0
Female	3	150	10	4	0	1	169	168	1
Total	8	315	20	6	4	0	355	354	1
<b>Intermediate</b>	<b>22</b>	<b>621</b>	<b>57</b>	<b>13</b>	<b>8</b>	<b>0</b>	<b>723</b>	<b>722</b>	<b>1</b>
7th Grade									
Male	2	165	14	4	6	0	191	191	0
Female	3	147	11	5	2	0	169	168	1
Total	5	312	25	9	8	0	360	359	1
8th Grade									
Male	6	182	19	4	3	1	215	215	0
Female	4	137	20	7	3	1	172	172	0
Total	10	319	39	11	6	2	387	387	0
<b>Junior High</b>	<b>15</b>	<b>631</b>	<b>64</b>	<b>20</b>	<b>14</b>	<b>0</b>	<b>747</b>	<b>746</b>	<b>1</b>
9th Grade									
Male	5	152	21	6	0	1	194	185	9
Female	1	145	9	4	5	0	170	164	6
Total	6	297	30	10	5	1	364	349	15
10th Grade									
Male	8	130	11	7	2	2	165	160	5
Female	3	167	9	2	5	2	196	188	8
Total	11	297	20	9	7	4	361	348	13
11th Grade									
Male	4	172	15	7	3	2	213	203	10
Female	3	131	15	5	2	7	163	157	6
Total	7	303	30	12	5	9	376	360	16
12th Grade									
Male	4	145	14	2	2	0	181	167	14
Female	4	135	11	5	1	1	168	157	11
Total	8	280	25	7	3	1	349	324	25
<b>High School</b>	<b>32</b>	<b>1,177</b>	<b>105</b>	<b>38</b>	<b>20</b>	<b>15</b>	<b>1,450</b>	<b>1,381</b>	<b>69</b>
<b>Total K-12</b>	<b>107</b>	<b>3,891</b>	<b>388</b>	<b>97</b>	<b>57</b>	<b>22</b>	<b>4,630</b>	<b>4,559</b>	<b>71</b>
Pre-School/ECSE									
Male	1	41	1	1	0	0	44	44	0
Female	1	29	2	0	0	0	32	32	0
Total	2	70	3	1	0	0	76	76	0
<b>Total Enrollment</b>	<b>109</b>	<b>3,961</b>	<b>391</b>	<b>98</b>	<b>57</b>	<b>22</b>	<b>4,706</b>	<b>4,635</b>	<b>71</b>
	2.32%	84.17%	8.31%	2.08%	1.21%	0.47%		98.49%	1.51%

## Core-Data: October Cycle

WARNING: For Use With Core Data 07-08 or earlier

## Screen 16: September Membership

Schl-Gr	County	Full Time	Part Time	DesegIn	Fed Lands	Total	DesegOut
1050-09	106	333.00	0.00	0.00	0.00	333.00	
1050-10	106	328.00	1.30	0.00	0.00	329.30	
1050-11	106	339.00	2.30	0.00	0.00	341.30	
1050-12	106	276.00	15.85	0.00	0.00	291.85	
2050-07	106	359.00	0.00	0.00	0.00	359.00	
2050-08	106	384.00	1.00	0.00	0.00	385.00	
4020-02	106	173.00	0.00	0.00	0.00	173.00	
4020-03	106	148.00	0.00	0.00	0.00	148.00	
4020-04	106	185.00	0.08	0.00	0.00	185.08	
4040-02	106	178.00	0.00	0.00	0.00	178.00	
4040-03	106	170.00	0.00	0.00	0.00	170.00	
4040-04	106	177.00	0.00	0.00	0.00	177.00	
4050-05	106	367.00	0.59	0.00	0.00	367.59	
4050-06	106	351.00	0.43	0.00	0.00	351.43	
4060-01	106	345.00	0.00	0.00	0.00	345.00	
4060-K	106	330.00	0.00	0.00	0.00	330.00	
Totals		4443.00	21.55	0.00	0.00	4464.55	0.00

2010-2011      4361.00              17.52      0.00      0.00      4378.52

2009-2010      4187.00              19.53      0.00      0.00      4206.53

2008-2009      4011.00              15.73      0.00      0.00      4026.73

## *Branson Public Schools*

### Summary of Conference, Observation, or Workshop Report (Board Required)

Educator: Debbie Corbin                      Position: teacher

Date(s) of Conference, Observation, or Workshop: 9/23-24, 2011

Title of Conference, Observation, or Workshop: EdTA National Conference: The Imperative of Theatre; Teaching the Discipline, Learning the Art

Location of Conference, Observation, or Workshop: Chicago, IL

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

- PDC
- Building Level
- Activities Dept.
- Federal Programs

### **Summary:**

Please limit your summary to this page.

- Briefly discuss how you will implement the information gleaned from the professional development activity.
- Describe the quality and/or value of the professional development activity.

In September, I was able to attend the national EdTA conference in Chicago, IL. The focus of the conference was the instruction of theatre in many components, and this was evident throughout the variety of workshops. “The Directing Tools of Composition and Picturization” was just one example of a workshop I attended which will help me in Drama classes. It was a hands-on workshop, in which the participants took on the role of students, while the facilitator took on the role of teacher/director. The teacher was Shawnda Moss, a national consultant on curriculum. I also attended workshops on student playwriting and backstage techniques, which will assist with my Tech class and Advanced Drama classes. During vendor time, I was able to work with the publisher of our winter musical (Beauty and the Beast), another great opportunity. I am so grateful for opportunities like this one, which help teachers learn more about teaching their craft.

On a side note, during this conference I was elected to serve a 3 year term on the national board of directors for EdTA. I will be one of three teachers who serve as directors on this 8 member board. I hope to combine my love of teaching and my love of theatre to help this organization better serve educators.

Thank you!

***Branson Public Schools***

**Summary of Conference, Observation, or Workshop Report**  
(Board Required)

Educator: Mrs. Culver

Position: 2nd

Date(s) of Conference, Observation, or Workshop: July 27, 2011

Title of Conference, Observation, or Workshop: Literacy Summit

Location of Conference, Observation, or Workshop: Branson Elementary West

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

- PDC
- Building Level
- Activities Dept.
- Federal Programs

**Summary:**

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The Literacy Institute was very informative and gave us the revised forms to use in literacy for the upcoming year. We received training on how to administer the comprehension checks and writing proficiency. We also received additional training in the different components of the literacy model including the writer's workshop, reader's workshop, shared/interactive reading, and author/genre study. I feel like this training will help my students become successful readers and writers this year.

## *Branson Public Schools*

### Summary of Conference, Observation, or Workshop Report

*(Board Required)*

Educator: Frances Jackson                      Position: Junior High Family and Consumer Sciences Teacher

Date(s) of Conference, Observation, or Workshop: July 26, 27, and 28, 2011

Title of Conference, Observation, or Workshop: Missouri ACTE Conference, MoEFACS Division

Location of Conference, Observation, or Workshop: Springfield, Missouri

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

- PDC
- Building Level
- Activities Dept.
- Federal Programs

### Summary:

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Thank you for the opportunity to attend this conference that gives me inspiration and helps to keep me current in the areas of Family Consumer Sciences and Human Resources. Unfortunately the pre-conference workshop, Data Driven Curriculum, that I had planned to attend was canceled, however there were many interesting topics presented at the conference. Three sessions I attended and plan to implement in my classes are described below.

I learned more about the Missouri Connections program that is a free internet based tool to assist students in life planning, goal development, and career awareness for junior high students. My students will be using this tool to research careers, so as to be more informed when setting career goals.

The session on three dimensional foldable organizers gave me great ideas and examples of how to have students use these foldables to organize and sort the knowledge they obtain from a lesson or unit. My students will use a foldable to present a project in the personal development unit. In the food preparation units students will keep information that will be built upon in later food preparation lessons and units throughout the year.

The food psychology presentation focused on how most people are not aware of the volume of their food consumption and that this lack of awareness may lead to over-consumption. Techniques were presented to help consumers be aware of their eating patterns and reduce their intake. The experiments from this session will be a fun and eye opening way to teach portion sizes to my students.

***Branson Public Schools***

**Summary of Conference, Observation, or Workshop Report**  
(Board Required)

Educator: *Sandy Miller*

Position: *6<sup>th</sup> Grade Teacher*

Date(s) of Conference, Observation, or Workshop: *August 9, 2011*

Title of Conference, Observation, or Workshop: *Summer Literacy Institute-Teachers Teaching Teachers*

Location of Conference, Observation, or Workshop: *Branson Intermediate*

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

- PDC
- Building Level
- Activities Dept.
- Federal Programs

**Summary:**

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This summer literacy workshop gave me an opportunity to share some of the things that I do in my classroom to make the literacy model work for me. I was able to share how I conduct literature discussion groups with the students. I explained to the participants the many ways in which I differentiate for my students.

Participants in the workshop also had the opportunity to view my classroom to see how my reading library was organized and how I set up my room to make it conducive for teaching literacy.

## *Branson Public Schools*

### **Summary of Conference, Observation, or Workshop Report** (Board Required)

Educator: Sara Pardeck

Position: 2<sup>nd</sup> grade teacher

Date(s) of Conference, Observation, or Workshop:

***August 8-9***

Title of Conference, Observation, or Workshop:

Technology Enrichment Course

Location of Conference, Observation, or Workshop:

Branson Elementary West Library

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

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- Activities Dept.
- Federal Programs

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I am excited to use the things I have already learned in this training. We will be meeting as the year progresses one time per month. We spent time discussing how our students are different than they were years ago, and how to instruct them in a digital world. There was lots of great discussion as we looked at the Framework for 21<sup>st</sup> Century Learning.

We also spoke a great deal about the importance of collaborating when learning new information. Practically speaking we set up Skype accounts to be able to collaborate with our classmates on projects, things we read, and to gather ideas. We also set up and modified our blogs so that we can more effectively get feedback from our students and parents. We began to explore the possibilities afforded to us through Google sites.

I am excited to experience more of this hands-on training this year!

## *Branson Public Schools*

### Summary of Conference, Observation, or Workshop Report (Board Required)

Educator: *Martha Rettig*

Position: *Kindergarten Teacher*

Date(s) of Conference, Observation, or Workshop: *July 11-12*

Title of Conference, Observation, or Workshop: *Midwest Kindergarten & Pre-K Conference*

Location of Conference, Observation, or Workshop: *Lenexa, KS*

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

- PDC
- Building Level
- Activities Dept.
- Federal Programs

#### **Summary:**

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Andy Baumgartner, who received the National Teacher of the Year 1999, was one of the distinguished presenters at this conference. He is well-known for keeping the kindergarten curriculum and activities developmentally appropriate. My favorite session, under his direction, was "Calendar Time as the Cornerstone in Literacy Acquisition." Teachers can effectively cover numerous standards and skills during calendar and morning message. This is the place to introduce them and constantly revisit them. It also gives the teacher a chance to integrate themes. Teachers are finding time constraints of social studies and science, so this is an opportunity to work them in. Andy provided specific activities to cover the common core standards as well as a check-list to keep track of them. And, finally, he reminded teachers of scaffolding the learners throughout the year. Though calendar and morning message should start out very simple, the end of kindergarten should reflect the tremendous growth that 5-year-olds will make.

This conference was a wonderful way to renew the plans for this upcoming year. Thank you for the opportunity to attend.

***Branson Public Schools***

**Summary of Conference, Observation, or Workshop Report**  
(Board Required)

Educator: **Brandon Wilson**

Position: **J.H. Physical Education**

Date(s) of Conference, Observation, or Workshop: **June 6, 7, 8**

Title of Conference, Observation, or Workshop: **Professional Learning Communities  
At Work Institute**

Location of Conference, Observation, or Workshop: **Las Vegas, NV**

The following process and/or performance standards were addressed:

- Instructional Design and Practices (6.1- 6.9)
- Differentiated Instruction/Supplemental Programs (7.1 – 7.7)
- School Services (8.1 – 8.13)
- Achievement (9.1 – 9.4)
- Educational Persistence (10.1)

Designate source of funds:

- PDC
- Building Level
- Activities Dept.
- Federal Programs

**Summary:**

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**The Professional Learning Communities Institute featured the three leading pioneers in the PLC model: Richard DuFour, Rebecca DuFour, and Robert Eaker. Each keynote speaker touched on how to improve individual student achievement through the PLC model. Information I learned from the conference revolves around the three concepts of: 1). I as a teacher must make sure that all of my students learn; 2). What do I need to do as a teacher to reach each kid in my class; and 3). What commitment am I willing to make as a teacher to reach that goal.**

**The conference was full of breakout sessions on learning diversities, achievement, staff development, and other research based educational practices. A final thought on what I took from the conference: “Each kid and parent has every right to expect that what I teach is based on the latest and best practices on how to teach.”**

# Program / Service Evaluation

2011-2012

Section I

Date: 10/1/2011

Program / Service: Assessment Standard (6.2)

Designated Responsible Person(s)

Name Bradly Allen Title Director of Assessment

Name Building Principals

Number of Certified Employees: 11 Counselors 1.5 Psych Examiner

Number of Support Staff : 0

Number of Students Enrolled/Participating in the Program/Service: 4,612

Data Presented: Yes  No

What are the Program/service goals?

1. The district will administer state-required tests and other tests.
2. The district will use the disaggregated and longitudinal assessment data to adjust curriculum and instruction.

What are the measurable objectives?

1. The district will have a written assessment plan which will include the following information:
  - tests to be used and the purpose for each
  - guidelines for including students with disabilities in the district assessment program
  - a description of how assessment results will be used and disseminated
  - provisions for staff development activities directly related to the assessment program
  - provisions for teaching test-taking skills to students
  - a test security policy
2. Strategies to motivate students to do their best on the MAP tests will be implemented.
3. The board and staff will review disaggregated student achievement data at least annually.
4. Information regarding assessment data will be used to make decisions about the effectiveness of curriculum, instructional programs, and processes.
5. The district will evaluate the use of non-required state assessments in the district.

6. The district will continue the implementation of NWEA for the use of student evaluation, intervention planning, and appropriate instructional resources for the 2010-2011 school year.
7. The district will continue to develop common formative and summative assessments for the 2010-2011 school year.

#### Evaluation of the Data

1. The existence of the district's assessment plan will be documented as well as revisions made to it will be noted in the board minutes. The contents of the plan will include the information noted in objective number one.
2. Strategies to motivate students to do their best on the MAP will be documented.
3. Board minutes as well as staff in-service agendas will indicate a review of disaggregated student data.
4. Curriculum or instructional improvements will be addressed in subject areas with less than desired student achievement.
5. District Documentation and administrator, teacher, and counselor input will be evaluated as the benefits of targeted student evaluation product.
6. Intervention Strategies will be developed based on results from MAP and NWEA assessment results.
7. Progress of student achievement will be monitored longitudinally to track effectiveness of interventions throughout grades.

Person(s) responsible to collect, report, and analyze the data:

- Who collects the data? Bradly Allen & Building Principals/Counselors
- Who reports the data? Bradly Allen & Building Principals/Counselors
- Who analyzes the data? Bradly Allen & Building Principals/Counselors

**Program / Service Evaluation  
2010-2012  
Section II**

Summary of the Program/Service
--------------------------------

1. What are the strengths of the program/service based on the data?

Student achievement district wide had increased in the areas of Communication Arts and Mathematics.

IEP student achievement has increased.

Free and Reduced Lunch student achievement has increased.

Total population of student achievement has increased.

2. What are the concerns of the program/service based on the data?

Results of AYP for 2010:

High School :	Communication Arts IEP (AYP Not Met) Mathematics Student Total (AYP Not Met)
Junior High:	Communication Arts Hispanic (AYP Not Met) Communication Arts Student Total (AYP Not Met) Communication Arts White (AYP Not Met) Communication Arts Free and Reduced Lunch (AYP Not Met) Mathematics Student Total (AYP Not Met) Mathematics White (AYP Not Met) Mathematics Free and Reduced Lunch (AYP Not Met) Mathematics IEP (AYP Not Met)
Intermediate:	Communication Arts Student Total (AYP Not Met) Communication Arts Free and Reduced Lunch (AYP Not Met) Mathematics Free and Reduced Lunch (AYP Not Met)
Elementary West	Communication Arts IEP (AYP Not Met) Mathematics Hispanic (AYP Not Met) Mathematics IEP (AYP Not Met)
Elementary East	Communication Arts Student Total (AYP Not Met) Communication Arts White (AYP Not Met) Communication Arts Free and Reduced Lunch (AYP Not Met) Communication Arts IEP (AYP Not Met) Mathematics Student Total (AYP Not Met) Mathematics White (AYP Not Met) Mathematics IEP (AYP Not Met)

3. What major changes have occurred in response to the identified goals/objectives?

Assessment for Learning practices developed in grade spans.

Authentic assessments results used beginning 2009-2011 at grade one for objective based grade card.

Increased implementation of NWEA and utilizing student data for placement in Response to Intervention programming.

Implementation of Aims Web Progress Monitoring

Strategies for students' best effort on MAP assessments were developed and implemented.

Assessment data used district wide for targeted Response to Intervention instructional practices.

A data warehouse was purchased and training has begun with classroom teachers.

4. What prompted those changes?

Continued examination of practices through Professional Learning Communities, DESE guidance, and updated research findings.

Initial district wide implementation of assessments used in driving instruction as per the framework provided in Comprehensive Literacy Model.

Implementation of universal screener (NWEA).

Stimulus funding allowed the investment in a data warehouse for the district, Title VI.B funds will allow continual training.

Vision and Strategies
-----------------------

5. What changes are needed to better achieve the goals/objectives of the program/service?

Continual reflection of the purpose of assessment, professional development related to formative assessments, and continued training on progress monitoring of students at-risk.

Continued alignment of grade specific common formative and summative assessments.

Continue to revise and update assessment plan and assessment coordination as federal and state regulations require.

Implement the use of AIMS WEB to assist teachers in progress monitoring students (budgeted for by technology for 2011-2012).

Develop alternative assessments for IEP students in non-state required assessment (if the district continues to administer those assessments).

Explore options for MAP administration that involves more faculty and staff input.

Investigate the usage of online End of Course Exams grades 9-12.

Investigate EOC implementation improvements and potential need for additional resources.

The district should monitor and be involved with the development of a new assessment system which will be aligned to the new common core standards. The new assessment is being developed by the SMARTER Balanced Assessment Consortium and will very likely be available only online.

The district should evaluate current ability to provide all students with online testing. Bandwidth, the number of computers, and all other infrastructure should be evaluated to plan for future assessment implementation.

6. What steps should be taken to bring about the changes (include in CSIP if critical).

Provide specific professional development activities related to formative assessments and quality summative assessments.

Provide additional training in using NWEA data to drive instruction in classrooms.

Provide continued professional development related to practices related to literacy.

Provide professional development to teachers related to progress monitoring at-risk students.

Provide opportunity for discussions related to how MAP implementation can be improved.

Provide a framework for EOC implementation.

Participate in all meetings or conferences related to the new assessment system.

Include technology director and all building principals in the evaluation of the district's ability to provide 100% online testing.

2011-2012

# BRANSON JUNIOR HIGH

We are Branson!



**BSIP**

263 Buccaneer Blvd  
Branson, MO 65616  
Phone: 417-334-3087



### Mission

*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.
4. Educators 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:

We will 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  
2011-2012 ADMINISTRATION, FACULTY, AND STAFF**

**Administration**

Dr. Doug Hayter	Superintendent	Bryan Bronn	Principal
Dr. Brad Swofford	Assistant Superintendent	Brad Dolloff	Assistant Principal
Dr. Don Forrest	Assistant Superintendent	Julia Scott	Special Services Director
Dwight Cutbirth	Maintenance Director	Steve Farley	Transportation Director
Jill Morey	Food Service Director		

**Teachers**

Greg Batt	Science
Les Brown	French
Teresa Carlin	English
Casey Carpenter	Science
Kristen Cleek	English
Bradley Coker	Band
Becky Cook	Reading
Judi Easdon	English
Jo Beth Elfrink	Girls PE/Health
Jenny Everett	Pre Algebra
Marjorie Gerlach	Foreign Language
Billy Gowers	Chorus
Jack Harris	History
Karen Hart	Reading
Ashleigh Hawkins	Art
Adrianna Henderson	ELL
Josh Hurt	Band
Mary Ivey	History
Frances Jackson	Family and Consumer Science
Alycia Johnston	Math
Nicole Keller	Science
LeAnn Kennedy	Pre Algebra/Algebra
Felisa Lampe	Special Services
Leslie Laws	Special Services
Tim Long	Computer Applications/Publications
Beverly Lowry	History
John Mathews	History
Janice McAnally	Special Services
Sam Owens	Industrial Technology
Christy Patrick	Science
Timothy Peters	Special Services
Joe Poor	Math
Lacie Reinsch	English
LeAnn Reusch	Adaptive PE
Christina Rowe	Math
Jana Smith	Gifted
Jacqueline Snyder	Girls PE/Health
Kirby Spayde	Band
Kris Spencer	Science
Candace Stark	English
Carrie Thielmann	Speech Implementer
Dr. Amy Viets	English/Communications
Sam Waterman	Boys PE/Health
Brandon Wilson	Boys PE/Health
LaVene Kline-Yates	Special Services

**Counselors**Phyllis Gies  
Brady Thompson**Secretaries**Linda Andreesen  
Rhonda Stevenson  
Layne WilksCounselor Secretary  
Administrative Secretary  
Attendance Secretary**Computer Tech**

Charles Noga

**Librarian**

Carol Jones

**Nurse**

Debbie Hinman

**Teacher Assistant**

Jerry Inman

**Custodians**Gene Davidson  
Dee Gordon  
Greg Bolin  
Donna Reece  
Bob Wilcox**Cooks**Jackie Coppens  
Diana Evans  
Angela Germeyer  
Shelley Jackson  
Monica Lee  
Tona Milner  
Larry Kalbleisch**Paras**Pam Grisham  
Stephen Fox  
Jan Medlock  
Audrey Patrick  
Judy Starrett**ADVISORY BOARDS**Sam Owens (Encore)  
John Mathews(History)  
Alycia Johnston (Math)  
Judi Easdon (Communication Arts)  
Kris Spencer (Science)**COMMITTEES****National Junior Honor Society**  
Becky Cook**PDC**  
Teresa Carlin  
Bev Lowry**Social Committee Chairs**  
Janice McAnally  
Dr. Amy Viets**SCHOOL DATA –October 1, 2011**

Enrollment	747 (361 – 7 <sup>th</sup> graders; 385 – 8 <sup>th</sup> graders)
Attendance %	96.03% through Term 1, October 1, 2011
Staffing Ratio	24 students per 7 Math class/26 students per 8 Math class 24 students per 7 English class/27 students per 8 English class 24 students per 7 Science class/26 students per 8 Science class 30 students per 7 History class/32 students per 8 History class 26 students per 7 Reading teacher 41 sections of Electives/18 students average per class Choir – 91 students in 1 section; 72 in 7 Band; 41 in 8 Band 14 students per Special Education teacher 8 students per ELL classroom 31 students per PE classroom 374 students per administrator (2 administrators) 498 students per counselor (1.5 counselors)
Average Years of Experience of Professional Staff	14
Advanced Degrees	64% of staff hold a Masters degree or higher

**STUDENT ACHIEVEMENT (MAP)**

MAP Scores – Branson Junior High Total in CA - 65.7%; Total in Math – 63.7% at Proficient or Advanced

		2009	2010	2011
		<u>BJH</u>	<u>BJH</u>	<u>BJH</u>
7 <sup>th</sup> Grade	Communication Arts	63.9	63.9	66.5
7 <sup>th</sup> Grade	Math	69.1	66.1	65.7
8 <sup>th</sup> Grade	Communication Arts	65.2	61.8	62.0
8 <sup>th</sup> Grade	Math	58.3	57.8	57.7
8 <sup>th</sup> Grade	Science	66.0	59.1	61.3

## ***COURSE OFFERINGS 2011-2012***

### **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**

### **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  
New Frontiers Conference in Springfield, MO with Doug Reeves  
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  
Librarian Certification  
School-wide Positive Behavior Support  
Math Strategies Best Practices  
Literacy Summits and Conferences

### **Math**

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  
Jack Harris

### Officers:

President: Rachel Snyder  
Vice President: Fiona Hubbard

### Members: 8<sup>th</sup> Grade

Micah Daniels

Coby Dolloff

Kaylee Arechiga

Emma Miller

Zach Funderburk

Keaton Tillack

Duke Vijetbenjaronk

Charles Ellis

### 7<sup>th</sup> Grade

Joshua Button

Jaicee Penner

Jacob Banks

Andrew Herchenroeder

Torrin Stone

Roy Watson

## TRACK

Coaches: Casey Carpenter-Head Coach  
Jack Harris  
JoBeth Elfrink  
Jacqueline Snyder

## VOLLEYBALL

Coaches: JoBeth Elfrink - 8<sup>th</sup> Grade  
Jami Glenn - 7<sup>th</sup> Grade

## WRESTLING

Coaches: Jerry Inman  
Mickey Pittman

## CHEERLEADING

Sponsor: Christy Patrick

## NATIONAL JUNIOR HONOR SOCIETY

Adviser: Becky Cook

## JUNIOR HIGH MUSIC

Director: Dr. Brad Coker  
Kirby Spayde  
Josh Hurt

## JUNIOR HIGH DEPARTMENT CHAIRS

John Mathews-Social Studies

Judi Easdon-English

Kris Spencer-Science

Alycia Johnston-Math

Sam Owens-Encore

## MATH TEAM

Adviser: Leann Kennedy

## SPEECH TEAM

Adviser: Amy Viets

## BOYS BASKETBALL

Coaches: Tyler Prochaska -7<sup>th</sup> Grade  
Sam Waterman-8<sup>th</sup> Grade

## GIRLS BASKETBALL

Coaches: Kayleigh Combs – 7<sup>th</sup> Grade  
Joe Poor – 8<sup>th</sup> Grade

## FOOTBALL

Coaches: Brandon Wilson-Head Coach  
Jack Harris  
John Mathews  
John Helsel  
Lance Fuller

## CROSS COUNTRY

Coach: Rachel McGowan

## BRANSON JUNIOR HIGH COUNSELING CENTER

Phyllis Gies, Counselor  
Brady Thompson, 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  
6<sup>th</sup> grade orientation and scheduling for 7<sup>th</sup> grade  
6<sup>th</sup> grade tours  
7<sup>th</sup> grade scheduling for 8<sup>th</sup> grade  
Assist high school counselors with 8<sup>th</sup> grade scheduling for 9<sup>th</sup> 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:** To strengthen Tier I teaching and learning by implementing a common curriculum and common assessments for all grade level core subject areas beginning during the 2011-2012 school year.

**Goal:** To implement enrichment and Tier II intervention flexible grouping days based upon unit common formative assessment results beginning the 2011-2012 school year.

**Goal:** 75% of students will achieve mastery on initial core subject area common formative assessments by May 15, 2012.

**Goal:** 75% of students receiving timely intervention and support will achieve mastery on core subject area common summative assessments by May 15, 2012.

**Goal:** 75% of students will meet annual grade level NWEA growth goals by May 15, 2012.

**Goal:** To increase the number of students scoring Proficient or Advanced on the annual Missouri Assessment Program.

**Goal:** To decrease the number of students scoring Basic or Below Basic on the annual Missouri Assessment Program.

**Goal:** To embed the Common Core Standards into all grade level common curriculums and common assessments, replacing the GLE's, by May 15, 2013.

**Goal:** Increase the number of advanced and credit-earning courses at the junior high level by May 15, 2013.

**Evaluation:** Building level common assessments, NWEA assessments and the annual MAP will serve as measurement tools for student achievement gains and decreases.

### **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 7<sup>th</sup> grade students.

**MSIP STANDARD:** 6.2, 9.1, 9.2

**Person Responsible:** Administrator, Counselor, Teachers.

**TimeLine:** August- June: Yearly

# 2011 School Performance

## Branson Junior High School

Adequate Yearly Progress	% Proficient and Advanced Comm Arts	% Proficient and Advanced Mathematics	% Proficient and Advanced Science
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 Comm Arts	% of students Below P & A Reduced in Mathematics	% of students Below P & A Reduced in Science
2011	+0.4	-1.5	+2.1
2010	-0.3	+1.6	-6.8
2009	-0.1	+3.8	+2.5

# Level Movement – Cohort Group

## Communication Arts – 2011 7<sup>th</sup> Grade Class






Tested in the 7<sup>th</sup> Grade Class:

2011 = 379

2010 = 357

2009 = 331

**47 more on  
grade  
level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
7th 2011	<b>19/5.0%</b>	<b>108/28.5%</b>	<b>154/40.6%</b>	<b>98/25.9%</b>	<b>252</b>	66.5%	33.5%
6th 2010	 <b>13/3.6%</b>	 <b>139/39%</b>	 <b>119/33.3%</b>	 <b>86/24.1%</b>	 <b>205</b>	57.4%	42.6%
5th 2009	<b>8/2.4%</b>	<b>134/40.5%</b>	<b>133/40.2%</b>	<b>56/16.9%</b>	<b>189</b>	57.1%	42.9%

# Level Movement – Cohort Group

## Math – 2011 7<sup>th</sup> Grade Class






Tested in the 7<sup>th</sup> Grade Class:

2011 = 379

2010 = 357

2009 = 329

**21 more on  
grade  
level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
7th 2011	<b>18/4.7%</b>	<b>112/29.6%</b>	<b>159/42%</b>	<b>90/23.7%</b>	<b>249</b>	65.7%	34.3%
6th 2010	 <b>12/3.4%</b>	 <b>117/32.8%</b>	 <b>154/43.1%</b>	 <b>74/20.7%</b>	 <b>228</b>	63.8%	36.2%
5th 2009	<b>11/3.3%</b>	<b>144/43.8%</b>	<b>130/39.5%</b>	<b>44/13.4%</b>	<b>174</b>	52.9%	47.1%

## 2011 7<sup>th</sup> Grade Math

Schools	Adv/Prof%	Basic/BB %	Index
<b>Nixa</b>	75.8	24.2	799.8
<b>Branson</b>	<b>65.6</b>	<b>34.4</b>	<b>784.7</b>
<b>Carthage</b>	66.2	33.8	779.5
<b>Reeds Spring</b>	63.4	36.6	778.4
<b>Ozark</b>	58.1	41.9	769.6
<b>Willard</b>	58.8	41.2	768.3
<b>Webb City</b>	58.1	41.9	766.4
<b>Hollister</b>	47.5	52.5	752.5

## Communication Arts

Schools	Adv/Prof %	Basic/BB %	Index
<b>Nixa</b>	73	27	800.00
<b>Branson</b>	<b>66.5</b>	<b>33.5</b>	<b>787.6</b>
<b>Webb City</b>	67.3	32.7	786.5
<b>Willard</b>	64.1	35.9	779.9
<b>Ozark</b>	58.6	41.4	772.6
<b>Reeds Spring</b>	52.3	47.7	770.6
<b>Carthage</b>	56.3	24.2	766.5
<b>Hollister</b>	54.5	45.5	765.3

\*Rankings based on Index score

# 8<sup>th</sup> Grade Science

## 2011 8<sup>th</sup> Grade Class

9 more on  
grade  
level!

2011 – 326 tested

2010 – 323 tested

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2011	23/7.06%	103/31.60%	133/40.8%	67/20.5%	200	61.3%	38.7%
8th 2010	↓ 35/10.8%	↑ 97/30.1%	↓ 140/43.3%	↑ 51/15.8%	↑ 191	59.1%	40.9%

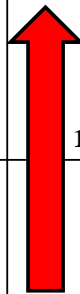
# 8<sup>th</sup> Grade Science Cohort

2011 – 326 tested

2008 – 296 tested

**25 more on  
grade  
level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8 <sup>th</sup> 2011	<b>23/7.06%</b>	<b>103/31.60%</b>	<b>133/40.8%</b>	<b>67/20.5%</b>	<b>200</b>	61.3%	38.7%
8 <sup>th</sup> 2010	<b>35/10.8%</b>	<b>97/30.1%</b>	<b>140/43.3%</b>	<b>51/15.8%</b>	<b>191</b>	59.1%	40.9%
5 <sup>th</sup> 2008	<b>15/4.6%</b>	<b>137/41.9%</b>	<b>130/39.8%</b>	<b>45/13.7%</b>	<b>175</b>	53.5%	46.5%



# Level Movement – Cohort Group

## Communication Arts - 2011 8<sup>th</sup> Grade Class










Tested in 8<sup>th</sup> Grade Class:

2011 = 327

2010 = 319

2009 = 305

**2 less on  
grade level**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2011	--/<2%	<b>118/36.1%</b>	<b>111/33.9%</b>	<b>92/28.1%</b>	<b>203</b>	62%	38%
7th 2010	 <b>23/7.2%</b>	 <b>93/28%</b>	 <b>143/44.5%</b>	 <b>62/19.3%</b>	 <b>205</b>	63.8%	35.2%
6th 2009	 <b>14/4.6%</b>	 <b>122/40.1%</b>	 <b>106/34.9%</b>	 <b>62/20.4%</b>	<b>182</b>	55.3%	44.7%

# Level Movement – Cohort Group






## Math – 2011 8<sup>th</sup> Grade Class

Tested in 8<sup>th</sup> Grade Class:

2011 = 327

2010 = 319

2009 = 305

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2011	27/8.76%	111/33.9%	104/31.8%	85/25.9%	189	57.7%	42.3%
7th 2010	 23/7.2%	 85/26.7%	 129/40.4%	 82/25.7%	 211	66.1%	33.9%
6th 2009	12/3.9%	115/37.7%	127/41.6%	51/16.7%	178	58.3%	41.7%

# Algebra I EOC

## 2011 8<sup>th</sup> Grade Class

Tested in 8<sup>th</sup> Grade Class:

2011 = 82

2010 = 78

2009 = 75

**3 more on  
grade level!**

	Below Basic	Basic	Proficient	Advanced	Total on GL	% Top 2	% Bottom 2
8th 2011		1/1.2%	23/28%	58/70.7%	81	98.7%	1.2%
8th 2010			↑ 14/17.9%	↓ 64/82.1%	↑ 78	100%	
8th 2009			7/9.3%	68/90.7%	75	100%	

# 2011 8<sup>th</sup> Grade

\*Rankings based on Index score

## Communication Arts

Schools	Adv/Prof %	Basic/BB %	Index
Nixa	68.4	31.6	792.4
Webb City	63	37	790.3
Branson	<b>62</b>	<b>38</b>	<b>788.4</b>
Ozark	65.8	34.2	783.7
Reeds Spring	61.7	38.3	781.5
Willard	62.9	37.1	780.7
Hollister	56.9	48.3	769.6
Carthage	50.0	50.0	763.8

## Math

Schools	Adv/Prof%	Basic/BB %	Index
Nixa	65.9	34.1	785.9
Carthage	61.3	38.7	780.1
Webb City	59.9	40.1	775.8
Reeds Spring	60.5	39.5	775.9
Branson	<b>57.1</b>	<b>42.9</b>	<b>775.5</b>
Willard	58.7	41.3	770.3
Ozark	56.2	43.8	764.1
Hollister	45.1	54.9	747.1

## Algebra I EOC

Schools	Adv/Prof %	# of students	Index
Willard	100	32	893.8
Branson	<b>98.7</b>	<b>82</b>	<b>869.5</b>
Carthage	98.0	97	859.8
Ozark	96.6	118	858.8
Nixa	100	62	858.3
Reeds Spring	97.7	46	851.1
Hollister	85	20	810.0
Webb City	N/A	N/A	N/A

## Science

Schools	Adv/Prof %	Basic/BB %	Index
Nixa	72.5	27.5	790.4
Willard	67.6	32.4	779.7
Branson	<b>61.3</b>	<b>38.7</b>	<b>774.8</b>
Ozark	59.8	40.2	765.5
Webb City	60.6	39.4	764.7
Hollister	57.4	47.6	758.4
Reeds Spring	53.1	46.9	752.5
Carthage	45.9	54.1	744.1

## II. School-Wide Positive Behavior Support

**Goal:** 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, 2012. For the 2011-2012 school year, Branson Junior High is in Emerging Stage I of the implementation of the SW-PBS process.

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. Monday morning Homeroom will be utilized to teach expectations, encourage positive behavior and 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 mission, 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**

## Branson Junior High's Continuum for Encouraging Expected Behavior

### How

- Free: Simply describe the skill observed to make the feedback clear and specific. Do not add any references to past mistakes the student has made or any wishes for future behavior.
- Sincerely and Appropriate for Student's Age: A genuine response to the desired behavior that is appropriate for the situation and the individual.
- Private vs. Public: Know your students well enough to differentiate how you give feedback to students. Some students will like to be publicly recognized while other students will not find public encouragement reinforcing at all.
- Genuine: Staff need to find their own style to communicate sincere encouragement. This is especially important when working with older students.

### When

- Contingent on Desired Behavior: The desired behavior must be observed before acknowledgement is provided.
- Immediate: Must immediately follow desired behaviors rather than be applied as a general motivator.
- Frequent During Acquisition: At a high enough rate to change/maintain skills.
- Term Celebrations: Homeroom teachers are family practitioners - 95% attendance rate, A's, B's and C's, Discipline Tracker

### What

- Respect the Pirate Code Matrix

6. Continuum of procedures for discouraging inappropriate behavior. An array of procedures for responding to student social behavioral learning errors, with a re-teaching focus, is developed and implemented.

*"When a student misbehaves, great teachers have one goal: to keep that behavior from happening again."*

**Todd Whitaker – Fourteen Things That Matter Most**

### It is important to discourage inappropriate behavior to:

- Restore order in the learning environment.
- Interrupt the opportunity for the student to continue using incorrect social behavior.
- Have an efficient response that focuses on re-teaching what we want the child to do instead. This will increase the probability that the student will exhibit the appropriate behavior in the future. An efficient response will decrease the time students are out of instruction.

## Branson Junior High's Continuum for Discouraging Inappropriate Behavior

- Calm - calmly inform student of rule violated.
- Consistent – respond each time a social learning error takes place.  
*“What you permit is what you promote”; “Don’t let them wear us down”*
- Brief – short and concise response and disengage quickly.
- Immediate—respond within a short time of the social learning error.
- Respectful – professional response free of sarcasm, given in private.
- Describe specific expected behavior – from the Respect the Code matrix and problem solve how the student will be able to exhibit the expected behavior.
- Check for understanding - by having the student re-state the undesirable behavior vs. the desirable behavior from the Respect the Code Matrix.
- Contact parent if necessary
- Give appropriate consequence - Examples: Loss of privilege, separate from audience, seating change, apology, teacher detention.

7. Procedures for ongoing monitoring and evaluating effectiveness of the SW-PBS system Information is used to assess the effectiveness of procedures.

- Big 5 Report shared at monthly faculty breakfast meetings.

# Procedures for Positive Behavior Violations at Branson Junior High

<b>Tier One Behaviors</b>
---------------------------

<b>Definition</b>	<b>Examples</b>	<b>Procedure</b>
<p><b>Behaviors that:</b></p> <p>1. <u>Do not</u> require administrator involvement</p> <p style="text-align: center;"><i>and</i></p> <p>2. <u>Do not</u> significantly violate the rights of others</p> <p style="text-align: center;"><i>and</i></p> <p>3. <u>Do not</u> appear chronic</p>	<p>*refusing to follow directions</p> <p>*loud or disruptive</p> <p>*talking in class during an individual assignment</p> <p>*refusing to do class work</p> <p>*not paying attention in class</p> <p>*using inappropriate language (an isolated incident)</p> <p>*making inappropriate noises</p>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe expected behavior</li> <li>3. Debrief and re-teach school-wide behavioral expectation</li> <li>4. Check for understanding</li> <li>5. Contact parent if necessary</li> <li>6. Give appropriate consequence. Examples: Loss of privilege, separate from audience, apology, teacher detention</li> </ol>

**Tier 2 Behaviors**

<i>Definition</i>	<b>Examples</b>	<b>Procedure</b>
<p><b>Behaviors that: (May require administrative support)</b></p> <p>1. <u>Do not</u> require administrator involvement</p> <p style="text-align: center;"><i>or</i></p> <p>2. Put others at risk or harm</p> <p style="text-align: center;"><i>or</i></p> <p>3. are chronic Tier One behaviors</p>	<p><b>Same as Tier 1 but with greater frequency</b></p>	<ol style="list-style-type: none"> <li><u>1.</u> Inform student of rule violated</li> <li><u>2.</u> Describe expected behavior</li> <li><u>3.</u> Debrief and re-teach school-wide behavioral expectation</li> <li><u>4.</u> Check for understanding</li> <li><u>5.</u> Contact parent if necessary</li> <li><u>6.</u> Give appropriate consequence. Examples: Team Timeout, Face plant</li> </ol>

**Tier 3 Level Behaviors**

<i>Definition</i>	<b>Examples</b>	<b>Procedure</b>
<p><b>Behaviors that: (Do require administrative support)</b></p> <p>1. Violate Branson Junior High handbook</p> <p style="text-align: center;"><i>or</i></p> <p>2. violate Missouri law</p> <p style="text-align: center;"><i>or</i></p> <p>3. are chronic Tier Two behaviors</p>	<p><b>*speaking, acting out, or drawing pictures that illustrate sexual or violent behaviors toward others</b></p> <p><b>*assault</b></p> <p><b>*fighting</b></p> <p><b>*skipping class</b></p> <p><b>*using inappropriate language</b></p> <p><b>*making racial, ethnic, religious or sexual slurs</b></p> <p><b>*Bullying or harassment</b></p> <p><b>*Theft</b></p> <p><b>*Defiance or insubordination</b></p>	<ol style="list-style-type: none"> <li>1. Inform student of rule violated</li> <li>2. Describe expected behavior</li> <li>3. Check for understanding</li> <li>4. Send to office with immediate notice to administration</li> </ol>

# Respect the Code at Branson Junior High

<i>Respect the Code Matrix</i>	<u>School Wide</u>	<u>Classroom</u>	<u>Hallways</u>	<u>Cafeteria</u>	<u>Restroom</u>	<u>Gym/ Assemblies</u>
<i>Be Ready</i>	<ul style="list-style-type: none"> <li>*Follow all school rules</li> <li>*Report any safety concerns</li> <li>*Ask permission to leave any setting</li> <li>*Listen and follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>*Follow all classroom rules</li> <li>*Be prepared with all classroom supplies, including possible books, textbooks needed for the day</li> <li>*Use materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Walk at all times</li> <li>*No stopping or standing in the middle of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>*Keep a positive cash balance</li> <li>*Walk at all times</li> <li>*Choose a seat and stay seated</li> <li>*Pick up/clean up anything dropped or spilled</li> </ul>	<ul style="list-style-type: none"> <li>*Have your planner ready for a restroom pass</li> <li>*Sign out on the classroom exit log</li> </ul>	<ul style="list-style-type: none"> <li>*Have your PE clothes clean and ready for dressing out each week</li> <li>*Walk at all times</li> <li>*Be prepared to listen/watch speakers or presentations</li> </ul>
<i>Be Respectful</i>	<ul style="list-style-type: none"> <li>*Use polite and positive language with students and adults</li> <li>*Show care, kindness, and respect to others and their property</li> <li>*Respect the learning environment</li> <li>*Follow all school guidelines</li> <li>*Respect others in activities</li> <li>*Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>*Be honest</li> <li>*Complete all of your own work</li> <li>*Follow all classroom rules</li> <li>*Actively listen and stay on task</li> <li>*Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>*Walk quietly so others can continue learning</li> <li>*Maintain personal space</li> <li>*No gossip or hurtful comments</li> <li>*Travel past doors and windows without distracting others</li> <li>*Use only your assigned locker</li> <li>*Keep hands, feet, and all objects to yourself</li> <li>*Close your locker door properly</li> </ul>	<ul style="list-style-type: none"> <li>*Only eat and handle your food</li> <li>*Maintain personal space</li> <li>*Use appropriate behavior while waiting in line</li> <li>*Talk quietly only to those close to you</li> <li>*Do not mix or play with your food</li> </ul>	<ul style="list-style-type: none"> <li>*Allow for the privacy of others</li> <li>*Clean up after self, placing paper towels in the trash can</li> <li>*Maintain personal space</li> <li>*Respect school and personal property</li> <li>*Report any concerns</li> </ul>	<ul style="list-style-type: none"> <li>*Be an active listener</li> <li>*Enter and exit the buildings in an orderly manner</li> <li>*Remain with class or in designated area</li> <li>*Applaud appropriately</li> <li>*Maintain personal space</li> <li>*Respect school and personal property</li> </ul>
<i>Be Responsible</i>	<ul style="list-style-type: none"> <li>*Be to school on time</li> <li>*Exhibit "Pirate Pride"</li> <li>*Accept positive/negative consequences for your own choices</li> <li>*Don't make excuses</li> </ul>	<ul style="list-style-type: none"> <li>*Be to class on time; "Early is on time and on time is late."</li> <li>*Stay on task</li> <li>*Make good choices</li> <li>*Complete and turn in all assignments on time</li> <li>*Always do your best work</li> </ul>	<ul style="list-style-type: none"> <li>*Travel to your destination promptly</li> <li>*When the 7:55 a.m. warning bell rings, move immediately to your classroom</li> </ul>	<ul style="list-style-type: none"> <li>*Use proper manners</li> <li>*Remain in your seat</li> <li>*Place all trash in trash can and return tray to window</li> <li>*Keep your book bag at breakfast at your seat</li> </ul>	<ul style="list-style-type: none"> <li>*Wash hands with soap and water</li> <li>*Return to class promptly and sign back into class</li> <li>*One person per stall</li> <li>*Flush</li> <li>*Report any concerns</li> </ul>	<ul style="list-style-type: none"> <li>*Raise your hand to share when prompted by a leader or adult</li> <li>*Keep comments and questions on topic</li> </ul>

## Discipline Tracker

1. Disruptive/Disrespectful in class/hall/lunch
2. Unprepared for Class
3. Tardies
4. Inappropriate Language
5. Dress Code Violation
6. Cell Phone

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

### Discipline Tracker

Term 1:	<u>Violation</u>	<u>Period</u>	<u>Date</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Term 2:	<u>Violation</u>	<u>Period</u>	<u>Date</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

### Hall Passes

Term 1:	<u>Location</u>	<u>Initials</u>	<u>Period</u>	<u>Date</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	_____	_____	_____	_____
16.	_____	_____	_____	_____
17.	_____	_____	_____	_____
18.	_____	_____	_____	_____
19.	_____	_____	_____	_____
20.	_____	_____	_____	_____

Term 2	<u>Location</u>	<u>Initials</u>	<u>Period</u>	<u>Date</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	_____	_____	_____	_____
16.	_____	_____	_____	_____
17.	_____	_____	_____	_____
18.	_____	_____	_____	_____
19.	_____	_____	_____	_____
20.	_____	_____	_____	_____

# Discipline Tracker

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

- 1. Disruptive/Disrespectful in class/hall/lunch
- 2. Unprepared for Class
- 3. Tardies
- 4. Inappropriate Language
- 5. Dress Code Violation
- 6. Cell Phone

## Discipline Tracker

Term 3:	Violation	Period	Date
1.	_____	____	____
2.	_____	____	____
3.	_____	____	____
4.	_____	____	____
5.	_____	____	____
6.	_____	____	____
7.	_____	____	____
8.	_____	____	____
9.	_____	____	____
10.	_____	____	____

Term 4:	Violation	Period	Date
1.	_____	____	____
2.	_____	____	____
3.	_____	____	____
4.	_____	____	____
5.	_____	____	____
6.	_____	____	____
7.	_____	____	____
8.	_____	____	____
9.	_____	____	____
10.	_____	____	____

## Restroom and Nurse's Office Passes

Term 3:	Location	Period	Date
1.	_____	____	____
2.	_____	____	____
3.	_____	____	____
4.	_____	____	____
5.	_____	____	____
6.	_____	____	____
7.	_____	____	____
8.	_____	____	____
9.	_____	____	____
10.	_____	____	____
11.	_____	____	____
12.	_____	____	____
13.	_____	____	____
14.	_____	____	____
15.	_____	____	____
16.	_____	____	____
17.	_____	____	____
18.	_____	____	____
19.	_____	____	____
20.	_____	____	____

Term 4:	Location	Period	Date
1.	_____	____	____
2.	_____	____	____
3.	_____	____	____
4.	_____	____	____
5.	_____	____	____
6.	_____	____	____
7.	_____	____	____
8.	_____	____	____
9.	_____	____	____
10.	_____	____	____
11.	_____	____	____
12.	_____	____	____
13.	_____	____	____
14.	_____	____	____
15.	_____	____	____
16.	_____	____	____
17.	_____	____	____
18.	_____	____	____
19.	_____	____	____
20.	_____	____	____

# Discipline Tracker

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_

- 1. Disruptive/Disrespectful in class/hall/lunch
- 2. Unprepared for Class
- 3. Tardies
- 4. Inappropriate Language
- 5. Dress Code Violation
- 6. Cell Phone

## Discipline Tracker

Term 5:	Violation	Period	Date
1.	_____	____	_____
2.	_____	____	_____
3.	_____	____	_____
4.	_____	____	_____
5.	_____	____	_____
6.	_____	____	_____
7.	_____	____	_____
8.	_____	____	_____
9.	_____	____	_____
10.	_____	____	_____

Term 6:	Violation	Period	Date
1.	_____	____	_____
2.	_____	____	_____
3.	_____	____	_____
4.	_____	____	_____
5.	_____	____	_____
6.	_____	____	_____
7.	_____	____	_____
8.	_____	____	_____
9.	_____	____	_____
10.	_____	____	_____

## Restroom and Nurse's Office Passes

Term 5:	Location	Period	Date
1.	_____	____	_____
2.	_____	____	_____
3.	_____	____	_____
4.	_____	____	_____
5.	_____	____	_____
6.	_____	____	_____
7.	_____	____	_____
8.	_____	____	_____
9.	_____	____	_____
10.	_____	____	_____
11.	_____	____	_____
12.	_____	____	_____
13.	_____	____	_____
14.	_____	____	_____
15.	_____	____	_____
16.	_____	____	_____
17.	_____	____	_____
18.	_____	____	_____
19.	_____	____	_____
20.	_____	____	_____

Term 6:	Location	Period	Date
1.	_____	____	_____
2.	_____	____	_____
3.	_____	____	_____
4.	_____	____	_____
5.	_____	____	_____
6.	_____	____	_____
7.	_____	____	_____
8.	_____	____	_____
9.	_____	____	_____
10.	_____	____	_____
11.	_____	____	_____
12.	_____	____	_____
13.	_____	____	_____
14.	_____	____	_____
15.	_____	____	_____
16.	_____	____	_____
17.	_____	____	_____
18.	_____	____	_____
19.	_____	____	_____
20.	_____	____	_____

### III. Attendance

**Goal:** To meet or exceed the district's average daily attendance rate of 95% by May 15, 2012.

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%

District Goal: 95%

Term 1 (31 days) School Attendance Rate – 96.03%

<b>Attendance Rate</b>						
<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>94.3</b>	<b>93.3</b>	<b>93.7</b>	<b>94.6</b>	<b>94.8</b>	<b>94.4</b>	<b>94.9</b>

**School Attendance Goal = 95%**

#### **IV. Persistence towards grade-level promotion and graduation for the class of 2017 (7<sup>th</sup> graders) and the class of 2016 (8<sup>th</sup> graders)**

**Goal:** All students will complete seventh and eighth grade and be prepared to enter Branson High School on-time by May 15, 2012.

**Goal:** Increase the number of advanced and high school credit-earning courses at the junior high level by May 15, 2013.

**Goal:** Implement the ACT Explore Test for 8<sup>th</sup> graders for high school and college/career readiness by May 15, 2013.

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 6<sup>th</sup> 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. Family Involvement**

**Goal:** All parent(s)/guardian(s) at Branson Junior High will be contacted by a faculty member by the end of the 1<sup>st</sup> Quarter.

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 strategic planning to involve junior high stakeholders in developing a five year master BSIP 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 opportunities 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, according to the school district's timeline.

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 (RtI) will be offered to provide alternative teaching and instruction. Programs will be evaluated quarterly to determine achievement by students.

**Person Responsible:** Administrators, Counselor, Teachers.

**Time Line:** August- May: Yearly

# Branson Junior High School

263 Buccaneer Blvd.  
 Branson, Missouri 65616  
 Phone: 417-334-3087  
 Fax: 417-336-3913

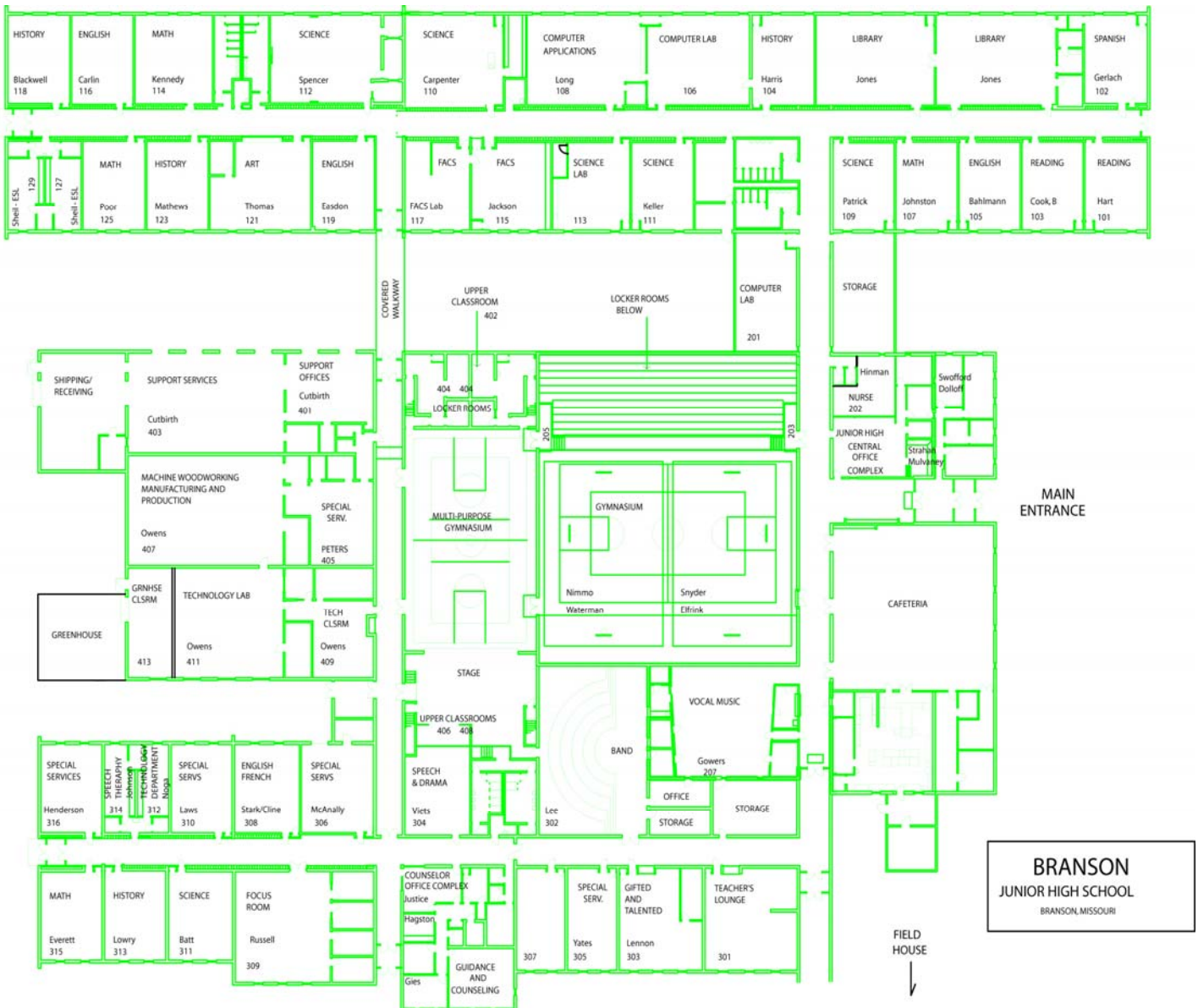
JR. HIGH PRINCIPAL  
 Bryan Bronn

JR. HIGH COUNSELOR  
 Phyllis Gies  
 Brady Thompson

ASSISTANT PRINCIPAL  
 Brad Dolloff

## School Facilities:

Branson Junior High is located on North 65 Highway and Bee Creek Road. The Junior High was the former Branson High School and was vacated by the High School in March of 2002. There are two additions to the Junior High, as one was constructed in 1974 and the other added section in 1986 to accommodate the former Junior High. After being vacated by the High School, the building went through extensive renovation for the 2002-03 school year.



# 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. 7<sup>th</sup> Grade: Communication Arts, Math  
8<sup>th</sup> Grade: Math, Communication Arts, Science
2. Activities that promote 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.
7. Intervention - Pirate Time 6<sup>th</sup> period everyday.

## **Timeline:**

1. August – July

## **Person Responsible:**

1. Administrators, Teachers, Parents, Students.



## **Character Traits**

<b>September</b>	<b>Respect</b>
<b>October</b>	<b>Responsibility</b>
<b>November</b>	<b>Citizenship</b>
<b>December</b>	<b>Compassion/Kindness</b>
<b>January</b>	<b>Commitment</b>
<b>February</b>	<b>Honesty</b>
<b>March</b>	<b>Cooperation</b>
<b>April</b>	<b>Perseverance</b>
<b>May</b>	<b>Self-Discipline</b>

# Branson High School

2011-2012 Comprehensive School Improvement Plan



Branson High School  
935 Buchanan Road  
Branson, MO 65616

**Branson High School  
Building CSIP Committee Members**

**Administration**

Chip Arnette, Principal  
Michelle Brenner, Assistant Principal  
Jeff Wilcox, Assistant Principal  
Tony Berry, Activities Director

**Department Chairpersons**

Les Brown	Foreign Language Chairperson
Barb Cogdill	Math Chairperson
Debbie Corbin	Performing Arts Chairperson
Toni Ewing	Counseling Chairperson
Jeff Howard	Practical Arts Chairperson
Cynthia Jackson	Special Education Chairperson
Jenny Lotz	Physical Education Chairperson
Gary Neal	Social Studies Chairperson
Sunshine Ridinger	Visual Arts Chairperson
Julie Schreffler	English Chairperson
Donna Talbot	Science Chairperson

**THE MISSION OF THE BRANSON R-IV SCHOOLS**

“Teach Students Valuable Skills!”

**BRANSON HIGH SCHOOL MISSION STATEMENT**

Empowering students to achieve their maximum potential.

**BRANSON HIGH SCHOOL VISION STATEMENT**

Branson High School is an innovative learning community providing a supportive and respectful environment where students will achieve their maximum potential while developing life skills through intense study, exploration of personal strengths and a commitment to life long learning.

**Branson High School Staff  
2011 - 2012**

**Administrators:**

Chip Arnette	Principal	Masters Degree
Michelle Brenner	Assistant Principal	Doctorate
Jeff Wilcox	Assistant Principal	Masters Degree
Tony Berry	Activities Director	Specialist Degree

**Staff:**

Jordan Alexander	English	BS Degree
Angela Amtower	FACS	BS Degree
Mary Arnold	Social Studies	Masters Degree
Miranda Ascone	Media Center	Masters Degree
Sgt. Quezon Atwood	AFJROTC	BS Degree
Wendy Beck	English	BS Degree
Randy Bishop	Health	BS Degree
Kevin Blackwell	Social Studies	Masters Degree
Kip Bough	P.E.	BS Degree
Dave Brenner	Social Studies	BS Degree
Jeff Bressler	Math	BS Degree
Stewart Brody	Science	BS Degree
Les Brown*	French	Masters Degree
Col. David Burke	AFJROTC	Masters Degree
Mary Beth Calkin	English	Masters Degree
Rhonda Castilon	Special Services	BS Degree
Brian Christenson	Math	Masters Degree
Barb Cogdill*	Math	Masters Degree
Bradley Coker	Instrumental Music	Doctorate
Debbie Corbin*	English/Speech/Drama	Masters Degree
Alisa Cornelison	Business	Masters Degree
Art Daniels	Science	Specialist Degree
Diana Dunn	Special Services	BS Degree
April Fiesler	Business	Masters Degree
Brian Foster	Social Studies	BS Degree
Kate Fried	Art	BS Degree
Doug Furtkamp	Alternative Day Assignment Inst.	BS Degree
William Gowers	Vocal Music	BS Degree
Tracy Hall	Special Services	Masters Degree
Carmen Hallock	Special Services	BS Degree
Anthony Hampton	Science	Masters Degree
Austin Herschend	Business	BS Degree
Jeff Howard*	Business	Masters Degree
Nathan Huddleston	Math	BS Degree
Stephanie Huddleston	Special Services	BS Degree
Ron Hulland	English	Masters Degree
Josh Hurt	Assistant Band	BS Degree
Curt Ivey	Social Studies	BS Degree
Cynthia Jackson*	Special Services	Masters Degree

Debbie Jones	English	Masters Degree
Sean Kembell	Spanish	BS Degree
Todd Koon	Science	Masters Degree
Robert Langford	Art	BS Degree
Angela LaPlant	Special Services	BS Degree
Jennifer Lawson	Spanish	BS Degree
Ted Linn	Science	BS Degree
Al Lohman	Alternative School	Masters Degree
Jenny Lotz*	Physical Education	BS Degree
Aaron Magnuson	Vocational Agriculture	BS Degree
Joel McClammy	Math	Masters Degree
Brendan McGinnis	Social Studies	BS Degree
Mark McSpadden	Vocational Agriculture	Masters Degree
Gary Neal*	Social Studies	BS Degree
Lora Niles	Math	Masters Degree
Troy Nimmo	P.E.	Masters Degree
Merrie Pemberton	Special Services	BS Degree
Ed Phillips	P.E.	BS Degree
Robbie Pitman	Social Studies	BS Degree
Paige Ray	English	Masters Degree
Sunshine Ridinger*	Art	BS Degree
Pam Roberts	Science	Masters Degree
Julie Schreffler*	English	Masters Degree
Nicole Schupp	English	BS Degree
Kendra Scott	Special Services	BS Degree
Marla Sheil	ESL	Masters Degree
Kirk Sloan	Science	BS Degree
Debbie Smith	English / Speech	Masters Degree
Heide Smith	Special Services	BS Degree
Keedy Smith	Special Services	BS Degree
Jana Smith	Gifted	BS Degree
Laura Snow	English	Masters Degree
Kelli Stanton	Social Studies	Masters Degree
Bruce Stutzman	Science	Masters Degree
Courtney Stutzman	Math	BS Degree
Donna Talbot*	Science	Masters Degree
Susanne Ramsey	Spanish	Masters Degree
Crystal Wade	Special Services	BS Degree
Lexie Wells	Math	Masters Degree
Lara Wilbur	Special Services	BS Degree
Whitney Wood	English	BS Degree

\*Denotes Department Chairperson

**Counselors:**

Dixie Bailey	Counselor/ACT Prep	Masters Degree
Brad Brown	Counselor/A+ Coordinator	Masters Degree
Cara Gammill	Counselor	Masters Degree
Toni Ewing*	Counselor	Masters Degree

**Secretaries:  
Support Staff**

Pat Fairchild	Administrative Secretary
Darci Cott	Activities Secretary
Amy Saxton	Attendance Secretary
Angela Torix	A+ Secretary
Amy Wells	Counselor's Secretary

**Special Services**

Tim Beck  
Jimmy Brown  
Andrea Nofsinger  
Donna Leidecker  
Dan Macias  
Ken Medlock  
Sheila Richardson  
Ben Jones  
Heather Sharp

**Nurse:** Deanna Newberry RN

**Cafeteria Staff:**

Jennifer Noriega, Manager	
Tisha Burke	Diane Hall
Trisha Conklin	Lowell Johnson
Fern Fielder	Gabriella Chrisman
Laura Polodna	Fred Moses
Patricia Ragsdale	Desiree Yohn

**Custodial Staff**

Bob Lyon, Head	
Kevin Baker	Glenn Bridgeman
Richard Crouse	Gene Dragon
Ed Parks	Larry Kalbflesch
Mary Lou Secret	Judy Wray

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY/STAFF**

- Technology Training
- Love and Logic
- Data Analysis and MAP Training
- Teacher Induction Program (TIP)
- Teacher Optimizing Program (TOP)
- Teacher Mentoring Program
- Inservice Training
- Character Ed
- Professional Learning Community Training
- Weekly Collaboration
  - Departmental Collaboration
  - Action Teams
  - Vertical Collaboration
- Workshops, Observations through PD Committee
- Monthly Faculty Meetings

## **Branson High School Location and Facilities**

Located north of downtown Branson off of Buchanan Road, the current Branson High School campus has been the center of student achievement and excellence for nearly seven years. Currently hosting a staff of approximately 100 and accommodating a student population approaching 1400, Branson High School boasts first class facilities and an indisputable scholastic reputation.

The faculty of BHS is a true Professional Learning Community. Teacher collaboration takes place every Friday afternoon with discussion revolving around instructional strategies, assessment, data, and celebration. Approximately five times a semester, BHS teachers meet with “Action Teams” to discuss issues of school improvement and growth.

Branson High School offers an array of activities and clubs for student involvement. Coordinated through dedicated coaches and sponsors, BHS students can participate in school activities ranging from MSHSAA sponsored athletic teams to after school clubs that meet unique student interests.

Boasting a diverse student population and a highly dedicated faculty, Branson High School is geared up to continue to “empower students to achieve their maximum potential.”



## **Programs available for BHS Students**

AFJROTC  
Alternative Education Program  
A+ School  
Academic Competitions  
Advanced Placement Opportunities  
Co- & Extra-Curricular Competitions  
Dual Credit Courses  
Dual Enrollment  
SAIL Freshman Orientation  
Missouri Options Program  
Pirate Time

## **Special Annual Events**

College Fair  
Senior Awards Night  
Academic Honors Assembly  
Financial Aid Night  
Junior Information Night  
Open House  
Parent Teacher Conferences  
Credit Day sponsored by Ozark Mountain Bank



## **Branson High School Offers the Following Extra- /Co-Curricular Opportunities:**

Football	Softball	Colorguard
Track	Basketball	Academic Team
Dance Troupe	Vocal Music	Baseball
Volleyball	Wrestling	Tennis
Golf	Cross Country	Speech
Art Club	Drama	Winterguard
Cheerleading	Drama Club	Yearbook
Band	Instrumental Music	Japan Club
Soccer		



Family Career, Community Leaders of America  
Fellowship of Christian Athletes  
JROTC Color Guard/Drill Team  
Young Democrats Club  
BHS Musical Theatre  
Foreign Language Club  
History Club

Math Club  
Student Council  
National Honor Society  
Thespians  
Future Business Leaders of America  
National FFA Organization  
Chess Club

### SCHOOL DATA

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b>Student Enrollment (September Count)</b>	1291	1297	1330	1363	1385
<b>School Year</b>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>
<b>Daily Attendance</b>	92.9%	93.4%	93.5%	93.2%	93.7%
<b>Graduation Rate</b>	89%	89.8%	91.2%	87.9%	86%

### STUDENT ACHIEVEMENT

<b>1. MAP/EOC Test Results</b>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<u>Math</u>					
Advanced/Proficient (%)	41.6	50.6	52.3	67.2	65
<u>Communication Arts</u>					
Advanced/Proficient (%)	44.8	39.6	76.2	76.7	82
<u>Science</u>					
Advanced/Proficient (%)	N/A	47.3	74.1	66	72.4
<u>Social Studies</u>					
Advanced/Proficient (%)	20	N/A	N/A	63	69
<b>ACT Scores (%)</b>	22.7	21.8	21.1	20.9	22.3
(Composite Local Scores)					

## **BHS Overarching Goals for 2011-2012**

**BHS will develop....**

- I. High expectations for academic excellence.**
  - a. Growth in all EOC areas.**
  - b. Collaborative Focus.**
  - c. Focus On Poverty.**
- II. Community Ownership.**
  - a. Inside and outside walls of BHS.**
  - b. BHS Construction Project, 9<sup>th</sup> Grade Center/Activities Center**
- III. Responsible Citizens.**
  - a. Continue to instill character traits.**

**SCHOOL IMPROVEMENT PLAN FOR BRANSON HIGH SCHOOL 2011-2012**  
**Goal: Persistence to Graduation (6.3, 9.4)**

All students will graduate and be prepared for college or a career.

**Objectives:**

1. Graduation rates will increase annually.
2. Students enrolling in college, advanced vocational training, and or military will remain at or above 85%.
3. Students who enter the work force upon graduation will be in a field related to an expressed career of choice with formal preparation documented in their four-year high school plan.

**Evaluation:**

- Annual Performance Report

<b>MSIP Standard</b>	<b>Action Step #</b>	<b>Implementation Plan</b> (Description of action that will be taken to implement Building Goal.)	<b>Resource Documents &amp; Reference Materials</b>	<b>Person Responsible</b>	<b>Time Line</b> Start Finish
9.4	1	Eighth grade students will participate in a parent/student conference to develop a 4-year high school plan.	Written 4-year plan	Counselor	January May Yearly
9.4	2	Each student will participate yearly to update his/her individual college or career plan with high school counselors.	Written 4-year plan	Counselor	January May Yearly
6.3	3	An Alternative GED Program has been implemented for 4 <sup>th</sup> year students who are one year behind grade level. A plan for review of program will be implemented.	Summary and review of documentation for Alternative GED Program	Alt.Counselor Asst.Principal	January May Yearly
6.3	4	An Alternative School is available for students who have behavioral and/or academic difficulties.	Summary and review of documentation for Alternative Program.	Alt. Counselors, Assistant Principal	January May Yearly
9.4	5	Job Shadowing is available to explore possible career choices	Written summary of experience	Counselor	January May Yearly
6.3	6	In House Credit Recovery Program.	Grade Data gathered by semester.	Princ/Coun.	Yearly

**Goal: Attendance (10.1.2)**

Student attendance will improve.

**Objective:**

Student attendance at the high school will reach or exceed 95 %.

**Evaluation:**

- Annual Performance Report

MSIP Standard	Action Step #	Implementation Plan (Description of action that will be taken to implement Building Goal).	Resource Documents & Reference Materials	Person Responsible	Time Line	
					Start	Finish
9.6	1	The High School will provide attendance incentives to include the following: exemption from semester finals, selected school privileges and scheduling priority.	Attendance reports	Administrator in charge of attendance	August	May Yearly
9.6	2	New attendance intervention strategies will be discussed <ul style="list-style-type: none"> <li>• Pirate Time Privileges</li> </ul>	Attendance intervention outline of procedure, attendance charts.	Counselors, administrator and teacher committee	August	May Yearly
9.6	3	New attendance flow chart defining steps in the attendance process will be followed.	Daily reports,3,5,7 absence reports	Administrator counselors, social workers	August	May Yearly
9.6	4	Arena Scheduling Incentive: <ul style="list-style-type: none"> <li>• Students will register for classes based on attendance rate.</li> </ul>	Attendance reports	Administrator in charge of attendance	August	May Yearly

**Goal: Parental Involvement (7.5)**

Staff, student, and parent communication will increase.

**Objective:**

1. All parents/guardians will be contacted on a continuous basis throughout the school year.
2. Parents/guardians will be informed of student academic progress every 3 weeks throughout the school year.

**Evaluation:**

MSIP Standard	Action Step #	Implementation Plan (Description of action that will be taken to implement Building Goal).	Resource Documents & Reference Material	Person Responsible	Time Line	
					Start	Finish
7.5	1	Teachers will contact parents to discuss student progress	Phone Logs, Parent Portal	Teachers	Oct.	Feb. Yearly
7.5	2	Teachers/staff will keep communication logs and documentation of parents contacted.	Phone Logs, Progress Reports, Email, Personal contact	Teachers, counselors, Admin.	August	May yearly
7.5	3	Parent/student/teacher conference will be scheduled at the 9wks. point of the school year.	Sign in sheets for parents and students	Counselors, Admin	October	February yearly
7.5	4	School website will continue to be expanded to provide/disseminate relevant information.	School Web site and Parent Portal.	Counselors. Teachers, Admin.		Yearly
7.5	5	Parent Advisory Committee meets quarterly with Principal.	Meeting Minutes	Principal		Yearly

**Goal: Student Achievement (6.1, 6.2, 6.3, 6.5)**

Student achievement will increase.

**Objective:**

Student scores on the EOC (End of Course Exams) will increase according to the guidelines set forth by NCLB annually in the categories of “Proficient” and/or “Advanced”.

**Evaluation:**

- State and national assessments

MSIP Standard	Action Step #	Implementation Plan (Description of action that will be taken to implement Building Goal).	Resource Documents & Reference Materials	Person Responsible	Time Line	
					Start	Finish
6.2-2	1	Incentives to score high on the EOC such as: (examples) incentives for core classes, recognition, certificate and semester final test exemption.	<ul style="list-style-type: none"> <li>• AP course incentives</li> <li>• Dual Credit Incentives</li> <li>• teacher selection of activities for incentives.</li> <li>• EOCE counts for 10% of grade</li> </ul>	Teachers, admin.	August	May Yearly
6.3	2	Review of Released Items for core classes to prepare students for the EOC.	Supplemental DESE resource materials; Skill Bank Critical Thinking Activities.	Teachers	August	May yearly
6.5-1	3	Provide students with an environment favorable to test taking.	Take test with subject area teacher.	Teachers	August	June Yearly
6.2	4	Common assessments will be utilized to measure student proficiency	Course specific collaboration to develop assessment instruction.	Teachers	August	June Yearly
6.1.2	5	Friday Collaboration used to enhance curriculum and GLE alignment	Use of text, DESE resource & supplemental curriculum guide	Teachers	August	June Yearly

**Goal: Educational Opportunities and Alternatives (6.1, 6.3, 6.7, 7.3)**

Appropriate educational strategies will enhance student learning.

**Objective:** Alternative strategies, techniques, and programs will be implemented to assist in improving academic achievement in all courses.

**Evaluation:**

- ACT results – PLAN results
- MAP scores – PSAT results
- NWEA results
- ASVAB
- Student grades – 3 week grade checks
- Pirate Time-Guided Study Halls
- Academic Opportunities Class
- Alternative School
- Credit Recovery Program

<b>MSIP Standard</b>	<b>Action Step #</b>	<b>Implementation Plan</b> (Description of action that will be taken to implement Building Goal).	<b>Resource Documents &amp; Reference Materials</b>	<b>Person Responsible</b>	<b>Time Line</b> <b>Start Finish</b>
7.3	1	First year surveys and interviews will be conducted to assess the occupational, educational, or military placement of graduates.	Survey results	Counselors, A+ coordinator, Career Ed. instructors	May Yearly
6.3 6.7	2	Professional development opportunities will be provided for the staff to improve teaching and learning strategies that are conducive to the growth of all individuals involved.	Professional development logs, evaluations, and agendas, classroom observations, MAP/GLE Workshops	Administrator	August – May Yearly
6.1	3	Curriculum will be developed and implemented that allows staff and students access to individualized curricular programs, computer applications, and the internet.	Written 4-year plan, Individualized program	Counselors Administrator	August - May Yearly
6.1	4	The A+ Program and Curriculum will be promoted and explained to students/parents each year.	A+ materials and pamphlets	A+ Coordinator	Aug. May Yearly
6.7	5	Collaboration, data reviewed for decision making process.	Review relevant materials, speakers/school visits, conferences	Principal	August – May Yearly