

**Boys Ranch Independent School District**  
**Blakemore Middle School**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

Blakemore Middle School offers every student the opportunity to belong to a school community built on mutual respect, unconditional acceptance, and academic excellence.

## Vision

Blakemore Middle School will maintain a positive, diverse, and supportive environment in which students learn to recognize their own talents, strengths, and develop self-discipline to be successful in their future.

Revised 03-08-19

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Achievement .....	6
School Culture and Climate .....	7
Staff Quality, Recruitment, and Retention .....	8
Curriculum, Instruction, and Assessment .....	9
Parent and Community Engagement .....	10
School Context and Organization .....	11
Technology .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: All Blakemore students will learn and succeed at high academic levels as required by the TEKS. ....	15
Goal 2: All Blakemore students will be prepared for high school curriculum which will prepare the students for post-secondary college or career opportunities. ....	23
Goal 3: Blakemore will provide a safe, healthy, and orderly environment as a means to support the physical and emotional safety of all students. ...	25
2018-2019 Campus Site-Based Committee .....	27

# Comprehensive Needs Assessment

Revised/Approved: February 22, 2019

## Needs Assessment Overview

Demographics- Strength- There are many staff members (both Blakemore Middle School and Cal Farley's Boys Ranch) to help students for crisis intervention. Need- Better communication among adults to follow through with students' issues/needs.

Student Achievement- Strength- Everyone cares about students' achievements. Need- Teachers would like more information about students when they first come to school.

School Culture and Climate- Strength- Staff members love our students. Need- More consistency among staff members when it comes to effort.

Staff Quality, Recruitment and Retention- Strength- It takes a certain type of staff to work here. Need- Dedicated people are needed to work at this school.

Curriculum, Instruction and Assessment- Strength- Staff and Instructional Coach collaborate often. Need- Students are needed for clinic appointments and sometimes they miss classroom instruction.

Family and Community Involvement- Strength- Boys Ranch Independent School District and Cal Farley's Boys Ranch are a community- many people are advocating for our students. Need- Time is needed to connect with the caseworkers and house parents.

School Context and Organization- Strength- There are many, different forms of communication. Need- Lack of response when communicating is a concern at this time.

Technology- Strength- Collaboration between staff is a strength. Need- Staff members want more in-house technology training.

# Demographics

## Demographics Summary

Based on our 2017-2018 Texas Academic Performance Report, our student groups consisted of 7.7% African American, 23.1% Hispanic, 60.0% White, and 9.2% Two or More Races. 84.6% were Economically Disadvantaged, 2.2% Students with Disciplinary Placement, 84.6% were At-Risk.

The teaching staff were 44.3% males and 55.7% females and were 12.6% minority. 91.1% have Bachelor's degrees and 8.9% have Master's degrees. 0% were beginning teachers, 11.6% have 1-5 years of experience, 38.8% have 6-10 years, 3.8% have 11-20 years, and 45.8% have over 20 years of experience. Average years experience of teachers was 14.7 years.

The data used to evaluate Demographics are TAPR, PEIMS, DMAC, student information sent from Ranch assessment, enrollment sheets and accumulation folders.

## Demographics Strengths

Students are accepting of one another.

There is a diverse group of students at Blakemore.

The teacher-to-student ratio is small which allows the ability for students to grow educationally and socially.

There are many adults from the community (Ranch and School) that help with crisis intervention.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The need for better communication between Blakemore staff and the Ranch is an issue at this time. **Root Cause:** A team can consist of over 20 adults and sometimes staff don't communicate or follow up about the situations that occur.

# Student Achievement

## Student Achievement Summary

The STAAR Percent at "Approaches for Grade Level" for all grades (6th, 7th, and 8th) and all subjects (Reading, Writing, Mathematics, Science, and Social Studies) is 82% (77% State Average, 79% District).

The STAAR Percent at "Meets Grade Level" for all grades (in two or more subjects) is 54% (48% State, 48% District).

The STAAR Percent at Masters Grade Level for all grades and all subjects is 22% (22% State, 17% District).

The Growth Measure (all grades, ELA/Reading and Math) is 75% (69% State, 72% District).

The data used to examine Student Achievement are the TAPR, tests: unit, Benchmark, and STAAR, DMAC, Response to Intervention data, Low Level Referrals, Rewards, ISTATION and Get More Math.

## Student Achievement Strengths

Teachers know the students' needs; there are huge gains with teachers' help/guidance.

The STAAR scores compare with the State scores.

Everyone cares about students' achievements.

Data is easily attainable.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** More information about the students is needed at the beginning to help teachers make a plan. **Root Cause:** There is information that is necessary and there is information that is protected; how much information can be shared?

# School Culture and Climate

## School Culture and Climate Summary

The Blakemore Middle School culture and climate can change at any time since the student population fluctuates throughout the school year. Being a school (and district) that serves the Residential Facility of Cal Farley's Boys Ranch, the staff try to create and maintain a positive school culture and climate. Boys Ranch Independent School District (and Blakemore Middle School within it) tries to maintain structure and procedures that are hopefully calming to our large At-Risk population. We (Boys Ranch ISD) are continually communicating with Cal Farley's Boys Ranch (taken from the District Improvement Plan).

The data used to discuss the School Culture and Climate are survey results, observation, and different types of communication, Enrichment and Response to Intervention data.

## School Culture and Climate Strengths

Having a low staff turn-over helps to build and maintain a positive culture.

Students are rewarded for positive behavior and good grades: Student of the Month, A/AB Honor Roll Parties, Student Behavior Semester parties (based on LLR reports).

Staff members are trained in SAMA.

There is accountability on everyone's part (staff and students).

Staff are committed, compassionate, and love the students.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** There isn't consistency among staff on effort and expectations. **Root Cause:** Staff members' lack of buy-in, presumptions, and assumptions could be causes of the lack of alignment.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Boys Ranch ISD is located 36 miles from Amarillo, where we get most of our teachers. Teachers are recruited through job fairs. Job vacancies are advertised on local, regional, and state job board sites. Our school board works hard to make the salary schedule competitive with Amarillo, Canyon, and Bushland. The board approved a staff retention plan that pays staff to return each year. The first year teachers have mentors on campus (taken from the District Improvement Plan).

Data used to analyze Staff Quality, Recruitment and Retention are the T-TESS evaluation system and job postings (school website and Region 16), West Texas A&M University job fair, and minimum turn-over rate.

## Staff Quality, Recruitment, and Retention Strengths

Competitive salary, years of experience, student-to-teacher ratio, insurance, daycare, the existing staff encourages retention for new teachers, and the type of staff that are here are some of the strengths of our organization.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There are certain type of staff members that are needed to work at Blakemore (Boys Ranch ISD). **Root Cause:** Staff need to be dedicated (high risk population, students live on Ranch, long drive) to work at Boys Ranch ISD.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Blakemore utilizes a variety of resources to address both student academic progress and teacher professional growth:

- Scientifically-based researched activities in TEKS Resource System to improve instruction in core areas;
- Tutorials for struggling students;
- Weekly collaboration to monitor student progress;
- 21st century integration of technology in the classroom;
- Participation in TTESS and TPESS to focus on teacher and administrative professional growth;
- Continually have the Cal Farley's professional training staff to train ISD staff to better understand our students; (taken from the District Improvement Plan)

Data used for Curriculum, Instruction, and Assessment evaluation are behavior data and tests, ISTATON, Get More Math, TEKS Resource Systems, formal and informal observations, and teacher training.

## Curriculum, Instruction, and Assessment Strengths

Blakemore uses a variety of resources.

Staff members share new knowledge and collaborate with one another (on an as-needed basis and during the Collaboration Period from 2:00pm to 2:40pm)

5th Period Enrichment and (after school) RtI are great daily opportunities to assess, work with, and continue the academic growth of our students.

Communication among teachers while working for the students (putting their needs first and putting Reading and Math first), using programs like ISTATON and seeing movement among the tiers and using TEKS Resource to align the TEKS to lessons and tests are all strengths.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Students are being pulled from classes for certain activities and appointments. **Root Cause:** Educating and taking care of students at a child care facility is complex.

# Parent and Community Engagement

## Parent and Community Engagement Summary

BRISD (and Blakemore Middle School within it) believes in engaged parental and community involvement through a strong partnership with houseparents, parents, and administration in Cal Farley's organization. Our school district is a special purpose district created to serve the children of the Residential Facility of Cal Farley's Boys Ranch. Blakemore Middle School taps into several of the community activities that are offered monthly through the Cal Farley's Dippel Activity Center including many cultural events and group gatherings. The school also is working on partnering with Cal Farley's Adventure Program (taken from the District Improvement Plan).

Data used to access Family and Community Involvement are email responses, clinic reports, and survey responses.

## Parent and Community Engagement Strengths

The District and Ranch are local. Students receive on-site medical services (counseling, clinic).

Many people are advocating for the successes of the students.

The Adventure group at the Dippel is a great resource.

There are 'Send Off' support for students that are going to State competitions (line the streets, fire truck escort, banners).

The Rodeo is a big attraction.

Ranch staff host Christmas parties and invite school personnel.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is a need for better communication and involvement within both entities (ISD and Ranch). **Root Cause:** More time/opportunities need to made in order to visit with house parents and caseworkers.

# School Context and Organization

## School Context and Organization Summary

A staff/teacher (climate/culture) survey is conducted one to two times a year which allows staff to express concerns, issues, and possibly solutions.

Data used to discuss School Context and Organization are LLR reports, observations, and input from staff and students, and data from the survey.

## School Context and Organization Strengths

Rewards are mentioned on the announcements. Rider Recognition tickets are turned in by staff to brag on students' positive behaviors.

Students earn Rider Reward parties at the end of every semester (eligibility requirements increases between Fall and Spring).

There are several meetings with administrators and Ranch staff.

Received positive feedback and input from climate survey.

Kids are put first.

There is productive collaboration among teams.

Different forms of communication are utilized.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There seems to be a lack of communication given and received between Blakemore and the Ranch (in response to positive and negative reports). **Root Cause:** There are assumptions about how school staff and ranch staff handle situations.

# Technology

## Technology Summary

Blakemore Middle School is strongly committed to 21st century learning. Boys Ranch ISD employs a 21st century learning director who meets frequently with all 3 of our campuses. Every teacher has a laptop computer and iPad, which are used for administrative tasks, lesson planning, communicating with colleagues and parents, and lesson presentation. The district expectations for the use of technology are that students will receive instruction in Technology Applications in every classroom that has the TEKS requirement and will use technology on a regular basis to enhance the learning and development of 21st century skills (taken from District Improvement Plan).

Chromebooks are being utilized at the high school and two carts have been given to Blakemore Middle School.

The data used to discuss Technology is the IT Department, surveys, and teachers' lesson plans, students' projects, and 21st Century training.

## Technology Strengths

Boys Ranch ISD has an outstanding IT Department that is willing and able to help immediately.

Faculty and students have multiple devices (IPADS, Laptops, MP3s, and soon to come are Chromebooks) and easy access to use such devices for lessons.

Taylor Rankin, the district's 21st Century Coordinator, comes to the campus at the end of each 6 weeks. She teaches staff members how to utilize Google in their classrooms.

Students' projects show that they are using technology in inventive ways.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Staff members want more in-house technology training. **Root Cause:** A couple points of frustration is not having enough time to learn and implement it and there are varied skill sets among staff members.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

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

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

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

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

# Goals

Revised/Approved: March 08, 2019








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

**Performance Objective 1:** Blakemore will implement a rigorous curricula and assessment aligned with district and state standards.

**Evaluation Data Source(s) 1:** Walkthrough data, teacher evaluations, student progress reports are data sources.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide on-going training and support to monitor multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal/Instructional Coach, Internal and External (Region 16) Instructional Coaches	<p>Training materials, faculty meetings, teaming meetings, principal reports</p> <p>Data meetings bringing multiple forms of student data/work to make informed decisions</p> <p>Improvement in lesson plan development</p> <p>Walkthrough data, teacher evaluations, student progress report and STAAR results</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Ensure deep analysis of student data that connect to specific instructional strategies.</p>	2.4, 2.5, 2.6	Instructional Coach	<p>Teachers will use results to reflect on teacher instructional practices and behaviors in relation to student success.</p> <p>More opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success as measured by multiple student progress reports</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Instructional leaders will develop high quality instructional practices among teachers that improve student performance.</p>	2.4, 2.5, 2.6	Principal, Instructional Coach, Classroom Teachers	<p>Documents indicating a campus system for monitoring the implementation and effective use of research-based instructional strategies in every classroom</p> <p>Staff will become knowledgeable of the research of effective instruction and the impact on student achievement as evidenced by teacher evaluation data.</p>				
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**Goal 1:** All Blakemore students will learn and succeed at high academic levels as required by the TEKS.

**Performance Objective 2:** Blakemore will implement "Writing Expectations" in all core classes to improve writing throughout the curriculum.

- 1.) Always capitalize the first word of a sentence.
- 2.) Punctuate the end of a sentence.
- 3.) Always capitalize I.
- 4.) No text talk.
- 5.) Random capital and lowercase letters should not make up a sentence.

**Evaluation Data Source(s) 2:** Lesson plans, TEKS, informal and formal assessments, Year at a Glance (YAG) are data sources.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Lessons will follow the prescribed curriculum and be integrated into the YAG.</p>	2.4	Instructional Coach, Classroom Teachers	<p>Documentation indicating that the writing rules are being followed Posters are in every classroom and in the halls.</p> <p>Student achievement gains in the classroom as measured by formative assessments and grades</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Blakemore teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p>	2.4, 2.5, 2.6	Classroom Teachers	<p>Teacher lesson plans and the teachers' common classroom practices</p> <p>Student achievement gains in the classroom as measured by formative assessments and grades</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 1:** All Blakemore students will learn and succeed at high academic levels as required by the TEKS.

**Performance Objective 3:** Blakemore will ensure high levels of learning, social-emotional development and achievement for all students through knowledge of students and proven practices.

**Evaluation Data Source(s) 3:** Homework, test results, unit tests and STAAR results, and lesson plans are data sources.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) All lessons will connect to students' prior knowledge, life experiences, interests and future learning expectations, across the content areas.</p>	2.4, 2.5, 2.6	Instructional Coach, Classroom Teachers	<p>Documentation, such as T-TESS, indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom</p> <p>Student achievement gains in the classroom as measured by formative assessments, grades, and behavior reports (LLR data)</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Blakemore teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p>	2.4, 2.5, 2.6	Classroom Teachers	<p>Teacher lesson plans and the teachers' common classroom practices</p> <p>Student achievement gains in the classroom as measured by formative assessments, grades, and behavior reports (LLR data)</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>3) Strengthen homework practices campus-wide by using Student Planners.</p>	2.6	Instructional Coach, Classroom Teachers	<p>Develop homework guidelines based on the purpose of homework using Student Planners to help assist students to stay organized.</p> <p>Increase the quality and frequency of students completing and turning in their homework on time.</p>				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 1:** All Blakemore students will learn and succeed at high academic levels as required by the TEKS.

**Performance Objective 4:** Blakemore will ensure that effective instruction maximizes growth of individual students and student groups, supports, equity, and eliminates the achievement gap.

**Evaluation Data Source(s) 4:** Summative assessments, staff climate survey, GT certificates/training, and Student Summary Reports are data sources.

**Summative Evaluation 4:**

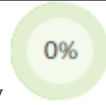
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) Implement and strengthen RtI structures and supports at Blakemore.</p>	2.4, 2.6	Principals	<p>RtI reports and progress monitoring</p> <p>Student progress reports of grades, formative and summative assessments showing increased achievement levels</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Develop relationships with BR community so as to develop good will and trust in the schools' ability to close achievement gaps.</p>	3.1	All Staff	<p>Building a positive relationship through the importance of a shared understanding of equity within the school community as measured by the climate survey</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Utilize teachers to identify and secure additional resources necessary to eliminate achievement gap among student groups.</p>	2.4, 2.5, 2.6	Principals, Instructional Coach	<p>Analysis of relevant data and alignment of appropriate resources with school improvement priorities to maximize achievement growth for all students</p> <p>Data comparisons each six weeks</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) New Blakemore teachers will complete 30 hour gifted and talented training online. Current staff members will complete the 6 hour GT update.</p>	2.5	Classroom Teachers	<p>All teachers assigned gifted and talented students have the required GT hours</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) Implement and strengthen special education inclusion support</p>	2.4, 2.6	Principals, Special Education Coordinator, SPED Teachers	<p>Development of campus-wide practices and procedures which target student disabilities</p> <p>Student Achievement, SE progress reports, closing the achievement gap</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** All Blakemore students will learn and succeed at high academic levels as required by the TEKS.

**Performance Objective 5:** Blakemore will implement creative schedules that support teacher collaboration with instructional planning, student progress reporting and analysis.

**Evaluation Data Source(s) 5:** Professional Development hours, training, T-TESS, walkthroughs, and lesson plans are data sources.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning collaboration among staff.</p>	2.4, 2.5	Instructional Coach, District Librarian, 21st Century Coordinator, Teachers	<p>Analysis of instructional implementation data that provides staff with on-going opportunities to master the use of effective instructional strategies</p> <p>Increase in teacher and student engagement as evidenced by walk-through data and teacher evaluation data that improve student performance.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.</p>	2.4, 2.5	Campus Principals, Instructional Coach	<p>Teacher staff development sign-in sheets</p> <p>Campus Staff Development meetings</p> <p>Staff understands and articulates the adopted instructional model and is knowledgeable of the research of effective instruction and the impact on student achievement.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Blakemore will develop teachers by giving individual feedback and aligned professional development opportunities.</p>	2.4, 2.5, 2.6	Campus Principals	<p>Documentation indicating a campus system for monitoring guidance regarding instruction in order to ensure effective practices in every classroom.</p> <p>Staff will become knowledgeable of the research of effective instruction as evidenced by teacher evaluation data (walk-throughs, observations).</p>				
<p>  = Accomplished               = Continue/Modify               = No Progress               = Discontinue         </p>							

**Goal 1:** All Blakemore students will learn and succeed at high academic levels as required by the TEKS.

**Performance Objective 6:** Blakemore will ensure that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap (taken from District Improvement Plan).

**Evaluation Data Source(s) 6:** Conversations between BRISD and Cal Farley's Boys Ranch staff including positive teaming meetings in which relevant data and alignment of appropriate resources is analyzed (modified from DIP).

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Develop relationships with the Ranch community, so as to develop goodwill and trust in the school's ability to close achievement gaps.	2.4, 2.5, 3.2	Administrators, Caseworkers and Supervisors	An understanding of the importance of a shared understanding of equity within the school community as measured by staff climate survey.				
<b>Critical Success Factors</b> CSF 5  2) Present/share/modify vision, mission, Title 1 Funds, Parent Involvement Policy and Compact.	3.1, 3.2	Administrators, Parent Representatives (parents, house parents, caseworkers, caseworker supervisors)	The importance of parent involvement within and among the school and Ranch.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

# Goal 2: All Blakemore students will be prepared for high school curriculum which will prepare the students for post-secondary college or career opportunities.

**Performance Objective 1:** Blakemore will increase the number of students meeting the college readiness standards.

**Evaluation Data Source(s) 1:** Surveys, projects, and the Achieve Texas Interest Inventory are data sources.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 2 1) Administer career interest surveys	2.5	Counselor	Results of surveys  Collect data of how students' career interest change over time based on exposure to career education programs.				
<b>Critical Success Factors</b> CSF 2 2) Provide opportunities to research and explore different colleges for career choices.	2.5	Instructional Coach, Classroom Teachers, Counselor	Schedule of collaborative projects  Students' interests in various career pathways are expanded (Career Day).				
<b>Critical Success Factors</b> CSF 2 3) Blakemore Middle School will participate in a variety of career readiness activities to promote student interest in different career pathways.	2.5	Counselor	Schedule of activities  Middle School students will become more aware of their career options and 8th grade students will align high school course offerings toward these career options.				
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**Goal 2:** All Blakemore students will be prepared for high school curriculum which will prepare the students for post-secondary college or career opportunities.

**Performance Objective 2:** Blakemore will continue to provide Technology Applications TEKS and instruction within each of the core classes.

**Evaluation Data Source(s) 2:** Lesson plans, principals' walkthroughs, career inventory, and career questionnaire are data sources.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>1) The counselor will serve as the career facilitator to collaborate with teachers, counselors, and community members and recommend programs of instruction to expose students to various career pathways.</p>	2.5	Counselor	<p>List of career program implementation will be maintained by the counselor.</p> <p>Career investigation activities are aligned to support student career pathways.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Teachers will integrate 21st Century technology skills into the curriculum as a means to enhance the instructional program and explore career pathways.</p>	2.5	Instructional Coach, 21st Century Coordinator, District Librarian Classroom Teachers	<p>Principals will see students using various forms of technology, students working in teams, problem solving, and critical thinking skills while learning about various career pathways.</p> <p>Middle School students will become more aware of their career options and 8th grade students will align high school course work toward these career options.</p>				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



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

**Performance Objective 1:** Blakemore Middle School will reduce the percentage of students assigned to alternative placements (ISS, DAEP, and OSS) to maximize classroom learning for all students.

**Evaluation Data Source(s) 1:** LLR data, Behavior Resource Officer, principals, and counselor are data sources.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 1) Coordinate with the community/BR training staff to strengthen Blakemore's capacity to meet the emotional needs of all students.	2.5, 2.6	Principals, Behavior Resource Officer, BR Staff	A reduction in alternative discipline placements that meet state requirements  Increase learning time  Achievement gains as measured by state/local assessments and formative assessments				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) Use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	2.6	Principals, Behavior Resource Officer, Classroom Teachers, Counselor	Document use of discipline techniques in office referrals and LLR teacher descriptions of techniques used in the classroom  Utilize trusted adults from BR and BRISD staff to help meet emotional needs and to deescalate certain situations.  Increase learning time.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

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

**Evaluation Data Source(s) 2:** Alternative discipline placements, ISS data, and Fitness Gram are data sources.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 1) Provide counseling programs that target current trends along with identified prevention programs.	2.6	Behavior Resource Officer, Counselor	To meet the students where they are and to provide services to meet those needs (i.e. how to deal with or report a bully)				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Coordinate with community security to host campus security drills and safety scenarios.	2.6	Superintendent, Assistant Superintendent	Schedule meetings between BR/BRISD principals and security staff  Emergency preparation plan practiced a minimum of twice a year				
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7 3) Blakemore will conduct monthly drills to prepare staff and students in responding to an emergency.	2.6	Principals, Behavior Resource Officer, Blakemore Staff	Emergency preparation plan practiced monthly.				
<b>Critical Success Factors</b> CSF 2 CSF 4 CSF 5 CSF 6 4) Blakemore Physical Education class will conduct healthy eating and nutrition programs for students.	2.5	Assistant Superintendent	Written Health and Nutrition Plan/Program  Documentation of student participation  Increase of student activity as measured by Fitness Gram				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	LaVaila Williams	Administrator
Classroom Teacher	Paige Bontrager	6th ELA/7th Reading Teacher
Classroom Teacher	Kerry Moss	6th/7th History Teacher
Classroom Teacher	Tasha Yarbrough	8th Grade ELAR Teacher
Parent	John Moore	Parent/Works at Ranch
Community Representative	Del Ray Mosley	Resource Behavior Officer