

**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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Demographics- Strength- Students have opportunities for growth through the Enrichment period and tutorials. Need- More student information is needed (students' background, homelife, behavior, etc.).

Student Achievement- Strength- We have longitudinal data to work with. Need- We need to utilize what we already have (AR, Think Through Math, etc.).

School Culture and Climate- Strength- Staff members have high expectations for students (behavior, academic, and social). Need- Staff needs more Discipline Expectation Training (to be on the same page as far as discipline).

Staff Quality, Recruitment and Retention- Strength- Teacher pay and benefits are comparable and/or better than surrounding areas. Need- Reference sheet is needed for new teachers/staff.

Curriculum, Instruction and Assessment- Strength- Staff and Instructional Coach collaborate weekly (putting students' needs first and putting Reading and Math in the forefront of meetings).

Need- Teachers want their scheduling input to be trusted.

Family and Community Involvement- Strength- Cal Farley's and Boys Ranch are a community. Need- Teachers feel disconnected with the homes.

School Context and Organization- Strength- Teams and campus collaborate well with each other. Need- Staff members want a Ranch Survey about school and their expectations of Boys Ranch ISD.

Technology- Strength- Teachers and students have multiple devices to work with. Need- Staff members want more in-house technology training.

# Demographics

## Demographics Summary

Based on our 2016-2017 Texas Academic Performance Report, our student groups consists of 4.2% African American, 11.6% Hispanic, 20% White, and 2.1% Two or More Races. 76.9% are Economically Disadvantaged, 2.1% Students with Disciplinary Placement, 78.5% are At-Risk.

The teaching staff are 40.3% males and 59.7% females and are 0% minority. 83.6% have Bachelors and 16.4% have Masters. 8.1% are beginning teachers, 19.9% have 1-5 years of experience, 30.7% have 6-10 years, 12.3% have 11-20 years, and 28.9% have over 20 years of experience.

The data used to evaluate Demographics are TAPR, PEIMS, teacher input and observation, Students Service Summary Reports (Special Education minutes), student information, caseworker input sheets, STAAR testing, and enrollment sheets.

## Demographics Strengths

Students are accepting of one another.

The teacher to student ratio is small.

Teachers/staff have easy access to students for tutorials, etc.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** More student information (students' background, home-life, behavior, etc.) is needed for schools to make better informed decisions, to have a starting point, to prevent possible volatile interactions, to know areas of weaknesses and gaps, and to have students' immediate needs addressed. A peaceful entry for students and staff members is desired in order to better serve students. **Root Cause:** Not knowing what information can be shared due to HIPAA Laws and confidentiality are barriers to information being shared. And families not always disclosing information about students can also cause obstacles.

## 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 79% (75% State Average, 77% District).

The STAAR Percent at "Meets Grade Level" for all grades (in two or more subjects) is 41% (48% State, 44% District).

The STAAR Percent at Masters Grade Level for all grades and all subjects is 13% (20% State, 14% District).

Growth Measure: The STAAR Percent for "Met or Exceeded Progress" for all grades and all subjects is 68% (61% State, 67% District).

Growth Measure: The STAAR Percent Exceeded Progress for all grades and all subjects is 15% (State 19%, 13% District).

The data used to discuss Student Achievement are the TAPR, unit test scores, STAAR tests, tracking, DMAC, ISTATION and Think Through Math.

### Student Achievement Strengths

The STAAR scores in Reading and Math have improved.

Students come with huge academic gaps and faculty close academic gaps (students show 1 to 2 years growth in a 1 year span).

Students get recognition and rewards for good behavior and grades (Rider Reward Parties every 6 Weeks).

Longitudinal data is conducted to see how students progress year to year.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Staff members need to utilize programs we already have (AR, Think Through Math, etc.). We are not using the programs to their full capabilities due to not knowing all the programs available. The ultimate goal of utilizing the programs is to increase students' achievement by figuring out what programs are truly effective. **Root Cause:** There could be too many programs and not enough time to use them.

## School Culture and Climate

### School Culture and Climate Summary

The Blakemore Middle School culture and climate can change at any time since we receive a large group of students within the school year. Being a school (and district) that serves the Residential Facility of Cal Farley's Boys Ranch, we as a staff try to be the positive entity influencing our 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.

### School Culture and Climate Strengths

Staff members and students are accepting of different backgrounds, cultures, etc.

Faculty work well together to reinforce high expectations (behavior, academic, and social).

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Staff need more Discipline Expectation Training to be on the same page as far as discipline. More consistency is needed among the staff members in writing LLR's (Low Level Referrals). **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).

### Staff Quality, Recruitment, and Retention Strengths

The following are strengths: years of experience, work as a team for the benefit of the students, student/teacher ratio, retention pay, and teacher pay and benefits.

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

**Problem Statement 1:** A reference sheet is needed for new teachers/staff, so they do not feel overwhelmed when first starting at Blakemore. Teachers will hopefully feel less stressed and more confident if needed information is easily accessed. It was suggested that a Google Docs be created for up-to-date, easy access for new staff members. **Root Cause:** There is too much to remember when starting a new job. New staff members may feel too embarrassed to ask questions.



## 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 last year's behavior and tests, as well as, how students mix with others, ISTATON, formal and informal observations, scheduling and teacher input.

### Curriculum, Instruction, and Assessment Strengths

6th Period Enrichment and (after school) RtI are great daily opportunities to assess, work with, and continue to academically grow 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:** Teachers want their scheduling input to be trusted (master schedule, switching classes, mixture of certain students, being pulled for certain activities and appointments, etc.). Students wouldn't miss class or instruction as much when teachers' input is taking into consideration. **Root Cause:** The complexity of educating students at a child care facility is the root cause.

## Family and Community Involvement

### Family and Community Involvement 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 and clinic reports.

### Family and Community Involvement Strengths

The Adventure group at the Dippel is a great resource.

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

The Rodeo is a big attraction.

Students receive on-site medical services (counseling, clinic).

Ranch staff host Christmas parties and invite school personnel.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Teachers feel disconnected with the homes. They used to feel a sense of community on a personal level. And professionally, the lack of response when sending emails to the Teams is a frustration among school employees. There is a need for better communication and involvement within both entities (ISD and Ranch). **Root Cause:** One issue is that the caseworkers were not assigned to just one home; the Ranch is in transition of changing each caseworker to one home. There isn't a sense of clarity when emails are not being answered or responded to.

## School Context and Organization

### School Context and Organization Summary

A staff/teacher survey is utilized twice a year which expresses concerns, issues, and possibly solutions.

Data used to discuss School Context and Organization are LLR reports, observation (staff and teachers), data from survey, complaints from students towards the end of the year (especially towards Reward Parties).

### School Context and Organization Strengths

Students earned Rider Reward parties at the end of every 6 weeks (eligibility requirements increased every 6 weeks).

Collaboration went well between teams and the campus.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Blakemore staff members want a survey sent to the Ranch employees about school and the Ranch's expectations of Boys Ranch ISD, so we can understand possible frustrations and confusion. If communication is given and received (in response to positive and negative reports), there is a sense of unity. **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).

The data used to discuss Technology is the IT Department, surveys, and students' projects.

## 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 easy access to use such devices for lessons.

Kaylia Thomas is an excellent resource for Boys Ranch ISD (librarian). She comes up with fun and informative technology lesson plans. She invited teachers to a Google classroom in order to teach staff members how to utilize the program 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
- 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

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

- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data







# Goals

**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	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) Provide on-going training and support to monitor multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.</p>	Principal, Assistant Principal/Instructional Coach, Internal and External (Region 16) Instructional Coaches	<p>Training materials, faculty meetings, teaming meetings, principal reports. Data meetings bringing multiple forms of student data/work to make informed decisions.</p> <p>Improvement in lesson plan development. Walkthrough data, teacher evaluations, student progress reports. 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>	Instructional Coach, Classroom Teachers	<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-emotion 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>	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>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**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 Across the Curriculum in all core classes to improve writing throughout the curriculum.

**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	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) All lessons will follow the prescribed curriculum and be integrated into the YAG.</p>	Instructional Coach, Classroom Teachers	<p>Documentation indicating that the writing program is being followed and that the students will write in classrooms every week.</p> <p>Student achievement gains in the classroom as measured by formative assessments, grades, observations, and experiments.</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>	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 observation.</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						









**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	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) Most lessons will connect to students' prior knowledge, life experiences, interests and future learning expectations, across the content areas.</p>	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, 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>	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, 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</p>	Campus Leadership Team, Classroom Teachers	<p>Develop homework guidelines based on the purpose of homework using Student Assignment Manuals 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            = Considerable            = Some Progress            = 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	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>	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>	All Staff	<p>Conversations between BRISD and BR Staff including positive teaming meetings.</p> <p>An understanding of the importance of a shared understanding of equity within the school community as measured by staff climate survey.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Utilize campus leadership teams to identify and secure additional resources necessary to eliminate achievement gap among student groups.</p>	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>Differences in student achievement among student groups are not significant. 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) Blakemore teachers will complete 30 hour gifted and talented training online.</p>	Classroom Teachers	All teachers assigned gifted and talented students have the required GT hours				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) Implement and strengthen special education inclusion support</p>	Principals, Special Education Coordinator, SPED Teachers	<p>Development of district-wide practices and procedures which target student disabilities</p> <p>Student Achievement, SE progress reports, closing the achievement gap.</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**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	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>	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>	Campus Principals, Instructional Coach	<p>Monthly teacher staff development sign-in sheets</p> <p>Campus Staff Development Plans</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>	Campus Leadership Team	<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.</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**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	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	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.	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) Administer the Achieve Texas Interest Inventory to 8th grade students.	Counselor	Results of Inventory  Students' interests in various career pathways are expanded.				
<b>Critical Success Factors</b> CSF 2 4) Blakemore Middle School will participate in a variety of career readiness activities to promote student interest in different career pathways.	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.				


**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	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>	Counselor	<p>List of career program implementation will be maintained by the counselor.</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><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.</p>	Instructional Coach, 21st Century Coordinator, District Librarian Classroom Teachers	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.				









✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Work with BR staff to coordinate school programs that focus on building a positive school culture.</p>	Principals, Behavior Resource Officer, BR Staff	<p>A reduction in alternative discipline placements that meet state requirements.</p> <p>Increase learning time. Reduction in classroom behaviors that interfere with learning through increased social/emotional support.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Coordinate with the community/BR training staff to strengthen Blakemore's capacity to meet the emotional needs of all students.</p>	Principals, Behavior Resource Officer, BR Staff	<p>A reduction in alternative discipline placements that meet state requirements.</p> <p>Increase learning time. Achievement gains as measured by state/local assessments. Formative assessments.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.</p>	Principals, Behavior Resource Officer, Classroom Teachers, Counselor	<p>Documented use of discipline techniques in office referrals and LLR teacher descriptions of techniques used in the classroom.</p> <p>Utilize trusted adults from BR and BRISD staff to help met emotional needs and to deescalate certain situations.</p> <p>Increase learning time.</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = 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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Provide counseling programs that target current trends along with identified prevention programs.</p>	Behavior Resource Officer, Counselor	<p>A reduction in alternative discipline placements that meet the state requirements.</p> <p>Increase learning time. Achievement gains as a measure by state/local assessments. Formative assessments.</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Coordinate with community security to host campus security drills and safety scenarios.</p>	Superintendent, Assistant Superintendent	<p>Schedule meetings between BRISD/BR principals and security staff.</p> <p>Emergency preparation plan practiced a minimum of twice a year.</p>				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>3) Blakemore will conduct exercises other than drills to prepare staff and students for responding to an emergency.</p>	Superintendent, Assistant Superintendent	<p>Emergency preparation plan practiced a minimum of twice a year.</p>				
<p><b>Critical Success Factors</b> CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Blakemore will conduct healthy eating and nutrition programs to staff and students.</p>	Assistant Superintendent	<p>Written Health and Nutrition Plan/Program. Documentation of staff/student participation</p> <p>Decrease in teacher absences. Increase of student activity as measured by Fitness Gram.</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						