

# Boys Ranch Independent School District

## Blakemore Middle School

### 2020-2021 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

## Demographics

### Demographics Summary

Based on our 2018-2019 Texas Academic Performance Report (the 2018-2019 TARP was released in early 2020), our student groups consisted of 11.5% African American, 20.5% Hispanic, 59.0% White, 1.3% American Indian, and 7.7% Two or More Races. 74.4% were Economically Disadvantaged, 25.6% Non-Educationally Disadvantaged, 14.1% Section 504 students, 2.6% were English Learners, 4.9% Students with Disciplinary Placement, 11.5% students with Dyslexia, and 74.4% were At-Risk.

The teaching staff were 45.5% males and 54.5% females and were 12.0% minority. 84.4% have Bachelor's degrees and 15.6% have Master's degrees. 7.8% were beginning teachers, 4.1% have 1-5 years of experience, 15.6% have 6-10 years, 23.4% have 11-20 years, and 49.2% have over 20 years of experience. Average years experience of teachers was 16.5 years. Average year of experience of teachers with district was 9.3%.

The data used to evaluate Demographics are TAPR, PEIMS, DMAC, 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 (School and Ranch) that help with crisis intervention.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** More thorough communication is needed between Blakemore staff and the Ranch. **Root Cause:** A team can consist of over 20 adults and sometimes staff don't communicate or follow up about the situations that occurred.

# Student Achievement

## Student Achievement Summary

State and Campus (**Blakemore Middle School**) comparison:

The STAAR Percent at "Approaches for Grade Level" are

6th Reading 68%/**67%** and 6th Math 81%/**72%**,

7th Reading 76%/**67%**, 7th Math 75%/**76%**, and 7th Writing 70%/**57%**,

8th Reading 86%/**97%**, 8th Math 88%/**91%**, 8th Science 81%/**97%**, and 8th Social Studies 69%/**84%**.

The STAAR Percent at "Meets for Grade Level" are

6th Reading 37%/**44%** and 6th Math 47%/**33%**,

7th Reading 49%/**33%**, 7th Math 43%/**48%**, and 7th Writing 42%/**29%**,

8th Reading 55%/**59%**, 8th Math 57%/**69%**, 8th Science 51%/**78%**, and 8th Social Studies 37%/**50%**.

The STAAR Percent at "Masters for Grade Level" are

6th Reading 18%/**28%** and 6th Math 21%/**11%**,

7th Reading 29%/**19%**, 7th Math 17%/**5%**, and 7th Writing 18%/**0%**,

8th Reading 28%/**28%**, 8th Math 17%/**22%**, 8th Science 25%/**34%**, and 8th Social Studies 21%/**31%**.

The data used to examine Student Achievement is the first administration of the 2018-2019 STAAR Tests. There were no STAAR tests given for the 2019-2020 due to the COVID shut down in March of 2020.

## Student Achievement Strengths

Staff know the students' needs; there are huge (academic, behavioral) gains throughout the year.

The STAAR scores compare with the State scores.

Everyone (teachers, administrators, paraprofessionals) cares about students' achievements.

Data is easily attainable.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** 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 (within the 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 largely At-Risk population. The ISD tries to maintain structure and procedures that are in collaboration with the techniques used by Cal Farley's Boys Ranch. (taken and adjusted from the District Improvement Plan).

The data used to discuss the School Culture and Climate are survey results, observation, and different types of communication, the Enrichment Period 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: Rider Recognition Tickets (positive accolades from staff are mentioned on the announcements and one ticket is chosen at the end of the 6 weeks for a gift card), Star Students of the 6 Weeks (chosen by teachers, mentioned on the announcements, picture displayed, given candy and a gift card, and parents (or teams) are informed), A/AB Honor Roll Parties during the 1st, 2nd, 4th and 5th 6 Weeks (praised by the administration, time to talk with friends, and given food and drink), Student Behavior Semester parties (based on Low Level Reports- LLR's).

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 (Prioritized):** There needs to be uniformity through cultural growth. **Root Cause:** Staff members' tend to lean on their own presumptions and assumptions.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Boys Ranch ISD teachers turnover rate is 14.3% as compared to the State at 16.5%. The goal at Boys Ranch ISD (and Blakemore Middle School within it) is to have dedicated high quality staff. We are 36 miles away from Amarillo, Texas. BRISD offers a gasoline stipend for teachers who drive or a commuter van if they choose not to drive. Vacancies are advertised on local, regional, and state job board sites. Faculty are also recruited through job fairs. BRISD salary schedule is comparative with surrounding cities including Amarillo, Canyon, and Bushland. The board has approved a staff retention plan that pays staff after they return each year. First year teachers have mentors on their campuses. BRISD offers tuition reimbursement program (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 minimal 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 (Prioritized):** 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, and 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:

- Scope and Sequence to ensure aligned curriculum based on TEKS,
- Interventions for struggling students,
- Opportunities provided for collaboration time to monitor student progress,
- Integration of technology in classrooms (1:1 Chromebooks),
- Professional Development to target the specific needs our population,
- Instructional Coach on each campus,
- Utilization of TTESS for professional growth (taken from the District Improvement Plan)

Data used for Curriculum, Instruction, and Assessment evaluation are LLR system and assessments, 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 (during the Collaboration Period from 2:05pm to 2:45pm)

5th Period Enrichment and RtI (after school) 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 on the forefront), using programs like ISTATON (for Reading) and Get More Math and seeing movement among the tiers and using TEKS Resource to align the TEKS to lessons and tests are all strengths.

Teachers administer a Pre-test (beginning of year or semester) and a Post-test (at the end of the year) to assess academic growth.

Teachers also administer a Pre-Benchmark (beginning of the school year) (Reading and Math), Benchmark (January/February) (all core subjects), and the STAAR Tests (April/May) to analyze and track the academic needs of our students.

Also, i-Ready is a diagnostic tool given in 6th, 7th, and 8th grade for Reading and Math at the beginning, middle, and at the end of the school year.

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

**Problem Statement 1 (Prioritized):** 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

Boys Ranch ISD is a Special Purpose District created to serve the children of the Residential Facility of Cal Farley's Boys Ranch. BRISD (and Blakemore Middle School within it) works to develop a strong partnership with houseparents, parents, and the administration of Cal Farley's. ISD faculty and Cal Farley's staff participate in collaborative activities such as Rodeo, Dippel Activities, and various sport events. Community along with District Improvement and Planning Committee have created a District of Innovation plan proposal in order for the district to start school the 2nd week of August (taken from the District Improvement Plan).

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

## Parent and Community Engagement Strengths

The District and Ranch are within one community. Students receive on-site medical services (counseling, clinic, etc.).

Many people are advocating for the successes of the students.

The Boys Ranch staff are willing to be involved in lessons and programming (shared staff and assisting teachers when requested).

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 be made in order to visit with caseworkers.

## School Context and Organization

### School Context and Organization Summary

BRISD has experience district and campus leadership. BRISD utilizes Cal Farley's personnel within the school to meet the special needs of our students. The district also employs specialized at-risk counselor, and behavior and academic interventionists (taken from the District Improvement Plan).

Blakemore Middle School shares a Ranch employee for the 6th grade Tech Application class.

The At-Risk Counselor for 8th and 9th grade is at Blakemore Middle School half a day (while the elementary counselor is at school the other half a day).

Blakemore Middle School has a 7th Grade Reading teacher.

The Assistant Principal is also the Instructional Coach.

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

There are several meetings with administrators and Ranch staff.

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 (Prioritized):** The gifts and talents of the adults in the area of reaching students are not utilized to the fullest. **Root Cause:** There are assumptions about how school staff and ranch staff handle situations.

# Technology

## Technology Summary

BRISD is strongly committed to 21st Century learning through technology integration in the classroom. BRISD provides teachers with classroom support in technology integration. All teachers have access to laptops. The District is working towards having 1:1 ratio in technology. Students have opportunities to access online learning for various instructional activities (taken from District Improvement Plan).

Each middle school student has a Chromebook. They are used during the school day and taken home in the event of Synchronous or Asynchronous Remote Learning.

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 Chromebooks) and easy access to use such devices for lessons.

Taylor Rankin, the district's 21st Century Coordinator has set up a Google Classroom. Teachers respond to discussion posts and turn in reflections over their personal technology goal. LaVaila Williams, Assistant Principal and Instructional Coach for BMS, maintains/checks the personal goals and reflections.

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

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** 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.

# Priority Problem Statements

**Problem Statement 1:** More thorough communication is needed between Blakemore staff and the Ranch.

**Root Cause 1:** A team can consist of over 20 adults and sometimes staff don't communicate or follow up about the situations that occurred.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** More information about the students is needed at the beginning to help teachers make a plan.

**Root Cause 2:** There is information that is necessary and there is information that is protected; how much information can be shared?

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** There needs to be uniformity through cultural growth.

**Root Cause 3:** Staff members' tend to lean on their own presumptions and assumptions.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** There are certain type of staff members that are needed to work at Blakemore (Boys Ranch ISD).

**Root Cause 4:** Staff need to be dedicated (high risk population, students live on Ranch, and long drive) to work at Boys Ranch ISD.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Students are being pulled from classes for certain activities and appointments.

**Root Cause 5:** Educating and taking care of students at a child care facility is complex.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** The gifts and talents of the adults in the area of reaching students are not utilized to the fullest.

**Root Cause 6:** There are assumptions about how school staff and ranch staff handle situations.

**Problem Statement 6 Areas:** School Context and Organization

**Problem Statement 7:** Staff members want more in-house technology training.

**Root Cause 7:** A couple points of frustration is not having enough time to learn and implement it and there are varied skill sets among staff members.

**Problem Statement 7 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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)
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results



# 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 Sources:** walkthrough data, teacher evaluations, student progress reports are data sources.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide on-going training and support to monitor multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p>Walkthrough data, teacher evaluations, student progress report and STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal/Instructional Coach, Region 16 Trainers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Ensure deep analysis of student data that connect to specific instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				












<p><b>Strategy 3:</b> Instructional leaders will develop high quality instructional practices among teachers that improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** Blakemore will ensure high levels of learning, social-emotional development and achievement for all students through knowledge of students and proven practices.

**Evaluation Data Sources:** TEKS, Year at a Glance (YAG), homework, test results, unit tests and STAAR results, and lesson plans are data sources.

**Summative Evaluation:** None


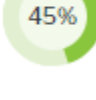


<p><b>Strategy 1:</b> Blakemore teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards (TEKS) and are appropriate for diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher lesson plans and the teachers' common classroom practices</p> <p>Student achievement gains in the classroom as measured by formative assessments and grades</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>  55%	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All lessons will connect to students' prior knowledge, life experiences, interests and future learning expectations, across the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>  50%	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Blakemore will implement "Writing Expectations" in all core classes to improve writing throughout the curriculum.</p> <ol style="list-style-type: none"> <li>1.) Always capitalize the first word of a sentence.</li> <li>2.) Punctuate the end of a sentence.</li> <li>3.) Always capitalize I.</li> <li>4.) No text talk.</li> <li>5.) Random capital and lowercase letters should not make up a sentence.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their academic writing skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>  55%	<b>Jan</b>  0%	<b>Mar</b>  0%	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				






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

**Performance Objective 3:** Blakemore will ensure that effective instruction maximizes growth of individual students and student groups, supports, equity, and eliminates the achievement gap.

**Evaluation Data Sources:** Summative assessments, staff climate survey, GT certificates/training, and Student Summary Reports are data sources. 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:** None

<p><b>Strategy 1:</b> Implement and strengthen RtI structures and supports at Blakemore.  <b>Strategy's Expected Result/Impact:</b> RtI reports and progress monitoring</p> <p>Student progress reports of grades, formative and summative assessments showing increased achievement levels  <b>Staff Responsible for Monitoring:</b> Teachers, Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Utilize staff, BRISD and BR, to identify and secure additional resources necessary to eliminate achievement gap among student groups.  <b>Strategy's Expected Result/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, Caseworkers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> New Blakemore teachers will complete 30 hour gifted and talented training online. Current staff members will complete the 6 hour GT update.  <b>Strategy's Expected Result/Impact:</b> All teachers assigned gifted and talented students have the required GT hours</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Implement and strengthen Special Education Inclusion support  <b>Strategy's Expected Result/Impact:</b> Development of campus-wide practices and procedures which target student disabilities</p> <p>Student Achievement, SE progress reports, closing the achievement gap  <b>Staff Responsible for Monitoring:</b> Principals, Special Programs Coordinator, SPED Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June









<p><b>Strategy 5:</b> Present/share/modify vision, mission, Title 1 Funds, Family and Community Involvement (formerly Parent Involvement) Policy and Compact.</p> <p><b>Strategy's Expected Result/Impact:</b> The importance of parent involvement within and among the school and Ranch.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Representatives (parents, house parents, caseworkers, caseworker supervisors)</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>				
	<b>Formative</b>			<b>Summative</b>	
	Nov 	Jan	Mar	June	
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

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

**Performance Objective 4:** Blakemore will implement creative schedules that support teacher collaboration with instructional planning, student progress reporting and analysis.

**Evaluation Data Sources:** Professional Development hours, training, T-TESS, walkthroughs, and lesson plans are data sources.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning (collaboration) among staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Instructional Coach, District Librarian, 21st Century Coordinator, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Utilize instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher staff development sign-in sheets</p> <p>Campus Staff Development meetings</p> <p>Staff understands and articulates different instructional models and is knowledgeable of the research of effective instruction and the impact on student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Blakemore will develop teachers by giving individual feedback and aligned professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 Sources:** Surveys, projects, and the Achieve Texas Interest Inventory are data sources.

**Summative Evaluation:** None









<p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> List of career program implementation will be maintained by the counselor. Career investigation activities are aligned to support student career pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide opportunities to research and explore different colleges for career choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Schedule of collaborative projects. Students' interests in various career pathways are expanded (Career Day).</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teachers, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Blakemore Middle School will participate in a variety of career readiness activities to promote student interest in different career pathways.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 2:** Teachers will integrate 21st Century technology skills into the curriculum as a means to enhance the instructional program and explore career pathways.

**Evaluation Data Sources:** Lesson plans, principals' walkthroughs, and career inventory are data sources.

**Summative Evaluation:** None

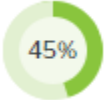





<p><b>Strategy 1:</b> Teachers will work towards and reflect on their own professional 21st Century technology-based goal to enhance their practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will reflect on their personal, professional goal throughout the year and will turn in a reflection at the end of each 6 Weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> BMS will continue to provide Technology Applications TEKS and instruction within each of the core classes and provide a one semester Technology Applications class for 6th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Instructional Coach, District Librarian, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                   Accomplished                   Continue/Modify                   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 Sources:** LLR data, Behavior Resource Officer, principals, and counselors are data sources.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Document 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 meet emotional needs and to deescalate certain situations.</p> <p>Increase learning time.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Behavior Resource Officer, Classroom Teachers, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Coordinate with the community/BR training staff to strengthen Blakemore's capacity to meet the emotional needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> A reduction in alternative discipline placements that meet state requirements</p> <p>Increase learning time</p> <p>Achievement gains as measured by state/local assessments and formative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Behavior Resource Officer, Counselors, BR Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	 45%			
	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 50%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				










**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 Sources:** Alternative discipline placements, ISS data, monthly safety drills, and Fitness Gram are data sources.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide counseling programs that target current trends along with identified prevention programs.</p> <p><b>Strategy's Expected Result/Impact:</b> 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)</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Resource Officer, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Blakemore will conduct monthly drills to prepare staff and students in responding to an emergency.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergency preparation plan practiced monthly.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Behavior Resource Officer, Blakemore Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Blakemore Physical Education class will conduct healthy eating and nutrition programs for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Written Health and Nutrition Plan/Program</p> <p>Documentation of student participation</p> <p>Increase of student activity as measured by Fitness Gram</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
				
				

# 2020-2021 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	LaVaila Williams	Administrator
Classroom Teacher	Lonnie Dillard	8th Science Teacher
Classroom Teacher	Angela Jennings	6th ELA and 7th Reading Teacher
Classroom Teacher	Ben Dow	8th Grade Math Teacher
Parent	BriAnna Denbow	Parent and Librarian Assistant
Community Representative	Del Ray Mosley	Resource Behavior Officer

# Addendums

<b>Blakemore Middle School Additional Targeted- Targeted Improvement Plan 2019-2021 (updated 11-17-20)</b>			
<b>Committee-</b> Lindsie Arneson (6th and 7th ELA), Ben Dow (8th Math), Sarah James (6th and 7th Math), Angela Jennings (6th ELA, 7th Reading, and Dyslexia), LaVaila Williams (Assistant Principal and Instructional Coach), and Tasha Yarbrough (8th ELA)			
<b>Meeting Dates:</b> 09/27/19, 02/14/19, 10/12/20, 11/03/20			
<b>Problem Statement:</b> Blakemore Middle School's White demographic is not hitting the target in Reading and Mathematics (Academic Achievement and Academic Growth) in previous school years.			
<b>Root Causes:</b>			
1.) Some students are transients, homeschooled, not in school at all, behind in school, and/or out-of-state before coming to Boys Ranch.			
2.) Some students are adopted or in foster care and are from unstable homes.			
3.) Several students from the White population were in the SPED or 504 programs. (6%-SPED and 24%-504 for 2020-2021)			
4.) Discipline consequences/actions have caused students to miss/loss instruction.			
5.) Students are missing instruction and class time for Ranch/clinic appointments.			
<b>Annual Goal: BMS's annual goal is to hit the target ("meets" or better) in Reading and Math in 6th- 8th Grades.</b>			
<b>Strategies:</b>			
1.) Provide structured classrooms to address Root Causes 1, 2, and 3.			
2.) Use Executive Functioning strategies to address RC 1, 2, and 3.			
3.) Students need to be writing in each classroom to address RC 1 and 3.			
4.) Provide alternate discipline in order to keep students in class to address RC 4.			
5.) Support staff to address RC 1, 2, 3, 4 and 5.			
6.) Change appointments (on-site clinic and other Ranch appointments) when possible to address RC 5.			
<b>2019-2020 Actions Cycle 1- Aug.- Nov. (Actions, Staff Responsible, Data Collected to Monitor)</b>			
<b>For Strategy 1-</b> Provided time to vertically align to learn from one another (two new ELAR teachers); 6th/7th and 8th Grade ELA and Math Teachers and Instructional Coach; DMAC data, data dialogue, walkthroughs			
<b>For Strategy 2-</b> Dig into Executive Functioning strategies, possibly get more EFS training; 4 core teachers and IC; implementation of EFS and brain mapping results			
<b>For Strategy 3-</b> Create and follow specific writing strategies in all core classes; 4 core teachers and IC; posters in every classroom with basic writing expectations, follow-up of writing expectations, examples of student work			
<b>For Strategy 4-</b> Utilize Behavior Resource Officer and/or alternate staff when original consequences are not working; Principal, <b>Page 1/6</b>			

Behavior Resource Officer, alternate staff; discipline data meetings based on InfoPath LLR input		
<b>For Strategy 5-</b> Provide collaboration time, when and if job openings occur, post job early, screen and vet; Principal and Assistant Principal; Eduhero modules, Collaboration Period conversations, Region16 trainings, training summaries (filled out after each training)		
<b>For Strategy 6-</b> Notify secretary of repeated appointments (especially when missing ELA, Reading and Math classes) and she will contact a Team Member to notify the clinic for possible rescheduling; secretary and all teachers; clinic appointments lists and slips		
<b>2019-2020 Actions Cycle 2- Dec.- Feb. (Actions, Staff Responsible, Data Collected to Monitor, Outcomes and Adjustments)</b>		
<b>For Strategy 1-</b> Ms. James collaborates with Ms. Jennings and Mrs. Arneson to share ideas and discuss students' behaviors (part of the 6th and 7th Team). The concept and ways to use Do Now (warm-ups, bell work) have been shared. Mrs. Arneson, Ms. Jennings, and Mrs. Williams are reading a classroom management book, <i>How to Train a Llama Exceptional Classroom Management</i> , and responding to questions in Google Classroom. Mrs. Yarbrough has shared with the two other ELA teachers unit lesson plans, sequencing activities, and unit concepts on 08/22/19; Informal & formal assessments/observations from teachers with students and walk-throughs/observations from administrators with teachers. 8th ELA- Pre-Test scores compared to Unit Test scores, 8th ELA- Read Theory which shows the progression of Lexile levels (using TEKS), 6th, 7th, and 8th Math- <i>Get More Math</i> program is a continuous cycle of TEKS (and mixed review). The questions within the <i>GMM</i> program are color-coded: red, yellow, green, black, or silver star based on their understanding of that skill. Mr. Sanders, Principal, and Mrs. Williams, AP, met with the two remaining SPED teachers to rearrange the SPED caseload of teacher that is no longer employed at BMS. The meetings took place on 01/07/19 and 01/08/20.		
<b>For Strategy 2-</b> Mrs. Williams conducted a book study, <i>Culturally Responsive Teaching and the Brain</i> written by Zaretta Hammond, with 8 teachers that have a Collaboration Period on 01/07/19 and 01/08/19. Each person read and presented a chapter. All BMS teachers were asked to review Mary Bush's (trainer from Region 16) "Culturally Responsive Teaching" notes from the district-wide training that occurred on Wednesday August 14th, 2019. Staff were given and also looked over chapter summaries from the book. Each teacher responded to two questions: 1.) What have you learned (or got reminded of)? 2.) How are you going to use this information in your classroom? They all turned in an email response by Thursday January 20th, 2020. Then the teachers' individual responses were compiled and shared with all staff. Then teachers were asked to share an <i>ah-hah</i> moment or to share what they were willing to implement in their own classrooms based on their colleagues' responses. This was turned in by Friday February 28th, 2020. Mrs. Williams is in talks with Ranch personnel to provide Brain Mapping results (Mini Maps) for the White population that Did Not Meet in Reading & Math (STAAR).		
<b>For Strategy 3-</b> Mrs. Yarbrough shared writing basics and they have been adopted and a poster has been placed in each classroom. The Campus-wide Writing Expectations are 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.		

Mrs. Williams met with 6th and 7th Grade Teachers to come up with a *Writing Across the Curriculum* plan that will be implemented throughout the year on Thursday September 4th, 2019. Mrs. Williams checked-in with teachers on how writing has been going in their classes on 12/04/19. Another writing check-up needs to be conducted from Mrs. Williams and TELPAS writing will be conducted in February of 2020.

**For Strategy 4-** Discipline data has been shared with staff from the BMS Behavior Resource Officer, Mr. Del Ray Mosley, on Wednesday November 6th, 2019 (2nd 6 Weeks), Friday February 14th, 2020 (overall data), and Friday February 28th, 2020 (4th 6 Weeks). Discipline is lower than it has been the whole year. All write-ups (Low Level 1 and 2 (are teacher managed), No Shows (for detentions or tutorials), and Office Referrals) for the 2019-2020 school year: 1st 6 Weeks- 202, 2nd 6 Weeks- 225, 3rd 6 Weeks- 264, and 4th 6 Weeks- 168. Low Level Referral reports are created and maintained by the BMS BRO. There is a Tech Lab available during 7th Period for an alternative placement for those struggling during the 7th Period elective classes (period with highest write-ups). After-school detentions are assigned as warranted from teachers and administration. Mr. Sanders held a meeting on 10/23/19 to discuss with Mrs. Williams and the two shared counselors (MFE/BMS & BMS/BRHS) ideas on how to reduce the amount of times the SPED population are placed in ISS.

**For Strategy 5-** Staff are encouraged to go to Region 16 trainings. Mrs. Williams sends out the Region 16 Fall and Spring Workshop listings by email. Staff members are required to complete Eduhero training modules. Mrs. Williams collaborates with teachers during 7th Period Collaboration to share and discuss the needs of the campus. Teachers and IC collaborate vertically and by grade levels as different needs arise (to discuss 5th Period Enrichment grouping, testing groups, behaviors of students and to share different strategies used/to use in the classrooms/in school).

**For Strategy 6-** A student's schedule was changed to allow the student to miss another class (to prevent the student from continually missing ELA) for a Ranch appointment. Ranch counseling appointments have been rescheduled during elective classes instead of during core classes. Students are in class more than they were at the beginning of the year (not missing as much due to moving appointments). Attendance Verification (from Gradebook) are printed every 6 weeks by teachers. Mrs. Layman, secretary, runs several reports from TxEIS daily: Campus Attendance Summary, Absence Transaction List, Daily Attendance Summary, and Daily Attendance Audit by Student.

**Cycles 3 and 4 didn't occur due to the COVID- 19 shut down- the last day of in-class instruction was Friday March 13th, 2020.**  
STAAR Tests for the 2019-2020 school year were cancelled.

**2020-2021**

**Data Analysis Questions**

**1.) What accountability goals has your campus set for the year? Determine goals for Domain I and III to overcome**

<b>current accountability designations.</b>							
The Academic Achievement Goal for the White Population is for 60% of the students for Reading and 59% for Math to score "Meets" or Masters on their Unit Tests and then their STAAR Tests.							
The Academic Growth Goal for the White Population is to show growth from 69% of this group for Reading and 74% for Math on their BOY, MOY and EOY i-Ready assessment and ISTATON throughout the year.							
<b>2.) What changes in student group or subject performance are included in these goals?</b>							
Sixth graders entered middle school from the elementary. The 2019-2020 8th graders moved into high school. 7 out of 40 students were released to go home between August to November of 2020, and we are not admitting students at this time. The number of students will change once the Ranch starts admitting students again. It is projected that 17 students will be admitted from January to May.							
<b>3.) What overall strategies or interventions will your campus implement to meet the annual goal?</b>							
Teachers will go off of the "Meets" percentage on their Unit tests to assess students throughout the year. Students are monitored in the classrooms. Enrichment Period groupings are based on students' needs. Before school and/or after-school intense remediation occurs to reteach underperforming concepts and will continue until concept understanding is remediated.							
<b>4.) What data will be collected throughout the year to monitor progress?</b>							
Daily grades, Unit Tests, i-Ready, ISTATON (for Reading only), Get More Math (for Math only), Benchmark Tests, Pre/Post Assessments, student binders and DMAC are the programs/ways the data will be collected.							
<b>5.) How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>							
A board report is written every month and the campus principal shares the information from it with the School Board. School Board members are involved, ask questions, and seek clarification (when needed).							
<b>6.) Desired Annual Outcome/Annual Goal</b>							
The desired Annual Goal for Blakemore M.S. is to hit the target ("meets" or better) in Reading and Math in 6th, 7th, and 8th Grades.							
<b>Domain I- % of Students at Approaches, Meets, and Masters, Grade Level, Student Groups, Subject Tested, Performance Level, Summative Assessment (STAAR), 2019 Results, and 2020 Baseline Data</b>							





Current 2020-2021 BMS White Students for <b>Math</b>	Last STAAR Taken	i-Ready Grade Levels	Baseline Data
6th Grade- 4 students	STAAR 2019- 4th Grade 1- Did Not Meet, 2- Approaches, 1- didn't take the test	i-Ready 2- 4th Grade, 1- 5th Grade, 1- Mid-6th	Baseline Oct. '20 5th Grade STAAR 2019 2- Did Not Meet, 1- Approaches, 1- Meets
7th Grade- 7 students	STAAR 2019- 5th Grade 3- Approaches, 2- Meets, 2- Masters	i-Ready 1- 3rd, 1- 4th, 4- 6th, 1- Early 7th	Baseline Oct. '20 6th Grade STAAR 2019 4- Approaches, 2- Meets, 1- Masters
8th Grade- 11 students	STAAR 2019- 6th Grade 2- Did Not Meet, 4- Approaches, 3- Meets, 1- Masters, 1- didn't take test	i-Ready 2- 2nd, 1- 4th, 1- 6th, 3- 7th, 3- Early 8th, 1- Mid- 8th	Baseline Oct. '20 Partial STAAR- 34 Q. 6- Did Not Meet, 3- Approaches, 2- Meets

Current 2020-2021 BMS White Students for <b>Reading</b>	Last STAAR Taken	i-Ready Grade Levels	ISTATION (Grade Level)	Baseline Data
6th Grade- 4 students	STAAR 2019- 4th Grade 2- Approaches, 1- Masters, 1- didn't take test	i-Ready 1- 3rd, 1- 4th, 2- 5th	ISTATION Basal: 1- 3rd- 4th, 1- 4th, 1- 6th, 1- 9th AR: 1- 3.2, 1- 3.6, 1- 6.2, 1- 11.7	Baseline Oct. '20 5th Grade STAAR 2019 1- Did Not Meet, 1- Approaches, 2- Meets
7th Grade- 7 students	STAAR 2019- 5th Grade 4- Approaches, 1- Meets, 2- Masters	i-Ready 2- 3rd, 1- 4th, 2- 5th, 2- Mid- 7th	ISTATION Basal: 1- 2nd-3rd, 4- 6th, 2- 10th AR: 1- 3.0, 1- 3.2, 1- 3.6, 1- 3.9, 1- 4.0, 1- 9.7,	Baseline Oct. '20 6th Grade STAAR 2019 4- Did Not Meet, 1- Approaches, 2- Masters
8th Grade- 11 students	STAAR 2019- 6th Grade 4- Did Not Meet, 1- Approaches, 1- Meets, 4- Masters, 1- didn't take test	i-Ready 1- 1st, 1- 3rd, 1- 6th, 2- 7th, 3- Early 8th, 2- Mid- 8th, 1- 9th	ISTATION Basal: 1-3rd-4th, 2- 4th-5th, 1- 9th, 4- 9th-10th, 2- 10th, 1- 10th+ AR: 1- 2.6, 1- 2.9, 1- 3.0, 1- 3.9, 1- 6.9, 1- 7.9, 1- 8.7, 1- 9.6, 1- 11.6, 1- 13.5, 1- 13.5+	Baseline Oct. '20 6th Grade STAAR 2019 4- Did Not Meet, 6- Approaches, 1- Meets