

**Boys Ranch Independent School District**  
**Blakemore Middle School**  
**2021-2022 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

Revised/Approved: April 14, 2021

## Demographics

### Demographics Summary

Based on our 2020-2021 Texas Academic Performance Report (consists of 2019-2020 information), our student groups consisted of 8.6% African American, 28.6% Hispanic, and 62.9% White. 68.6% were Economically Disadvantaged, 31.4% Non-Educationally Disadvantaged, 14.3% Section 504 students, 2.9% were English Learners, 2.4% Students with Disciplinary Placement, 2.9% students with Dyslexia, and 74.3% were At-Risk.

The teaching staff were 41.2% males and 58.8% females and were 12.0% minority. 71.8% have Bachelor's degrees and 28.2% have Master's degrees. 8.1% were beginning teachers, 18.5% have 1-5 years of experience, 16.1% have 6-10 years, 33.1% have 11-20 years, and 24.2% have over 20 years of experience. Average years experience of teachers was 11.2 years. Average year of experience of teachers with district was 6.8%.

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 students need to be enrolled. **Root Cause:** There are staff concerns of numbers due to COVID and the future outlook.

# Student Achievement

## Student Achievement Summary

Blakemore Middle School 2022 STAAR Scores

The 2022 STAAR Percent at Approaches/Meets/Masters Grade Level:

6th Reading 60%/0%/40% and 6th Math 20%/40%/10%

7th Reading 33%/17%/17% and 7th Math 17%/33%/0%

8th Reading 22%/28%/28%, 8th Math 17%/39%/17%, 8th Science 22%/22%/50%, and 8th Social Studies 33%/33%/17%

The data is from the 2021-2022 STAAR Performance scores.

## Student Achievement Strengths

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

Teachers, administrators, paraprofessionals care about students' achievements.

Testing data is easily attainable.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** More student background and academic information is needed upon enrollment to best meet the students' needs and to prepare for instruction.

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

# 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

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 their own vehicles. Vacancies are advertised on local, regional, and state job board sites. Faculty are also recruited through job fairs. The 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 is a certain type of staff member needed to work at Blakemore (Boys Ranch ISD). **Root Cause:** Staff members 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 teachers utilize the TEKS and the T-TESS rubric and incorporate technology through a variety of available 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, iReady, ISTATON, Get More Math, Writing by Design, TEKS Resource Systems, formal and informal observations, and staff/teacher trainings and T-TESS walkthroughs.

## 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 2:50pm to 3:55pm)

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 iReady and ISTATON (for Reading), Writing by Design (7th Grade Writing) 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) (Science and Social Studies), 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):** With the increased use of technology, there is a feeling of less relational and personal instruction. **Root Cause:** Each student has a Chromebook and technology was used heavily during the COVID shut down and afterwards.



# 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.

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 (many adults from both the School and Ranch advocate for each child and are willing to help).

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 usually a big attraction (this year was scaled down to a smaller "Friends and Family" rodeo).

Ranch staff host Christmas parties and invite school personnel.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** While there is always a continued need for improved communication between the School and Ranch, it is felt there needs to be increased communication from the teachers to house parents/parents on student progress. **Root Cause:** Communication needs to be shared among staff (teachers and administration) to house parents.

## 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 K through 8th is shared between Blakemore Middle School and the elementary campus.

Blakemore Middle School has a 6th- 8th Grade Reading teacher.

The K- 8th 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

Students remain a priority and are focused on through meetings and collaborations between administration and BR staff.

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):** Both the School and Ranch staff need to work to improve our GT students by fully utilizing the gift and talents of our staff. **Root Cause:** The abilities and gifts of staff members are not fully utilized and our students are possibly missing out of extended learning opportunities.

# 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. Blakemore Middle School has 1:1 ratio in technology. Students have opportunities to access online learning for various instructional activities (adapted from District Improvement Plan).

Each middle school student has a Chromebook. The Chromebooks are used during the school day. In quarantine situations, students are given their Chromebooks to work from home.

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

## Technology Strengths

Through the ability of each student having their own Chromebook, the use of Google Classroom, and the use of Go Guardian to monitor all of this, BMS staff can better serve our students in both the classroom and with online learning.

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.

The Instructional Coach LaVaila Williams, set up a Google Classroom modeled after Taylor Rankin's, the district's 21st Century Coordinator, Google Classroom. Teachers turn in reflections over their personal technology goal every 6 weeks.

Tasha Yarbrough is a shared staff member (Chromebook and Google Manager) that assists students and staff in technology issues throughout the day.

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

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Students need to be on a more even technology field. A time needs to be set aside for students to establish skills and practices specific to Google Classroom (utilizing our Chromebook and Google Manager). **Root Cause:** There is an influx of students with different technology backgrounds.

# Priority Problem Statements

**Problem Statement 1:** More students need to be enrolled.

**Root Cause 1:** There are staff concerns of numbers due to COVID and the future outlook.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** More student background and academic information is needed upon enrollment to best meet the students' needs and to prepare for instruction.

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

**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 is a certain type of staff member needed to work at Blakemore (Boys Ranch ISD).

**Root Cause 4:** Staff members 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:** With the increased use of technology, there is a feeling of less relational and personal instruction.

**Root Cause 5:** Each student has a Chromebook and technology was used heavily during the COVID shut down and afterwards.

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

**Problem Statement 6:** While there is always a continued need for improved communication between the School and Ranch, it is felt there needs to be increased communication from the teachers to house parents/parents on student progress.

**Root Cause 6:** Communication needs to be shared among staff (teachers and administration) to house parents.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Both the School and Ranch staff need to work to improve our GT students by fully utilizing the gift and talents of our staff.

**Root Cause 7:** The abilities and gifts of staff members are not fully utilized and our students are possibly missing out of extended learning opportunities.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** Students need to be on a more even technology field. A time needs to be set aside for students to establish skills and practices specific to Google Classroom (utilizing our Chromebook and Google Manager).

**Root Cause 8:** There is an influx of students with different technology backgrounds.

**Problem Statement 8 Areas: Technology**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## 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
- Grades that measure student performance based on the TEKS

## 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
- Section 504 data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

**Parent/Community Data**

- Parent surveys and/or other feedback
- 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:** Met Objective

Strategy 1 Details	Reviews			
<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, and data meetings are multiple forms of student data/work which helps 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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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, Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I 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 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				



















Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classroom teachers and the Instructional Coach will develop high quality instructional practices 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>Schoolwide and Targeted Assistance Title I 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 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 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.

Strategy 1 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Blakemore will implement "Writing Expectations" in all core classes to improve writing throughout the curriculum.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their academic writing skills.  <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	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 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, 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:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and strengthen RtI structures and supports at Blakemore.</p> <p><b>Strategy's Expected Result/Impact:</b> progress monitoring</p> <p>Student progress reports of grades, formative and summative assessments showing increased achievement levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize staff, BRISD and BR, to identify and secure additional resources necessary to eliminate achievement gap among student groups.</p> <p><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</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach, Caseworkers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<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.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff are required to get training to serve Gifted and Talented students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Counselors, Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement and strengthen Special Education Inclusion support</p> <p><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</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Special Programs Coordinator, SPED Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress       Accomplished       Continue/Modify       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 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:** Met Objective

Strategy 1 Details	Reviews			
<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, 21st Century Coordinator, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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 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:** Met Objective













Strategy 1 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 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 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.













Strategy 1 Details	Reviews			
<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> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<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 using critical thinking skills while learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<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;">  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 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:** Met Objective

Strategy 1 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide counseling programs that target current trends along with identified prevention programs.  <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)  <b>Staff Responsible for Monitoring:</b> Behavior Resource Officer, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Blakemore will conduct monthly drills to prepare staff and students in responding to an emergency.  <b>Strategy's Expected Result/Impact:</b> Emergency preparation plan practiced monthly.  <b>Staff Responsible for Monitoring:</b> Principals, Behavior Resource Officer, Blakemore Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Blakemore Physical Education class will conduct healthy eating and nutrition programs for students.  <b>Strategy's Expected Result/Impact:</b> Written Health and Nutrition Plan/Program                      Documentation of student participation                      Increase of student activity as measured by Fitness Gram  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Ensure deep analysis of student data that connect to specific instructional strategies.
1	1	3	Classroom teachers and the Instructional Coach will develop high quality instructional practices that improve student performance.

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	LaVaila Williams	Administrator
Classroom Teacher	Angela Jennings	8th ELA and 6th- 8th 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

May/June Review- Blakemore Middle School Additional Targeted Improvement Plan 2019-2022

*Committee-* Lindsie Arneson (6th and 7th RLA), Ben Dow (8th Math), Sarah James (6th and 7th Math), Angela Jennings (8th RLA, 6th-8th Reading), LaVaila Williams (Assistant Principal/Instructional Coach)

*Meetings:* 09/27/19, 02/14/19, 10/12/20, 11/03/20, 05/06/21, 09/29/21, 11/23/21, 01/18/22, 04/01/22, 05/20/22

**Problem Statement:** Blakemore Middle School's White demographic did not hit the target in Reading and Mathematics (Academic Achievement and Academic Growth) in previous school years.

Root Causes:

- A. Some students were transient, homeschooled, not in school at all, behind in school, and/or out-of-state before coming to Boys Ranch.
- B. Some students are adopted or in foster care and/or are from unstable homes.
- C. Several students from the White population are in the SPED or 504 programs.  
2021-2022 (53% of the 6th- 8th students are White):  
23%-SPED and 25%-504 (total students) and  
10%- SPED and 24%-504 (of white population) (% as of 06/03/22)
- D. Discipline consequences/actions have caused students to miss/lose instruction.
- E. Students are missing instruction and class time for reasons like Ranch/clinic appointments.

**Annual Goal:** BMS's annual goal is to hit the target (Meets or better) in Reading and Math in 6th- 8th Grades.

**Strategies:**

- 1. Provide structured classrooms to address Root Causes A, B, and C.
- 2. Use Executive Functioning strategies to address Root Causes A, B, and C.
- 3. Students need to write in each classroom to address Root Causes A and C.
- 4. Provide alternate discipline in order to keep students in class to address Root Cause D.
- 5. Support staff to address Root Cause A, B, C, D, and E.
- 6. Change appointments (on-site clinic and other Ranch appointments) when possible Root Cause E.

**2019-2022 (Actions, Staff Responsible, Data Collected to Monitor)**

For Strategy 1- Provide time to vertically align to learn from one another: 6th/7th and 8th Grade RLA and Math Teachers and Instructional Coach; DMAC data, data dialogue, walkthroughs

For Strategy 2- Dig into Executive Functioning strategies, possibly get more EFS training; 4 core teachers (RLA, Math, Science, and Social Studies) and IC; implementation of EFS and brain mapping results

For Strategy 3- Create and follow specific writing strategies in all core classes; 4 core teachers and IC; posters in every classroom with basic writing expectations, Exit Tickets in Math classes (collaborated with RLA teachers and graded by IC), follow-up of writing expectations, examples of student work

For Strategy 4- Utilize Behavior Resource Officer and/or alternate staff when original consequences are not working; Principal, Behavior Resource Officer, alternate staff (from school

and/or Ranch); discipline data meetings based on Low Level Referral input

For Strategy 5- Provide collaboration time; continuing education- Eduhero modules and Region 16 trainings; when and if job openings occur, post job early, screen and vet; Principal and Assistant Principal; Eduhero certificates, Collaboration Period conversations, Region 16 training summaries (filled out after each training)

For Strategy 6- Notify secretary of repeated appointments (especially when missing RLA, 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.

*Cycles 3 and 4- 2019-2020 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 canceled.*

### Data Analysis Questions

1. **What accountability goals has your campus set for the year? Determine goals for Domain I and III to overcome current accountability designations. (Reading- 60%, Math- 59% Set Target Goal for 2019 and 2021)**

2019-2021- 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. The academic growth goal for the White Population is to show growth from 69% of this group for Reading and 74% for Math (BOY and MOY- i-Ready assessment/Istation throughout the year/Pre and Post Test).

Results:

Reading White Pop. Target Goal for 2019 and 2021 was 60%	Math White Pop. Target Goal for 2019 and 2021 was 59%
2019 Reading- 51%	2019 Math- 53%
2021 Reading- 50%	2021 Math- 55%

2021-2022- 6th, 7th and 8th Reading- 60%, 6th and 7th Math- 59% and 8th Math 60%

2. **What changes in student group or subject performance are included in these goals?**

2019-2021- Sixth graders entered middle school from Mimi Farley Elementary. 8th graders moved to Boys Ranch High School. 10 out of 41 students were reunited with their families between August to April of 2021. The number of students will change once the Ranch starts admitting students again.

2021-2022- Enrollment is slowly increasing. From the beginning of the school year through March of 2022 has increased from 22 to 40 students.

**What overall strategies or interventions will your campus implement to meet the annual goal?**

2019-2021- 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 concepts understanding are remediated.



2021-2022- Students that didn't pass the Math and Reading STAAR tests last year are currently receiving 30 hours of accelerated instruction to hopefully combat the deficits (HB 4545). Student Profiles are used with students (to discuss test scores and to possibly make goals).

For 6th and 7th Reading, being purposeful with meeting each of the students' needs during 5th Period and meeting with students regularly to go over their iReady scores and goals.

For 8th Reading, meeting with students regularly to discuss iReady and iStation growth, and working with struggling students individually and reviewing all TEKS multiple times before STAAR is taken.

**3. What data will be collected throughout the year to monitor progress?**

2019-2022- Daily grades, Unit Tests, i-Ready, ISTATON (for Reading only), Get More Math (for Math only), student binders, DMAC, an Additional Targeted Testing Data Google Sheet (for committee) and Student Profiles (provided by teachers to show students their data) are the programs and ways the data will be collected.

**4. How will you communicate these priorities to your stakeholders? How will you create buy-in?**

A board report is written every month and the campus principal shares information with the School Board. School Board members are involved, ask questions, and seek clarification (if needed). House parents and parents are notified of failing grades by email and either Progress Reports or Report Cards are sent out every 3 weeks.

**5. Desired Annual Outcome/Annual Goal**

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.

**Domain I- (% of Students at Approaches, Meets, and Masters, Grade Level, Student Groups, Subject Tested)**

2019 and 2021 STAAR Results, Baseline Data, and then 2022 STAAR Results

**Domain III- Focus Component- (choose targets in the Academic Achievement or Student Success based on your data)**

Comparison of iReady- August, Fall, February, and May; ISTATON monthly and ISIP's (Indicators of Progress)- BOY, Fall, MOY and EOY/STAAR Tests

**2022 Accountability Goal- (Assessment Type, Formative Goal, Actual Result)**

**STAAR Goals-**

Reading Target- 60%: 2019- 51%, 2021- 50%

Math Target- 59%: 2019- 53%, 2021- 55%

The 2022 STAAR Percent at Approaches/Meets/Masters Grade Level:

6th Reading 60%/0%/40% and 6th Math 20%/40%/10%

7th Reading 33%/17%/17% and 7th Math 17%/33%/0% 8th Reading 22%/28%/28%, 8th Math 17%/39%/17%

**Action Plan- (Action Steps/Interventions, Resources Needed, Person(s) Responsible, Evidence Used to Determine)**

Any student not passing their RLA or Math Unit Tests will correct in class (whole group), work on during the Enrichment Period or will be brought in for tutorials (for individual students). If daily grades are continuously failing, those students will be brought in after school.

**Reflection- (Review the goal and action steps. Did you meet this cycle's goal? Provide the data or evidence)**

Student Profile sheets are being used for testing data. And that information is also added to a testing data Google Sheet for committee access. All members know testing data for both RLA and Math including (past) STAAR tests, iReady and ISTATON results and Unit tests.

**Meeting Annual Goal- (Are you on track to meet the annual goal?)**

Unit Tests should have the same rigor as the STAAR Tests to ensure that students are prepared. Teachers will monitor their growth by the Istation and i-Ready programs.

*Non-identifying comparison data for the white population can be available upon request.*