

Carrollton-Farmers Branch Independent School District

Blalack Middle School

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: June 3, 2022

Demographics

Demographics Summary

“Built-in 1985, the Blalack Middle School is named for former Carrollton-Farmers Branch School Board President Charles Blalack. Blalack, also a former R.L. Turner football announcer, served on the Board for 12 years, from 1960 until 1972, and as its chairman from 1968 to 1972. The school’s library is named in honor of Blalack’s wife, Margueritte, because of her faithful support of the school. Blalack’s son, Mike, also served as a member of the school board from 1982 until 1988,” (<https://blalack.cfbisd.edu/campus-information#:~:text=Campus%20History,chairman%20from%201968%20to%201972>).

Blalack Middle School is located at 1706 E Peters Colony Road in Carrollton, TX, and is a part of the Carrollton-Farmers Branch Independent School District. Blalack Middle School served 933 6th through 8th graders in the 2021-2022 school year. Our current number are: Sixth Grade 291 (Female: 143, Male: 148), Seventh Grade 303 (Female: 163, Male: 140, and Eighth Grade-331 (Female: 160, Male: 171).

Blalack has especially large Asian-American and Hispanic-American student and community populations that are bigger than the state and national average populations for these groups. Statistically, Blalack serves a student and community population that is 13.6% African American, 12% Asian-American, 46.3% Hispanic-American, 5% multi-racial, and 22.4% Caucasian-American. 22% are English Language Learners and 15% receive special education services. 56.7% are economically disadvantaged. Our school can trace its roots trace back to 22 different countries – different languages, different socioeconomic backgrounds, and different world views. Our greatest asset is our diversity, which we celebrate in a myriad of ways. All of our staff members are committed to providing equitable and excellent educational experiences for each student, a commitment that is palpable throughout the campus, evident not only in our outstanding academic, athletic, and artistic achievements, but also in the conversations among and between students, staff, and families.

Most students who attend Blalack Middle School live within walking distance of the school or are driven to school by a parent or guardian, with the attendance zone consisting of mostly single-family housing and two apartment complexes within 300 yards of the school. Students are involved in a variety of extracurricular activities and academic programming. We offer Gateway/PTLW courses, AVID, Investigating Careers, Middle School Entrepreneurship, Physical Education, and award-winning Fine Arts and Athletic programming. We also provide 15+ clubs and activities for students to take part in and give them opportunities to establish new clubs based on ideas students or staff may have. Our goal is to ensure students find a sense of belonging, friendship, family, and teamwork as they walk the halls of Blalack.

The staff of Blalack Middle School holds the status of highly-qualified and retains highly qualified and effective paraprofessionals to assist our students in the classroom and their special education needs. We have Special Education classrooms in the areas of Developmental, Applied Academics, MAC, Content Mastery, and Fundamental Math & Reading. Blalack also uses master teachers as Department Managers and Instructional Facilitators, who along with Administration make up the building leadership team. Department Managers oversee their specific department to ensure it is providing the highest quality of education and social-emotional development to our students. They assist in ensuring the teams follow the PLC (Professional Learning Community) process and use data to inform their instruction. Instructional facilitators also lead in the PLC process and data analysis while assisting with specific strategies to assist

their colleagues in their professional growth. They lead professional development and are mentor teachers to new staff members while implementing the district mentoring program. Our school based-mentoring program allows 1st and 2nd-year teachers to observe a master teacher in specified areas of need/growth. They then follow up with their mentor teacher to discuss ways to enhance their instruction based on their observation. The district-level specialists also assist in the academic growth of our building and assist with the development of our staff's professional practice. These expert instructors assist our teachers with enhancing their strategies and tactics in meeting the academic needs of our students in their subject areas. They model various research-based strategies and supply our teams with the things they need to be successful with their instruction.

Blalack has established a RtI/MTSS program that focuses on implementing the proper interventions based on a student's academic or behavioral needs. We triangulate various data sources to make sure we develop a plan to assist the student with their growth. We also evaluate our intervention programs to observe if they are meeting the need. Also, our co-teachers and paraprofessionals work with their colleagues/partner teachers to ensure students are assisted with their academic growth. These co-teachers and paraprofessionals attend PLCs and give feedback, participating fully in the PLC process when necessary.

Blalack has very effective instructors who strive daily to ensure we are actively growing our students and achieving the high expectations we have set for our students and teachers. Our data shows that we are meeting this endeavor as our scores are generally at the top of the district, but it also shows that we have a lot of room to grow. Our teachers pride themselves on working hard to ensure our students not only produce great results but are great global citizens. They have a voice in the processes of our school and the direct leadership of our building. Class sizes are on average 23 students per class though could be larger for science, social studies, and athletic classes. We also attempt to ensure most teachers have no more than two classes/content areas/subjects to prepare for (preps). We pride ourselves on being a resource to one another as a staff and having a family atmosphere that focuses on the growth of all.

Demographics Strengths

Blalack has many strengths some of which include:

1. Many families apply to transfer to our school due to the high level of achievement and the culture of our building.
2. Blalack has an attendance rate of 98.5% in 2020-2021.
3. The campus is very diverse and celebrates its diversity.
4. Blalack provides a number of clubs and extracurricular activities that engage students and community interests.
5. Blalack excels in both athletics and fine arts, receiving state and national recognition for the latter.
6. Blalack has strong parent involvement and a PTA that is dedicated to the success of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Disparities in performance for African-American, Hispanic-American, economically disadvantaged, English Language Learners (ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. **Root Cause:** The identified populations

(ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.

Problem Statement 2 (Prioritized): There has been limited professional development around culturally relevant instruction and equity. **Root Cause:** There has been more of a focus this year on students returning to school and being able to re-acclimate to school structure which seeming overshadowed this need.

Problem Statement 3 (Prioritized): The teacher mentoring program is not effectively meeting the needs of new staff members. **Root Cause:** The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.

Problem Statement 4 (Prioritized): There have been limited culturally relevant activities available at the Blalack Middle School campus during this school year. **Root Cause:** Blalack focused on culturally relevant activities prior to the pandemic but these activities failed to pick back up once we returned to traditional schooling full time.

Student Learning

Student Learning Summary

Student Learning Summary

Due to the COVID pandemic, we were not able to assess students on the STAAR assessment for the Spring 2020 administration. Since then it has been challenging to not only assess student learning during this time but also difficult to address students' deficits. Students learning remotely from March 2020 to May 2020 and STAAR testing was canceled. During the fall of 2020 56% of our students returned to traditional learning with modifications while the other 44% continued to learn remotely. Due to this structure and absences due to illness, there were a variety of disruptions to the learning environment for this school year. In the fall of 2021, we returned fully to traditional schooling, but the student learning deficits were evident. Our focus became more on getting students back into the habits of traditional schooling and addressing the social-emotional needs of students.

The campus CIC committee met virtually during the 2020-2021 school year to analyze student data and draft a campus improvement plan based on its findings. For 2022, the committee split into groups to discuss the various portions of the CIP. A team of committee members focused on students learning data and brought their findings to the group at which time these were discussed. The team reviewed MAP data, STAAR Data, UpBeat Data, and Panorama to come up with their findings. It also reviewed disparities between student groups. As much as possible, information was disaggregated by student groups, including these: gifted/talented, ELL, at-risk, special education, and homeless students. The summary data listed below includes information that rose to the top as the committee's most significant findings. When formal data was not available, the committee leaned on anecdotal information and perceptual data from teachers.

Here is data from the 2019 and 2021 STAAR administrations for perspective. An explanation of significant findings is included below.

2022 STAAR Data (All Students)	Total Students	Scale Score	Approaches	Meets	Masters
6th Math	279	1663	84.23%	48.75%	20.79%
6th Reading	278	1595	75.18%	43.17%	21.94%
7th Math	157	1584	55.41%	12.74%	0.64%
7th Reading	300	1713	87%	62%	43%
8th Math	320	1719	83.44%	54.38%	18.12%
8th Reading	318	1712	83.65%	57.86%	37.11%
8th Science	321	4106	84.11%	53.58%	31.15%
8th Social Studies	321	3909	71.03%	41.43%	26.79%
Algebra	145	4645	100%	85.52%	73.10%

READING

Below is a more in-depth look at STAAR Reading school for those students who meet the standards:

	2021 STAAR Data (All Students)	2022 STAAR Data (All Students)
	Meets	Meets
6th Reading	36.07%	43.17%
7th Reading	46.43%	62%
8th Reading	45.71%	57.86%

MATH

Below is a more in-depth look at STAAR Math school for those students who meet the standards:

	2021 STAAR Data (All Students)	2022 STAAR Data (All Students)
	Meets	Meets
6th Math	40.46%	48.75%
7th Math	6.55%	12.74%
8th Math	35.82%	54.38%
Algebra	85.83%	85.52%

SCIENCE

Below is a more in-depth look at STAAR Science school for those students who meet the standards:

	2021 STAAR Data (All Students)	2022 STAAR Data (All Students)
	Meets	Meets
8th Science	43.98.17%	53.58%

SOCIAL STUDIES

Below is a more in-depth look at STAAR Social Studies school for those students who meet the standards:

	2021 STAAR Data (All Students)	2022 STAAR Data (All Students)
	Meets	Meets
8th Social Studies	28.17%	41.43%

Here is the data by demographic:

READING

	May 2022 STAAR Grade 6 Reading EOC Preliminary	
	Total Students	Meets
Blalack Middle School	278	43.17%
Economic Disadvantage	151	29.14%
American Indian/Alaskan Native	1	100%
Asian	35	57.14%
Black/African American	41	21.95%
Hispanic	133	32.33%
Native Hawaiian/Pacific Islander	1	100%
Two or More Races	11	63.64%
White	56	69.64%
Currently Emergent Bilingual	79	21.52%
Special Ed Indicator	33	12.12%

	May 2022 STAAR Grade 7 Reading EOC Preliminary	
	Total Students	Meets
Blalack Middle School	300	62%
Economic Disadvantage	156	54.49%
American Indian/Alaskan Native	1	100%
Asian	37	81.08%
Black/African American	28	50%
Hispanic	142	53.52%
Two or More Races	23	69.57%
White	69	71.01%
Currently Emergent Bilingual	77	51.95%
Special Ed Indicator	39	15.38%

	May 2022 STAAR Grade 8 Reading EOC Preliminary	
	Total Students	Meets
Blalack Middle School	318	57.86%
Economic Disadvantage	159	47.80%
American Indian/Alaskan Native	1	100%
Asian	40	70%
Black/African American	46	52.17%
Hispanic	146	50%
Two or More Races	14	64.29%
White	71	69.01%
Currently Emergent Bilingual	62	24.19%
Special Ed Indicator	49	22.45%

MATH

	May 2022 STAAR Grade 6 Mathematics EOC Preliminary	
	Total Students	Meets
Blalack Middle School	279	48.75%
Economic Disadvantage	151	34.44%
American Indian/Alaskan Native	1	100%
Asian	35	80%
Black/African American	41	9.76%
Hispanic	133	36.84%
Native Hawaiian/Pacific Islander	1	100%
Two or More Races	11	81.82%
White	57	77.19%
Currently Emergent Bilingual	79	36.71%
Special Ed Indicator	34	17.65%

	May 2022 STAAR Grade 7 Mathematics EOC Preliminary	
	Total Students	Meets
Blalack Middle School	157	12.74%
Economic Disadvantage	98	9.18%
Asian	13	23.08%
Black/African American	17	0%
Hispanic	90	13.33%
Two or More Races	9	0%
White	28	17.86%

	May 2022 STAAR Grade 7 Mathematics EOC Preliminary	
	Total Students	Meets
Currently Emergent Bilingual	54	14.81%
Special Ed Indicator	35	5.71%

	May 2022 STAAR Grade 8 Mathematics EOC Preliminary	
	Total Students	Meets
Blalack Middle School	320	54.38%
Economic Disadvantage	165	46.67%
American Indian/Alaskan Native	1	100%
Asian	39	79.49%
Black/African American	43	34.88%
Hispanic	142	45.77%
Two or More Races	25	64%
White	70	65.71%
Currently Emergent Bilingual	79	44.30%
Special Ed Indicator	50	18%

	May 2022 STAAR Algebra I EOC Preliminary	
	Total Students	Meets
Blalack Middle School	145	85.52%
Economic Disadvantage	53	79.25%
American Indian/Alaskan Native	1	100%
Asian	25	100%
Black/African American	14	57.14%
Hispanic	57	84.21%
Two or More Races	4	75%
White	44	88.64%
Currently Emergent Bilingual	6	66.67%
Special Ed Indicator	3	100%

SCIENCE

	May 2022 STAAR Grade 8 Science EOC Preliminary	
	Total Students	Meets
Blalack Middle School	321	53.58%
Economic Disadvantage	159	44.65%

	May 2022 STAAR Grade 8 Science EOC Preliminary	
	Total Students	Meets
American Indian/Alaskan Native	1	100%
Asian	40	72.50%
Black/African American	46	30.43%
Hispanic	147	47.62%
Two or More Races	14	71.43%
White	73	65.75%
Currently Emergent Bilingual	62	27.42%
Special Ed Indicator	49	20.41%

SOCIAL STUDIES

	May 2022 STAAR Grade 8 Social Studies EOC Preliminary	
	Total Students	Meets
Blalack Middle School	321	41.43%
Economic Disadvantage	159	32.70%
American Indian/Alaskan Native	1	100%
Asian	40	62.50%
Black/African American	46	19.57%
Hispanic	147	33.33%
Two or More Races	14	57.14%
White	73	56.16%
Currently Emergent Bilingual	62	16.13%
Special Ed Indicator	49	14.29%

The data shows the significance of the “COVID Slide” when comparing the two data points. We saw a significant drop in all subject areas between the 2019 and 2021 assessments. Also, this data show there is a significant achievement gap between the various demographics we serve:

- Reading
 - The largest gap between student groups is between African American and Hispanic students’ scores when compared to those of our White and Asian students’ scores; in the 6th Grade -24.81%+.
 - The Special Education (SpEd) scores show the greatest variance of all student groups. 12.12% of 6th grade SpEd scores met the standard as compared with 43.17% schoolwide. In 7th grade, 15.18% of SpEd and 62% schoolwide scored Meets. In 8th grade, 22.45% of SpEd scores met the standard, and 62% of schoolwide scored Meets.
 - Emergent Bilingual students scored 24.9% meets versus 43.17% schoolwide in the 7th grade scored 21.52% meets versus 57.86% schoolwide in the 8th grade.

- Math

The largest gap and greatest variance between student groups are between the African American students’ scores when compared to those of our White and Asian

students' scores; in the 6th Grade -67.43%+.

- 11.65% of 6th grade SpEd scores met the standard as compared with 48.75% schoolwide. In 8th grade, 18% of SpEd scores met the standard, and 53.583% of schoolwide scored Meets.
- Science
 - The largest gap between student groups is between the African American students' scores when compared to those of our White and Asian students' scores; 35.32%+.
 - The Special Education (SpEd) scores show the greatest variance of all student groups. 20.41% of 6th grade SpEd scores met the standard as compared with 53.58% schoolwide.
- Social Studies
 - The largest gap between student groups is between the African American students' scores when compared to those of our White and Asian students' scores; 37.59%+.
 - African American student scores show the greatest variance of all student groups.

Student Learning Strengths

Blalack Middle School has a staff dedicated to high achievement, a student population that is hard-working and relentless in their achievement, and a community that supports the academic achievement of all students. We are proud of many different student achievement strengths, including:

1. Our students rank among the top-performing middle schools in the district.
2. Students are learning to track their own data.
3. We are seeing an increase in students participating in tutorials.
4. We hold the high STAAR Proficiency score for the winter administration of the NWEA MAP assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Longitudinal STAAR data for 2022 in grade 6 for Math shows a significant achievement gap between African American students and their peers, averaging a 67.53%-point difference. 7th and 8th grades also show a considerable gap between African American students and their peers. **Root Cause:** There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also no vocabulary component for math.

Problem Statement 2 (Prioritized): Longitudinal STAAR data for 2022 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging a 24.81%-point difference. **Root Cause:** There is a limited engaging/relatable curriculum for students in these demographics. There are also issues with inadequate communication between teachers, students, and parents, as well as inequities in our systems.

Problem Statement 3 (Prioritized): Longitudinal STAAR data for 2022 in Reading show a gap for Emergent Bilingual students who scored 24.9% meets versus 43.17% schoolwide in the 6th grade and scored 24.19% meets versus 57.86% schoolwide in the 8th grade. **Root Cause:** There has been an under-utilization/ under-proficient use of accommodations and differentiation for Emergent Bilingual students to lower the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.

School Processes & Programs

School Processes & Programs Summary

In the Summer of 2019, Blalack was labeled as a school in need of a Targeted Improvement Plan due to the lack of student growth in Math for three consecutive years. Using this information, we established a team of campus and community individuals to develop a plan and address the needs and growth of our building in Math. The team looked at campus-based, common assessments (CBAs) including the analysis of results, district interim exams instructional rigor, and the RtI program. During the process, we were able to reconfigure our RtI program to make it more efficient by triangulating data to ensure students received the proper intervention. We also evaluated programs throughout the building, removing, or adding those that would enhance instruction.

For the 2021-2022 school year, the campus chose to focus on learning how to design and implement a more effective PLC process. A team of our instructional facilitators led the development of our practices and norms around PLCs as well as our lesson planning tools and expectations. During PLCs, teams meet to discuss TEKS and data to make informed decisions focused on meeting the academic needs of all students. Teams map out the specific skills and standards to be taught and assessed during the given time frame and how to revise lessons to ensure students understand and can apply strategies, skills, and concepts. They review exemplars and ensure students are meeting the standards. Lesson plans are submitted every Friday by core teachers for review. The lesson design allows teams to focus on the same lesson during a given time while being able to tailor the lesson to their specific students. Then, the team can go back and discuss its effectiveness. Daily instruction is expected to match the curriculum maps while holding students to high levels of thinking.

Teacher data has shown that there is a strong need for effective professional development both in the building and through district resources. During the 2020-2021 school year, Blalack will continue looking for ways to strengthen the assessment/data analysis/instructional planning process while discovering ways to meet the professional development needs of the staff. The plan will be to conduct a needs assessment at the end of the 2021-2022 school year and develop a year-long professional development calendar for staff. There will be also a focus on the district and school mentoring program to ensure that we are continuously developing our new staff members. Many staff members are not aware of school/district policies and procedures due to the lack of information, professional development, and focus on the needs of staff during this difficult school year and new normal.

During the 2022-2023 school year, Blalack will continue to work on ensuring that policies, procedures, and student expectations are concrete and have maximum follow-through by all parties. The goal is to ensure students remain in class to receive high-quality instruction. Therefore, we will continue to build upon our restorative practice programming and be creative with consequences. We know that it is essential that all are held accountable.

School Processes & Programs Strengths

Blalack Middle School has identified the following strengths:

1. The campus has implemented a PLC process, lesson plan template, and expectations surrounding these practices.
2. Most of Blalack's PLC teams work effectively and efficiently in reviewing data and making instructional decisions based on the data.
3. Teachers have a dedication to ensuring the success of students and a strong urgency to implement the best instructional practices in every classroom and for all students.
4. Teachers are highly qualified, and highly motivated, continue to advance their careers, and attend professional development to sharpen their skills.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the Upbeat survey, 40% of teachers had concerns about professional development. **Root Cause:** We have a variety of teaching

levels and content areas, thus varying needs. Having a more differentiated offering of professional development opportunities could be beneficial to our diverse staff.

Problem Statement 2 (Prioritized): There is inconsistency in how discipline is managed in the hallways and classrooms. **Root Cause:** We have many teachers new to Blalack who are not familiar or have been effectively trained in policies.

Perceptions

Perceptions Summary

The community of Blalack is dedicated to the academic and social-emotional success of ALL students. All of our staff members are committed to providing equitable and excellent educational experiences for each student, a commitment that is palpable throughout the campus, evident not only in our outstanding academic, athletic, and artistic achievements, but also in the conversations among and between students, staff, and families. Blalack has established a family atmosphere that is diverse with roots tracing back to 22 different countries – different languages, different socioeconomic backgrounds, different world views. Our greatest asset is our diversity, which we celebrate in a myriad of ways, from our revered “Taste of Blalack,” where cultures are represented in food and performance, to our ever-growing list of clubs and organizations, each a reflection of our students’ unique interests. Students are valued and heard at Blalack.

The vision Of Blalack Middle School:

Blalack Middle School will influence our diverse society by fostering an inclusive culture and producing lifelong learners that will have a positive impact on global society.

Our mission:

The mission of Blalack Middle School is to promote academic achievement and enrich the lives of our students, families, and the community through building meaningful relationships, collaborating with all stakeholders, and championing multi-dimensional thinking.

Blalack’s Core Values:

- Integrity
- Achievement
- Scholarship
- Inclusivity
- Collaboration
- Diversity
- Communication
- Community

We hold fast to these values and ensure we develop the whole child.

In an effort to ensure classrooms are places where students feel respected and where high expectations for learning and habits of excellence are displayed, the district surveyed teachers anonymously using the UpBeat survey and anonymously surveyed students through Panorama. The most significant survey results from 2022 include:

Discipline data has shown an increase in disciplinary infractions and a decrease in the percentage of disproportionality. The increase in discipline infractions is mostly due to COVID and only 56% of our students traditionally attended school in 2020. However, we still have a lot of work to do to address these issues further. Discipline data is showing an increase in drug offenses and DAEP placements. The new restorative practices program established fall of 2020 gave us

another tool to address students' behaviors and re-establish student expectations. Actual data includes 46 discipline referrals in 2020-21 and 146 referrals in 2021-22, as compared with, 253 in 2019-20.

Blalack Middle School also places a priority on creating a family and community-friendly school environment. Our goal is to not only acquire support from our community but to connect to our community so that we can also give back. Blalack has a phenomenal PTA that is connected to ensure that we meet the needs of all students. In conjunction with the school, they have created and supported community engagement activities and initiatives, holding our first community party as well as various fundraising efforts. They help with copying for teachers and putting on amazing events to connect our families and community to the school. Blalack was also awarded the Texas PTA Golden Apple Award in 2022.

Blalack communicates through a weekly newsletter sent through ParentSquare but also uses this program daily to get information out to families. We also have a social media presence where we not only disseminate information but also share the great things happening at Blalack.

Perceptions Strengths

Teachers 1) 77% said "Parents and teachers at my school work together as partners." This is 8.9% over CFB's average.

Teachers 2) 94% said "The principal at my school looks out for the well-being of others." This is 10.8% over CFB's average.

Teachers 3) The school recruits (94%) and retains (89%) teachers that are ethnically, racially, and culturally diverse.

From Panorama survey

Students 4

83% of students view the classroom rules as fair

Students 5 85% of students view their teachers as respectful

Students 6 80% of students feel their teachers encourage them to do their best

Parent 1 Communication to parents is outstanding: weekly Blalack News (Parent Square), teacher communications to parents, plenty of information coming to parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students believe that other students' behavior is impacting their learning. **Root Cause:** Classroom behavior management systems in some cases are not being implemented effectively. There is also a lack of consistent/severe enough consequences for students who continuously disrupt the class.

Problem Statement 2 (Prioritized): Blalack had a previous goal to increase the number of community partners by 10% each year and was not able to meet this goal. **Root Cause:** There was a lack of focus on achieving this goal as the campus put more focus on ensuring students were able to effectively transition back to school traditionally.

Problem Statement 3 (Prioritized): Teachers do not feel prepared to engage in conversations about race, discrimination, or other social topics with students. **Root Cause:** There has not been enough professional development on how to approach these topics. Also, students need assistance in comfortably conversing with each other on difficult topics, and how to be sensitive towards each other regarding cultural differences.

Problem Statement 4 (Prioritized): There are been an increase in a need to review safety and security protocol and ensure staff and students are able to react in emergency situations. **Root Cause:** Situations outside of the school/district's control have create these concerns and fears on a national level.

Problem Statement 5 (Prioritized): Blalack Middle School has some visual and physical elements that are out-of-date. **Root Cause:** There has been little focus on updating these elements throughout the years.

Priority Problem Statements

Problem Statement 1: Disparities in performance for African-American, Hispanic-American, economically disadvantaged, English Language Learners (ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts.

Root Cause 1: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.

Problem Statement 1 Areas: Demographics

Problem Statement 4: Longitudinal STAAR data for 2022 in grade 6 for Math shows a significant achievement gap between African American students and their peers, averaging a 67.53%-point difference. 7th and 8th grades also show a considerable gap between African American students and their peers.

Root Cause 4: There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also no vocabulary component for math.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: According to the Upbeat survey, 40% of teachers had concerns about professional development.

Root Cause 8: We have a variety of teaching levels and content areas, thus varying needs. Having a more differentiated offering of professional development opportunities could be beneficial to our diverse staff.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 6: Students believe that other students' behavior is impacting their learning.

Root Cause 6: Classroom behavior management systems in some cases are not being implemented effectively. There is also a lack of consistent/severe enough consequences for students who continuously disrupt the class.

Problem Statement 6 Areas: Perceptions

Problem Statement 11: There has been limited professional development around culturally relevant instruction and equity.

Root Cause 11: There has been more of a focus this year on students returning to school and being able to re-acclimate to school structure which seeming overshadowed this need.

Problem Statement 11 Areas: Demographics

Problem Statement 3: Longitudinal STAAR data for 2022 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging a 24.81%-point difference.

Root Cause 3: There is a limited engaging/relatable curriculum for students in these demographics. There are also issues with inadequate communication between teachers, students, and parents, as well as inequities in our systems.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: There is inconsistency in how discipline is managed in the hallways and classrooms.

Root Cause 7: We have many teachers new to Blalack who are not familiar or have been effectively trained in policies.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 10: Blalack had a previous goal to increase the number of community partners by 10% each year and was not able to meet this goal.

Root Cause 10: There was a lack of focus on achieving this goal as the campus put more focus on ensuring students were able to effectively transition back to school traditionally.

Problem Statement 10 Areas: Perceptions

Problem Statement 9: The teacher mentoring program is not effectively meeting the needs of new staff members.

Root Cause 9: The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.

Problem Statement 9 Areas: Demographics

Problem Statement 2: Longitudinal STAAR data for 2022 in Reading show a gap for Emergent Bilingual students who scored 24.9% meets versus 43.17% schoolwide in the 6th grade and scored 24.19% meets versus 57.86% schoolwide in the 8th grade.

Root Cause 2: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Emergent Bilingual students to lower the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Teachers do not feel prepared to engage in conversations about race, discrimination, or other social topics with students.

Root Cause 5: There has not been enough professional development on how to approach these topics. Also, students need assistance in comfortably conversing with each other on difficult topics, and how to be sensitive towards each other regarding cultural differences.

Problem Statement 5 Areas: Perceptions

Problem Statement 12: There have been limited culturally relevant activities available at the Blalack Middle School campus during this school year.

Root Cause 12: Blalack focused on culturally relevant activities prior to the pandemic but these activities failed to pick back up once we returned to traditional schooling full time.

Problem Statement 12 Areas: Demographics

Problem Statement 13: There are been an increase in a need to review safety and security protocol and ensure staff and students are able to react in emergency situations.

Root Cause 13: Situations outside of the school/district's control have create these concerns and fears on a national level.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Blalack Middle School has some visual and physical elements that are out-of-date.

Root Cause 14: There has been little focus on updating these elements throughout the years.

Problem Statement 14 Areas: Perceptions

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Guiding Objectives

Revised/Approved: June 3, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2022-2023 school year, Blalack Middle School ELA and Math teachers, grades 6-8 will have fully implemented 75% DDI structures around PLCs, lesson plans, and instructional strategies.

High Priority

Evaluation Data Sources: PLC Meeting Data

District Interim Data





STAAR data

MAP Data

TIL/DDI meetings

PLC data through surveys and PLC plans

Strategy 1 Details	Reviews			
Strategy 1: Work with instructional facilitators and district coordinators to implement components of DDI and the TIL framework in the areas of Math and ELA. Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of skills necessary in using data to drive instruction which will allow them to target students with learning deficits to address their needs and also allow them to implement enrichment activities to assist with student growth Staff Responsible for Monitoring: Administration and Instructional Facilitators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Implement all-district assessments and effectively use PLCs to analyze assessment data to inform instruction. Strategy's Expected Result/Impact: Implementing district common assessments will allow teachers to see real-time data and make adjustments to instruction strategies in order to meet the instructional needs of students. This data will also give teachers a break down of students comprehension of various grade-level TEKS Staff Responsible for Monitoring: Principal and Building Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: PLC Literature - 211 Title I - \$570		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Disparities in performance for African-American, Hispanic-American, economically disadvantaged, English Language Learners (ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. Root Cause: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.
Student Learning
Problem Statement 1: Longitudinal STAAR data for 2022 in grade 6 for Math shows a significant achievement gap between African American students and their peers, averaging a 67.53%-point difference. 7th and 8th grades also show a considerable gap between African American students and their peers. Root Cause: There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also no vocabulary component for math.
Problem Statement 2: Longitudinal STAAR data for 2022 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging a 24.81%-point difference. Root Cause: There is a limited engaging/relatable curriculum for students in these demographics. There are also issues with inadequate communication between teachers, students, and parents, as well as inequities in our systems.
Problem Statement 3: Longitudinal STAAR data for 2022 in Reading show a gap for Emergent Bilingual students who scored 24.9% meets versus 43.17% schoolwide in the 6th grade and scored 24.19% meets versus 57.86% schoolwide in the 8th grade. Root Cause: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Emergent Bilingual students to lower the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2022-2023 school year, Blalack Middle School will accelerate the performance of subpopulations not meeting academic targets established by the Texas Accountability System Safeguards through the use of data-driven instruction, tutorials, and the use of programming that directly targets the needs of these students, increasing performance by 10%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: District interim data

STAAR Assessment Data





MAP assessment Data

Classroom formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement data-driven instruction in all content areas. Strategy's Expected Result/Impact: Teachers will be able to determine students' instructional deficiencies and adequately create a plan of action to address these needs. Staff Responsible for Monitoring: Principal and Building Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Create and enhance student access to tutorials and recapture sessions to address deficiencies and gain enrichment. Strategy's Expected Result/Impact: Students will have the opportunity to review skills and TEKS that they struggle with in sessions that are tailored to their individual growth. This will not only lead to student success on subsequent assessments for these skills but will also give students the ability to practice and demonstrate their understanding of skills in any context delivered to them. Staff Responsible for Monitoring: Principal and Building Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 Funding Sources: Tutoring/Tutorials/Recapture - 211 Title I - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement strategies to improve the performance of students who are below grade level and/or who are not making at least a year's worth of growth. This would include students identified as special education, 504, and Second Language Learners. Strategy's Expected Result/Impact: This will allow us to address the deficiencies of students in these demographics and meet their needs academically. Staff Responsible for Monitoring: Counselors and SpEd Department Manager TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 Funding Sources: Supplemental Support - 199-SCE State Comp Ed (SCE) - \$238,560	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate technology and software into the instructional programming of the school and its instructional practices, discovering a balance that assists with student collaboration, progress monitoring, and exploratory learning.</p> <p>Strategy's Expected Result/Impact: This process will give students more tools that will assist in them acquiring the skill necessary to show mastery of the content.</p> <p>Staff Responsible for Monitoring: Administration and DLS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p> <p>Funding Sources: Technology software-Sirius Online Programming or Desmos curriculum - 211 Title I - \$17,000, Professional development - 211 Title I - \$2,250</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue the implementation of the Targeted Improvement Plan and the Campus Improvement Plan to address Blalack's deficiencies in academic growth. The plan would also create systems to address the state accountability ratings in the areas of student achievement, school progress, and closing the gaps.</p> <p>Strategy's Expected Result/Impact: This will allow us to limit the achievement gap in all areas with the most focus being in the area of math growth.</p> <p>Staff Responsible for Monitoring: Principal and Building Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p> <p>Funding Sources: Establishment of math tutors; consider the implementation of ELA tutors - 211 Title I - \$11,000, Increase student access to math resources - 211 Title I - \$5,000, Tutoring for at-risk students - 211 Title I - \$15,000, Increase student access to reading materials/eBooks - 211 Title I - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Continue professional development regarding strategies to assist lowest-performing students, relationship building, differentiated instruction, culturally-relevant teachers, critical thinking, and data-driven instruction. Strategy's Expected Result/Impact: This will allow us to target our instructional practice in a way that meets the needs of these students. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement an effective RtI/MTSS structure to provide academic and behavioral support to meet the needs of students in the lowest-performing subpopulations as determined by the Federal Accountability System. Strategy's Expected Result/Impact: This will allow us to create academic and behavior interventions that students need in order to be successful and to evaluate our Tier 1 instruction for its effectiveness Staff Responsible for Monitoring: Building Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 Funding Sources: Vocabulary.com - 211 Title I - \$4,000, ELA MTSS programming - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Disparities in performance for African-American, Hispanic-American, economically disadvantaged, English Language Learners (ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. Root Cause: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.
Problem Statement 3: The teacher mentoring program is not effectively meeting the needs of new staff members. Root Cause: The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.

Student Learning

Problem Statement 1: Longitudinal STAAR data for 2022 in grade 6 for Math shows a significant achievement gap between African American students and their peers, averaging a 67.53%-point difference. 7th and 8th grades also show a considerable gap between African American students and their peers. **Root Cause:** There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also no vocabulary component for math.

Problem Statement 2: Longitudinal STAAR data for 2022 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging a 24.81%-point difference. **Root Cause:** There is a limited engaging/relatable curriculum for students in these demographics. There are also issues with inadequate communication between teachers, students, and parents, as well as inequities in our systems.

Problem Statement 3: Longitudinal STAAR data for 2022 in Reading show a gap for Emergent Bilingual students who scored 24.9% meets versus 43.17% schoolwide in the 6th grade and scored 24.19% meets versus 57.86% schoolwide in the 8th grade. **Root Cause:** There has been an under-utilization/ under-proficient use of accommodations and differentiation for Emergent Bilingual students to lower the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.





School Processes & Programs

Problem Statement 1: According to the Upbeat survey, 40% of teachers had concerns about professional development. **Root Cause:** We have a variety of teaching levels and content areas, thus varying needs. Having a more differentiated offering of professional development opportunities could be beneficial to our diverse staff.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By the end of the 2022-2023 school year, Blalack Middle School will work to ensure that the facilities and infrastructure of the building enhance the learning and learning opportunities for our students, as well as visually appealing to staff, students, families, and the community.

Evaluation Data Sources: Visual representation of cultures throughout the building
Increase beautification of the campus grounds

Strategy 1 Details	Reviews			
Strategy 1: Work with district personnel to increase internal and external beautification of the campus. Strategy's Expected Result/Impact: This will create a calm and welcoming learning environment for all who enter the grounds in any capacity. Staff Responsible for Monitoring: Principal District Ground personnel ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Install visible elements celebrating the various cultures of the school. Strategy's Expected Result/Impact: This allows us to connect the various culture in our building to the culture of the school so that it is one, in harmony and is celebrated. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Perceptions
Problem Statement 5: Blalack Middle School has some visual and physical elements that are out-of-date. Root Cause: There has been little focus on updating these elements throughout the years.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs





Goal 2: By the end of the 2022-2023 school year, Blalack Middle School will implement 100% of all processes, plans, and strategies in regard to safety and security are implemented and reviewed by all staff and students.

Evaluation Data Sources: Campus Administrator Safety & Security Checklist

Completion of all training

Completion of all drills

Strategy 1 Details	Reviews			
Strategy 1: Fully implement reporting protocol and prevention techniques established by the school and district. Strategy's Expected Result/Impact: This will allow us to learn of a need or situation and be proactive to address the concern or issue. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Fully implement all security and safeguard procedures establish by the district and complete all safety Drills Strategy's Expected Result/Impact: This will allow the school to be prepared in the event that an emergency arises Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize resources provided by the Safety & Security Department to ensure compliance with EOP, training, safety drill, and other legislative requirements Strategy's Expected Result/Impact: This will allow us to ensure that we have the resources necessary to meet the needs of all in our care in the event of an emergency. Staff Responsible for Monitoring: Principal, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 4	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 2 Problem Statements:

Perceptions
Problem Statement 4: There are been an increase in a need to review safety and security protocol and ensure staff and students are able to react in emergency situations. Root Cause: Situations outside of the school/district's control have create these concerns and fears on a national level.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2022-2023 school year, Blalack Middle School will work to develop an effective partnership with our community to not only meet the needs of our students but to also be involved in meeting the needs of the community, increasing community partnership by 10%.

Evaluation Data Sources: Expect increase in community partnerships will be reached

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of school and community partnerships by 10%. Strategy's Expected Result/Impact: This will help us meet the needs of those who we serve, both in the building and in the community Staff Responsible for Monitoring: Principal PTA ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create more opportunities to connect the community to the happenings of the school (social media, email, invites, partnerships). Strategy's Expected Result/Impact: This will increase the communication between all constituencies that are connected to Blalack Middle School Staff Responsible for Monitoring: Building Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:





Perceptions
Problem Statement 2: Blalack had a previous goal to increase the number of community partners by 10% each year and was not able to meet this goal. Root Cause: There was a lack of focus on achieving this goal as the campus put more focus on ensuring students were able to effectively transition back to school traditionally.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By the end of the 2022-2023 school year, Blalack Middle School will increase parent and family engagement by 10% while creating more opportunities for families to learn the curriculum and instructional strategies used by teachers.

Evaluation Data Sources: Parent Surveys
Attendance tracking family events
Implementation of programs

Strategy 1 Details	Reviews			
Strategy 1: Inform middle school and their parents, through counselors, about higher education admissions, financial aid, TEXAS Program, Teach for Texas, the need for students to make informed curriculum decisions, and sources of further information on higher education admissions, financial aid, and scholarship opportunities Strategy's Expected Result/Impact: This will allow parents to be more informed and have the resources necessary to ensure are able to further their education. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct parent meetings and/or Meet the Teacher nights to transition students to the next grade level. Strategy's Expected Result/Impact: This will allow parents and students to be more informed of the offering of Blalack as students transition to Blalack or matriculate through the grade levels at Blalack. Staff Responsible for Monitoring: Building Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Create more opportunities for parents to learn about school curriculum and socio-emotional learning through planned events (i.e. Math Night, STEM night, Reading clubs, Love & Logic, etc.) Strategy's Expected Result/Impact: This will allow parents to be more informed and have the resources necessary to address the academic and socio-emotional needs of students. Staff Responsible for Monitoring: Building Administration and Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Math, STEM, and Literacy nights; Reading clubs; and Socio-emotional development training - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide parent and family training on strategies to effectively support their child's education and socio-emotional health at home. Strategy's Expected Result/Impact: This will allow parents to be more informed and have the resources necessary to address the academic and socio-emotional needs of students. Staff Responsible for Monitoring: Building Administration and Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Love and Logic Training - 211 Title I - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:





Perceptions
Problem Statement 1: Students believe that other students' behavior is impacting their learning. Root Cause: Classroom behavior management systems in some cases are not being implemented effectively. There is also a lack of consistent/severe enough consequences for students who continuously disrupt the class.
Problem Statement 2: Blalack had a previous goal to increase the number of community partners by 10% each year and was not able to meet this goal. Root Cause: There was a lack of focus on achieving this goal as the campus put more focus on ensuring students were able to effectively transition back to school traditionally.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By the end of the 2022-2023 school year, Blalack Middle School will ensure that programming for socio-emotional development and support of students are implemented at 100%.

Evaluation Data Sources: This will allow the school to assist with providing support and services focused on the socio-emotional needs of our students.

Strategy 1 Details	Reviews			
Strategy 1: Train all staff members in the CFBISD Suicide Prevention Protocol and increase staff, student, and parent awareness of sexual abuse and other maltreatment of children. Strategy's Expected Result/Impact: This will ensure that we train teachers to identify instances of suicidal ideation and child abuse so that we can adequately report these and assist our students. Staff Responsible for Monitoring: Counselors Building Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor and respond to violence intervention support requests Strategy's Expected Result/Impact: This will allow us to address and support these request quickly and efficiently. Staff Responsible for Monitoring: Counselors Building Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being, as well as safety planning for victims of dating violence, school-based alternatives to protective orders, and understanding of dating violence. Strategy's Expected Result/Impact: This will allow us to proactively address these issues in a way that empowers students to address them as well. Staff Responsible for Monitoring: Counselors Building Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide students with development opportunities to maximize their potential through the use of mentorship, extracurricular engagement, and self-motivation. Strategy's Expected Result/Impact: This will build the self-esteem of our students and give them guidance. Staff Responsible for Monitoring: Counselors Building Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: According to the Upbeat survey, 40% of teachers had concerns about professional development. Root Cause: We have a variety of teaching levels and content areas, thus varying needs. Having a more differentiated offering of professional development opportunities could be beneficial to our diverse staff.
Problem Statement 2: There is inconsistency in how discipline is managed in the hallways and classrooms. Root Cause: We have many teachers new to Blalack who are not familiar or have been effectively trained in policies.
Perceptions
Problem Statement 1: Students believe that other students' behavior is impacting their learning. Root Cause: Classroom behavior management systems in some cases are not being implemented effectively. There is also a lack of consistent/severe enough consequences for students who continuously disrupt the class.
Problem Statement 2: Blalack had a previous goal to increase the number of community partners by 10% each year and was not able to meet this goal. Root Cause: There was a lack of focus on achieving this goal as the campus put more focus on ensuring students were able to effectively transition back to school traditionally.

Perceptions





Problem Statement 3: Teachers do not feel prepared to engage in conversations about race, discrimination, or other social topics with students. **Root Cause:** There has not been enough professional development on how to approach these topics. Also, students need assistance in comfortably conversing with each other on difficult topics, and how to be sensitive towards each other regarding cultural differences.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By the end of the 2022-2023 school year, Blalack Middle School will implement restorative practices while decreasing out-of-school placement by 15%.

Evaluation Data Sources: TEAMS Discipline Data
HERO Behavior Management Data
OnData Suites
Restorative Logs

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and support to campuses in order to prevent physical and verbal aggression, insubordination, and forms of bullying on school property or school vehicles. Strategy's Expected Result/Impact: This will allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the educational process Staff Responsible for Monitoring: Building Administration and interns ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: HERO Program - 211 Title I - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Decrease discipline infraction, OSS, and DAEP/JJAEP placements by 15% Strategy's Expected Result/Impact: This will allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the educational process Staff Responsible for Monitoring: Building Administration and interns ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Implement restorative practices consistently (peer circles, peer juries, conflict resolution team) and provide professional development to help staff with implementing restorative practices. Strategy's Expected Result/Impact: This will allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the educational process Staff Responsible for Monitoring: Building Administration and interns ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: There is inconsistency in how discipline is managed in the hallways and classrooms. Root Cause: We have many teachers new to Blalack who are not familiar or have been effectively trained in policies.
Perceptions
Problem Statement 1: Students believe that other students' behavior is impacting their learning. Root Cause: Classroom behavior management systems in some cases are not being implemented effectively. There is also a lack of consistent/severe enough consequences for students who continuously disrupt the class.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2022-2023 school year, Blalack Middle School will ensure that 100 % of its financial and personnel resources are optimized and focused on meeting the needs of all students.

HB3 Guiding Objective

Evaluation Data Sources: Budget Sheets





STAAR

Panorama Survey results

UpBeat Survey results

EOY PD Needs assessment results

Strategy 1 Details	Reviews			
Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, family, and staff. Strategy's Expected Result/Impact: This will allow resources to be tailored to students, family, and staff by specified need and ensure that all financial resources are adequately used to support student academic and socio-emotional growth, as well as teacher professional growth. Staff Responsible for Monitoring: Principal Principal's Secretary ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being. Strategy's Expected Result/Impact: Effective professional development will allow us to give staff members the tools to meet the needs of the students and those who we serve. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 3 Funding Sources: Professional Development - 211 Title I - \$2,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop strategies to retain quality teachers and staff. Strategy's Expected Result/Impact: Retaining staff allows for the development of effective relationships between the students and teacher, as well as the school and the home. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Disparities in performance for African-American, Hispanic-American, economically disadvantaged, English Language Learners (ELLs), and Special Education students continue to be expressed in low-performance indicators for those groups compared with their counterparts. Root Cause: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to address through early intervention and may not have been identified.
Problem Statement 3: The teacher mentoring program is not effectively meeting the needs of new staff members. Root Cause: The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.
Student Learning
Problem Statement 1: Longitudinal STAAR data for 2022 in grade 6 for Math shows a significant achievement gap between African American students and their peers, averaging a 67.53%-point difference. 7th and 8th grades also show a considerable gap between African American students and their peers. Root Cause: There is a limited engaging/relatable curriculum for students, not appealing to visual learners and kinesthetic learners. Students are coming in with deficits in their knowledge and the curriculum does not account for this. It is not meeting students where they are. There is also no vocabulary component for math.
Problem Statement 2: Longitudinal STAAR data for 2022 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging a 24.81%-point difference. Root Cause: There is a limited engaging/relatable curriculum for students in these demographics. There are also issues with inadequate communication between teachers, students, and parents, as well as inequities in our systems.
Problem Statement 3: Longitudinal STAAR data for 2022 in Reading show a gap for Emergent Bilingual students who scored 24.9% meets versus 43.17% schoolwide in the 6th grade and scored 24.19% meets versus 57.86% schoolwide in the 8th grade. Root Cause: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Emergent Bilingual students to lower the gap. There also needs to be more focus on the accurate placement of students and one-on-one conferencing.
School Processes & Programs
Problem Statement 1: According to the Upbeat survey, 40% of teachers had concerns about professional development. Root Cause: We have a variety of teaching levels and content areas, thus varying needs. Having a more differentiated offering of professional development opportunities could be beneficial to our diverse staff.

Perceptions

Problem Statement 2: Blalack had a previous goal to increase the number of community partners by 10% each year and was not able to meet this goal. **Root Cause:** There was a lack of focus on achieving this goal as the campus put more focus on ensuring students were able to effectively transition back to school traditionally.

Problem Statement 3: Teachers do not feel prepared to engage in conversations about race, discrimination, or other social topics with students. **Root Cause:** There has not been enough professional development on how to approach these topics. Also, students need assistance in comfortably conversing with each other on difficult topics, and how to be sensitive towards each other regarding cultural differences.

State Compensatory

Budget for Blalack Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	PLC Literature		\$570.00
1	2	2	Tutoring/Tutorials/Recapture		\$8,000.00
1	2	4	Technology software-Sirius Online Programming or Desmos curriculum		\$17,000.00
1	2	4	Professional development		\$2,250.00
1	2	5	Tutoring for at-risk students		\$15,000.00
1	2	5	Establishment of math tutors; consider the implementation of ELA tutors		\$11,000.00
1	2	5	Increase student access to reading materials/eBooks		\$6,000.00
1	2	5	Increase student access to math resources		\$5,000.00
1	2	7	Vocabulary.com		\$4,000.00
1	2	7	ELA MTSS programming		\$10,000.00
3	2	3	Math, STEM, and Literacy nights; Reading clubs; and Socio-emotional development training		\$5,000.00
3	2	4	Love and Logic Training		\$2,000.00
4	2	1	HERO Program		\$2,500.00
5	1	2	Professional Development		\$2,500.00
Sub-Total					\$90,820.00
Budgeted Fund Source Amount					\$90,820.00
+/- Difference					\$0.00
Grand Total Budgeted					\$90,820.00
Grand Total Spent					\$90,820.00
+/- Difference					\$0.00