

Carrollton-Farmers Branch Independent School District

Blalack Middle School

2023-2024 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: May 3, 2023

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, Marguerite, 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.

In the 2022-2023 school year, Blalack Middle School served 882 sixth through eighth-grade students. Our current student population includes 299 sixth graders (Female: 150, Male: 149), 283 seventh graders (Female: 136, Male: 147), and 300 eighth graders (Female: 157, Male: 143).

Blalack has a large Asian-American student and community population that is bigger than the state and national average populations for this demographic group. Our school population can trace its roots back to 36 different countries with 21 different languages, different socioeconomic backgrounds, and different world views. Our greatest asset is our diversity, which we celebrate in a myriad of ways. Statistically, Blalack serves a student and community population that is 12.34% African American, 11.89% Asian-American, 47.90% Hispanic-American, 6.12% multi-racial, and 21.40% Caucasian-American. 15.97% are English Language Learners and 15.63% receive special education services. 36.51% are economically disadvantaged. 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. Our elective courses offered include Tech Apps, Gateway to Technology/PTLW courses, AVID, Investigating Careers, Middle School Entrepreneurship, Spanish, Physical Education, and award-winning Fine Arts and Athletic programming. We also provide 30+ 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. The average years of teaching experience at Blalack are 8.1 years of experience. Twenty-four percent of teachers hold Master's degrees and 1.3 percent hold a doctorate. Additionally, Blalack retains highly qualified and effective

paraprofessionals to assist our students in the classroom and with 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 socio-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 band, orchestra, choral music, 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 90.5% in 2021-2022.
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 be addressed through early intervention and may not have been identified.

Problem Statement 2 (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.

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.

Student Learning

Student Learning Summary

Student Learning Summary

The campus CIC committee met in committees during the 2022-2023 school year to analyze student data and draft a campus improvement plan based on its findings. A team of committee members focused on students learning data and brought their findings to the group which time these were discussed. The team reviewed MAP and UpBeat Data to come up with their findings as 2023 STAAR Data and student Panorama data were not available. 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 2023 Spring MAP administration for perspective. An explanation of significant findings is included below.

READING

	Spring 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 6			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	26.62%	35.49%	19.11%	18.77%
Economic Disadvantage	36.08%	34.81%	18.99%	10.13%
Asian	40.74%	14.81%	25.93%	18.52%
Black/African American	35%	40%	17.50%	7.50%
Hispanic	31.47%	37.76%	18.18%	12.59%
Two or More Races	18.75%	56.25%	6.25%	18.75%
White	7.46%	31.34%	22.39%	38.81%
Currently Emergent Bilingual	43.84%	38.36%	16.44%	1.37%
Special Ed Indicator	45.59%	33.82%	8.82%	11.76%

	Spring 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 7			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	24.29%	33.93%	22.14%	19.64%

	Spring 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 7			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Economic Disadvantage	32.91%	36.71%	20.25%	10.13%
American Indian/Alaskan Native	100%	0%	0%	0%
Asian	5.13%	25.64%	38.46%	30.77%
Black/African American	47.37%	28.95%	10.53%	13.16%
Hispanic	27.69%	43.08%	20.77%	8.46%
Native Hawaiian/Pacific Islander	0%	0%	0%	100%
Two or More Races	23.08%	15.38%	38.46%	23.08%
White	13.79%	27.59%	18.97%	39.66%
Currently Emergent Bilingual	31.58%	47.37%	11.84%	9.21%
Special Ed Indicator	62.79%	32.56%	2.33%	2.33%

	Spring 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 8			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	16.55%	32.76%	22.41%	28.28%
Economic Disadvantage	24.83%	39.60%	19.46%	16.11%
American Indian/Alaskan Native	0%	0%	100%	0%
Asian	13.16%	31.58%	13.16%	42.11%
Black/African American	32.14%	42.86%	3.57%	21.43%
Hispanic	20%	37.86%	21.43%	20.71%
Two or More Races	9.09%	36.36%	13.64%	40.91%
White	6.56%	16.39%	40.98%	36.07%
Currently Emergent Bilingual	27.40%	50.68%	15.07%	6.85%
Special Ed Indicator	55.56%	27.78%	13.89%	2.78%

MATH

	Spring 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 6			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	19.05%	30.27%	32.65%	18.03%
Economic Disadvantage	27.04%	35.85%	23.90%	13.21%
Asian	18.52%	44.44%	7.41%	29.63%
Black/African American	36.59%	31.71%	29.27%	2.44%
Hispanic	21.68%	34.96%	30.07%	13.29%
Two or More Races	6.25%	18.75%	43.75%	31.25%
White	5.97%	16.42%	47.76%	29.85%
Currently Emergent Bilingual	28.77%	41.10%	19.18%	10.96%
Special Ed Indicator	44.12%	23.53%	22.06%	10.29%

	Spring 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 7			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	14.75%	43.88%	26.98%	14.39%
Economic Disadvantage	21.66%	47.13%	22.93%	8.28%
American Indian/Alaskan Native	0%	100%	0%	0%
Asian	2.56%	28.21%	30.77%	38.46%
Black/African American	34.21%	57.89%	5.26%	2.63%
Hispanic	17.05%	51.16%	27.91%	3.88%
Native Hawaiian/Pacific Islander	0%	0%	100%	0%
Two or More Races	8.33%	16.67%	58.33%	16.67%
White	6.90%	34.48%	29.31%	29.31%
Currently Emergent Bilingual	21.33%	53.33%	16%	9.33%
Special Ed Indicator	36.59%	51.22%	12.20%	0%

	Spring 2022-2023 NWEA Growth: Math 6+ TX 2012, Grade 8			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	29.38%	50%	20%	0.62%
Economic Disadvantage	36.63%	50.50%	12.87%	0%
Asian	21.43%	50%	21.43%	7.14%
Black/African American	45.45%	27.27%	27.27%	0%
Hispanic	26.88%	59.14%	13.98%	0%
Two or More Races	28.57%	42.86%	28.57%	0%
White	29.17%	37.50%	33.33%	0%
Currently Emergent Bilingual	35.29%	41.18%	23.53%	0%
Special Ed Indicator	68.75%	25%	6.25%	0%

	Spring 2022-2023 NWEA Growth: Algebra 1 TX 2012, Grade 8			
	STAAR Projected Proficiency			
	Did Not Meet	Approaches	Meets	Masters
Blalack Middle School	0%	10.48%	25%	64.52%
Economic Disadvantage	0%	13.64%	22.73%	63.64%
American Indian/Alaskan Native	0%	0%	0%	100%
Asian	0%	4.17%	16.67%	79.17%
Black/African American	0%	0%	33.33%	66.67%
Hispanic	0%	15.91%	25%	59.09%
Two or More Races	0%	33.33%	13.33%	53.33%
White	0%	0%	35.29%	64.71%
Currently Emergent Bilingual	0%	5.26%	21.05%	73.68%
Special Ed Indicator	0%	0%	33.33%	66.67%

SCIENCE

Campus	Science K-12								
	# Did not Meet	%Did not Meet	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters	Total Students
Blalack Middle School	188	23%	277	33%	167	20%	199	24%	831
6th Grade	80	29%	101	37%	39	14%	54	20%	274
Asian	7	27%	11	42%	2	8%	6	23%	26
Black or African American	17	46%	15	41%	5	14%		0%	37
Hispanic or Latino	45	35%	52	40%	17	13%	16	12%	130
Two or More Races	4	27%	4	27%	3	20%	4	27%	15
White	7	11%	19	29%	12	18%	28	42%	66
7th Grade	74	27%	94	35%	60	22%	44	16%	272
American Indian or Alaska Native	1	100%		0%		0%		0%	1
Asian	1	3%	14	37%	12	32%	11	29%	38
Black or African American	17	47%	12	33%	7	19%		0%	36
Hawaiian or Other Pacific Islander		0%		0%		0%	1	100%	1
Hispanic or Latino	45	35%	48	38%	20	16%	14	11%	127
Two or More Races	3	23%	4	31%	3	23%	3	23%	13
White	7	13%	16	29%	18	32%	15	27%	56
8th Grade	34	12%	82	29%	68	24%	101	35%	285
American Indian or Alaska Native		0%		0%		0%	1	100%	1
Asian	3	8%	8	21%	8	21%	20	51%	39
Black or African American	4	15%	12	46%	4	15%	6	23%	26
Hispanic or Latino	22	16%	42	31%	41	30%	31	23%	136
Two or More Races	2	9%	8	35%	4	17%	9	39%	23
White	3	5%	12	20%	11	18%	34	57%	60

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 students’ scores when compared to those of our White students’ scores; in the 6

- th Grade -45%+.
 - The Special Education (SpEd) scores show the greatest variance of all student groups in 7th and 8th grade. 4.6% of 7th grade SpEd scores met the standard as compared with 43.17% schoolwide. In 8th grade, 16.67% of SpEd and 50.69% schoolwide scored Meets.
 - Emergent Bilingual students scored 20.58% meets versus 37.99.17% schoolwide in the 6th, 21.05% meets versus 50.69% in 7th grade, and 30.14% meets versus 50.68% 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 7th Grade -50%+.
 - 32.35% of 6th grade SpEd scores met the standard as compared with 50.68% schoolwide. In 7th grade, 12.3% of SpEd scores met the standard, and 41.37% of schoolwide scored Meets. In 8th grade, 6.25% of SpEd scores met the standard, and 20.62% of schoolwide scored Meets.
- Science
 - The largest gaps are between the African American students' scores when compared to those of our White students' scores; 37%+ across grade levels.
 - In the 6th and 7th grades, there is also a large gap between the Hispanic students' scores when compared to those of our White students scores; 32%+.

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. MAP growth is showing that strategies to increase student growth are working.
3. We are seeing an increase in students participating in tutorials and tailoring these tutorials to individual student needs.
4. Teachers are focusing on student growth and knowing every student by name and need.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Longitudinal MAP data for 2023 in grade 7 for Math shows a significant achievement gap between African American students and their peers, averaging approximately a 50%-point difference. **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 MAP data for 2023 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging approximately a 45%-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 MAP data for 2023 in Reading show a gap for Special Education students who scored 4.6% in 7th grade as compared with 43.17% schoolwide In grade 8., 16.67% of SpEd students met the standards and as compared to 50.69% schoolwide. **Root Cause:** There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.

Problem Statement 4 (Prioritized): Longitudinal MAP data for 2023 in Math show a gap for Special Education students who scored 32.35% in 6th grade compared with 50.68% schoolwide. In 7th grade, 12.3% of SpEd scores met the standard, and 41.37% of schoolwide scored Meets. In 8th grade, 6.25% of SpEd scores met the standard, and 20.62% of

schoolwide scored Meets. **Root Cause:** There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.

School Processes & Programs

School Processes & Programs Summary

For the 2022-2023 school year, the campus focused on our PLC structure and MTSS programming. 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.

In regard to RtI/MTSS, Blalack has focused on its Tier 2 interventions and how to strength our ability to meet the need of students in this tier even within current restrains. Every department analyzed their date in order to know each student by name and need. In doing so, teams were able to structure tutorial time for students in a way that would be able to address and struggles or deficiencies. We were also able to create an Advisory plan that allowed us to meet tier 2 needs and the expectations of HB 4545..

Teacher data has shown that there is a strong need for effective professional development both in the building and through district resources. This continued to be a trend in the 2022-2023 school year. During the 2023-2024 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 2022-2023 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 2023-2024 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. 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.
2. A concerted effort is to ensure equity and equality in all of Blalack's processes.
3. The campus has implemented a PLC process, lesson plan template, and expectations surrounding these practices.
4. There has been an increased focus on the RtI/MTSS process and knowing students by name and need.
5. Most of Blalack's PLC teams work effectively and efficiently in reviewing data and making instructional decisions based on the data.
6. Teachers are highly qualified and 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, 33% of teachers had concerns about professional development. **Root Cause:** We have a variety of teaching

levels and content areas, thus varying needs. There has been a lack of diversified professional development during the school year and having more differentiated offerings of professional development opportunities could be beneficial to our diverse staff.

Problem Statement 2 (Prioritized): Teachers do not feel that the evaluation system used by the school is fair or consistent. **Root Cause:** Due to the evaluation system being tied to monetary compensation, teachers would like to know how they are evaluated and how the differing opinions and evaluative abilities of the evaluators are playing a part in this process.

Problem Statement 3 (Prioritized): According to the Upbeat Survey, 55% of teachers disagree with the statement, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." We have many teachers new to Blalack who are not familiar with or have been effectively trained in policies. **Root Cause:** We have many teachers new to Blalack who are not familiar with or have been effectively trained in policies. There have also been struggles with follow-through and accountability for those not adhering to the expectation.

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. OBlalack is home to approximately 900 students and 100 staff members. We are truly a family at Blalack, and our 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, 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. 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.

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 2023 include 90% of teachers feeling they have autonomy in the classroom, and campus equity was the highest strength (5% above the district average).

Discipline data has shown an increase in disciplinary infractions. There was an increase in specific infractions after the semester intersession which led to classroom removals. 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.

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 2023.

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)	90% of teachers feel they have autonomy in the classroom.
Teachers 2)	99% of the teachers believe the campus has an equitable environment.
Teachers 3)	90% of teachers trust their principal
Teachers 4)	94% of teachers believe there are opportunities to take on leadership roles.

From Panorama survey

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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Appreciation is on average 10% below the district. 68% of teachers feel like they are appreciated for the hard work on campus. **Root Cause:** Given that evaluation procedures and compensation schedules are intractable at the campus level, by and large, Upbeat data shows there is significant room for improvement in the administration's appreciation of teacher performance. Strategies to increase administration show of appreciation should be pursued.

Problem Statement 2 (Prioritized): Communication between parents and teachers over email is sometimes inadequate, slow, or even non-existent. **Root Cause:** The committee identified that there is no set, explicit policy regarding an appropriate time frame for teachers to respond to emails from parents. The committee recommends the implementation of a maximum 48-hour response time to emails from parents as a staff-wide policy.

Problem Statement 3 (Prioritized): Obtaining consistency in enforcing disciplinary procedures between classrooms, and in school common areas as been difficult **Root Cause:** The committee determined the root cause for these disciplinary inconsistencies likely stems from a lack of teacher "buy-in".

Priority Problem Statements

Problem Statement 1: Longitudinal MAP data for 2023 in grade 7 for Math shows a significant achievement gap between African American students and their peers, averaging approximately a 50%-point difference.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Longitudinal MAP data for 2023 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging approximately a 45%-point difference.

Root Cause 2: 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 2 Areas: Student Learning

Problem Statement 3: Longitudinal MAP data for 2023 in Math show a gap for Special Education students who scored 32.35% in 6th grade compared with 50.68% schoolwide. In 7th grade, 12.3% of SpEd scores met the standard, and 41.37% of schoolwide scored Meets. In 8th grade, 6.25% of SpEd scores met the standard, and 20.62% of schoolwide scored Meets.

Root Cause 3: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Longitudinal MAP data for 2023 in Reading show a gap for Special Education students who scored 4.6% in 7th grade as compared with 43.17% schoolwide. In grade 8., 16.67% of SpEd students met the standards and as compared to 50.69% schoolwide.

Root Cause 4: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 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 5: The identified populations (ethnic, socioeconomic, and special needs) have deficiencies that need to be addressed through early intervention and may not have been identified.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Obtaining consistency in enforcing disciplinary procedures between classrooms, and in school common areas as been difficult

Root Cause 6: The committee determined the root cause for these disciplinary inconsistencies likely stems from a lack of teacher "buy-in".

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to the Upbeat survey, 33% of teachers had concerns about professional development.

Root Cause 7: We have a variety of teaching levels and content areas, thus varying needs. There has been a lack of diversified professional development during the school year and having more differentiated offerings of professional development opportunities could be beneficial to our diverse staff.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Communication between parents and teachers over email is sometimes inadequate, slow, or even non-existent.

Root Cause 8: The committee identified that there is no set, explicit policy regarding an appropriate time frame for teachers to respond to emails from parents. The committee recommends the implementation of a maximum 48-hour response time to emails from parents as a staff-wide policy.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Appreciation is on average 10% below the district. 68% of teachers feel like they are appreciated for the hard work on campus.

Root Cause 9: Given that evaluation procedures and compensation schedules are intractable at the campus level, by and large, Upbeat data shows there is significant room for improvement in the administration's appreciation of teacher performance. Strategies to increase administration show of appreciation should be pursued.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: According to the Upbeat Survey, 55% of teachers disagree with the statement, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." We have many teachers new to Blalack who are not familiar with or have been effectively trained in policies.

Root Cause 10: We have many teachers new to Blalack who are not familiar with or have been effectively trained in policies. There have also been struggles with follow-through and accountability for those not adhering to the expectation.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Teachers do not feel that the evaluation system used by the school is fair or consistent.

Root Cause 11: Due to the evaluation system being tied to monetary compensation, teachers would like to know how they are evaluated and how the differing opinions and evaluative abilities of the evaluators are playing a part in this process.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: The teacher mentoring program is not effectively meeting the needs of new staff members.

Root Cause 12: The teacher mentoring program has some structure but very little follow-through. This is due to time, resources, and prioritizing.

Problem Statement 12 Areas: Demographics

Problem Statement 13: There have been limited culturally relevant activities available at the Blalack Middle School campus during this school year.

Root Cause 13: Blalack focused on culturally relevant activities prior to the pandemic but these activities failed to pick back up once we returned to traditional schooling.

Problem Statement 13 Areas: Demographics

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
- State and federal planning requirements

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
- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives

Revised/Approved: May 12, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2023-2024 school year, Blalack Middle School will increase academic performance in the following areas:

10% point increase in Math and reading for African American students in the category of MEETS on the MAP assessment in the areas of STAAR Proficiency.

5% point increase in All Subject Areas for all students in the category of Meets on the MAP assessment in the areas of STAAR Proficiency.

High Priority


HB3 Guiding Objective




Evaluation Data Sources: District interim data








STAAR Assessment Data

MAP assessment Data

Classroom formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement data-driven instruction in all content areas.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and Building Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and enhance student access to tutorials and recapture sessions to address deficiencies and gain enrichment.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and Building Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: This will allow us to address the deficiencies of students in these demographics and meet their needs academically.</p> <p>Staff Responsible for Monitoring: Counselors and SpEd Department Manager</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4</p>	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>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Professional development - 211 Title I - 211-13-6299-00-045-99-000 - \$2,321, Ipads (DEMCO) - 211 Title I - 211-11-6395-00-045-99-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue the implementation of 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>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Tutoring for at-risk students - 211 Title I - 211-11-6117-00-045-30-000 - \$12,000, Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$209,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 60%			
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: This will allow us to target our instructional practice in a way that meets the needs of these students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4</p> <p>Funding Sources: AViD Summer institute - 211 Title I - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 60%			
Strategy 7 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Building Leadership Team</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Vocabulary.com - 211 Title I - 211-11-6299-00-045-99-000 - \$4,250, Dreambox - 211 Title I - 211-11-6299-00-045-99-000 - \$3,450, Quizizz - 211 Title I - 211-11-6299-00-045-99-000 - \$4,400, EdPuzzle - 211 Title I - 211-11-6299-00-045-99-000 - \$2,740, Gimkit - 211 Title I - 211-11-6299-00-045-99-000 - \$1,000, Literacy Night books (Scholastic) - 211 Title I - 211-61-6329-00-045-99-000 - \$500, Maneuvering the Middle - 211 Title I - 211-11-6299-00-045-99-000 - \$900, English/Spanish dictionaries - 211 Title I - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
	 65%			
 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 be addressed through early intervention and may not have been identified.

Problem Statement 2: 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.

Student Learning

Problem Statement 1: Longitudinal MAP data for 2023 in grade 7 for Math shows a significant achievement gap between African American students and their peers, averaging approximately a 50%-point difference. **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 MAP data for 2023 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging approximately a 45%-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 MAP data for 2023 in Reading show a gap for Special Education students who scored 4.6% in 7th grade as compared with 43.17% schoolwide. In grade 8., 16.67% of SpEd students met the standards and as compared to 50.69% schoolwide. **Root Cause:** There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.

Problem Statement 4: Longitudinal MAP data for 2023 in Math show a gap for Special Education students who scored 32.35% in 6th grade compared with 50.68% schoolwide. In 7th grade, 12.3% of SpEd scores met the standard, and 41.37% of schoolwide scored Meets. In 8th grade, 6.25% of SpEd scores met the standard, and 20.62% of schoolwide scored Meets. **Root Cause:** There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2023-2024 school year, Blalack Middle School teachers in core subject areas will have fully implemented 100% DDI structures around PLCs, lesson plans, and instructional strategies and will be meeting in a common area to increase interdepartmental collaboration.

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			
<p>Strategy 1: Work with instructional facilitators and district coordinators to enhance Blalack's DDI, TIL and PLC frameworks in all core subjects.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration and Instructional Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Instructional Specialists - 211 Title I - 211-11-6119-00-045-30-000 - \$52,432</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement all-district assessments and effectively use PLCs to analyze assessment data to inform instruction.</p> <p>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 breakdown of students' comprehension of various grade-level TEKS</p> <p>Staff Responsible for Monitoring: Principal and Building Leadership Team</p> <p>TEA Priorities: 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: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
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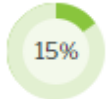





Goal 2 Problem Statements:

Demographics
<p>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 be addressed through early intervention and may not have been identified.</p>
Student Learning
<p>Problem Statement 1: Longitudinal MAP data for 2023 in grade 7 for Math shows a significant achievement gap between African American students and their peers, averaging approximately a 50%-point difference. 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.</p>
<p>Problem Statement 2: Longitudinal MAP data for 2023 in grades 6 for Reading show a significant achievement gap between African American & Hispanic students when compared to their peers, averaging approximately a 45%-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.</p>
<p>Problem Statement 3: Longitudinal MAP data for 2023 in Reading show a gap for Special Education students who scored 4.6% in 7th grade as compared with 43.17% schoolwide. In grade 8., 16.67% of SpEd students met the standards and as compared to 50.69% schoolwide. Root Cause: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.</p>
<p>Problem Statement 4: Longitudinal MAP data for 2023 in Math show a gap for Special Education students who scored 32.35% in 6th grade compared with 50.68% schoolwide. In 7th grade, 12.3% of SpEd scores met the standard, and 41.37% of schoolwide scored Meets. In 8th grade, 6.25% of SpEd scores met the standard, and 20.62% of schoolwide scored Meets. Root Cause: There has been an under-utilization/ under-proficient use of accommodations and differentiation for Special Education students in the classroom to lower the gap. There also needs to be more focus on what specific tools would aid students individually in their growth.</p>

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

Goal 1: By the end of the 2023-2024 school year, Blalack Middle School will implement 100% of all processes, plans, and strategies in regard to facilities and infrastructure of the building to 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			
<p>Strategy 1: Work with district personnel to increase internal and external beautification of the campus.</p> <p>Strategy's Expected Result/Impact: This will create a calm and welcoming learning environment for all who enter the grounds in any capacity.</p> <p>Staff Responsible for Monitoring: Principal District Ground personnel</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Install visible elements celebrating the various cultures of the school.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:




Demographics

Problem Statement 2: 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.

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

Goal 2: By the end of the 2023-2024 school year, Blalack Middle School will implement 100% of all processes, plans, and strategies in regard to safety and security that 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			
<p>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</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Fully implement all security and safeguard procedures established 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</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2 Problem Statements:







Perceptions

Problem Statement 3: Obtaining consistency in enforcing disciplinary procedures between classrooms, and in school common areas as been difficult **Root Cause:** The committee determined the root cause for these disciplinary inconsistencies likely stems from a lack of teacher "buy-in".

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2023-2024 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 an increase in community partnerships will be reached.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of school and community partnerships by 10%.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal PTA</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create more opportunities to connect the community to the happenings of the school (social media, email, invites, partnerships).</p> <p>Strategy's Expected Result/Impact: This will increase the communication between all constituencies that are connected to Blalack Middle School.</p> <p>Staff Responsible for Monitoring: Building Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:



Perceptions







Problem Statement 2: Communication between parents and teachers over email is sometimes inadequate, slow, or even non-existent. **Root Cause:** The committee identified that there is no set, explicit policy regarding an appropriate time frame for teachers to respond to emails from parents. The committee recommends the implementation of a maximum 48-hour response time to emails from parents as a staff-wide policy.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By the end of the 2023-2024 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			
<p>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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct parent meetings and/or Meet the Teacher nights to transition students to the next grade level.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Building Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Create more opportunities for parents to learn about the school curriculum and socio-emotional learning through planned events (i.e. Math Night, STEM Night, Reading Clubs, Love & Logic, etc.)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Building Administration and Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Material for Literacy Night - 211 Title I - 211-61-6329-00-045-99-000 - \$300, Speaker - 211 Title I - 211-61-6299-00-045-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent and family training on strategies to effectively support their child's education and socio-emotional health at home.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Building Administration and Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Goal 2 Problem Statements:






Perceptions
<p>Problem Statement 2: Communication between parents and teachers over email is sometimes inadequate, slow, or even non-existent. Root Cause: The committee identified that there is no set, explicit policy regarding an appropriate time frame for teachers to respond to emails from parents. The committee recommends the implementation of a maximum 48-hour response time to emails from parents as a staff-wide policy.</p>

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

Goal 1: By the end of the 2023-2024 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors Building Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and respond to violence intervention support requests</p> <p>Strategy's Expected Result/Impact: This will allow us to address and support these requests quickly and efficiently.</p> <p>Staff Responsible for Monitoring: Counselors Building Administration</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors Building Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 3 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:



Demographics
<p>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.</p>
School Processes & Programs
<p>Problem Statement 1: According to the Upbeat survey, 33% of teachers had concerns about professional development. Root Cause: We have a variety of teaching levels and content areas, thus varying needs. There has been a lack of diversified professional development during the school year and having more differentiated offerings of professional development opportunities could be beneficial to our diverse staff.</p>
<p>Problem Statement 3: According to the Upbeat Survey, 55% of teachers disagree with the statement, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." We have many teachers new to Blalack who are not familiar with or have been effectively trained in policies. Root Cause: We have many teachers new to Blalack who are not familiar with or have been effectively trained in policies. There have also been struggles with follow-through and accountability for those not adhering to the expectation.</p>
Perceptions
<p>Problem Statement 3: Obtaining consistency in enforcing disciplinary procedures between classrooms, and in school common areas as been difficult Root Cause: The committee determined the root cause for these disciplinary inconsistencies likely stems from a lack of teacher "buy-in".</p>







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

Goal 2: By the end of the 2023-2024 school year, Blalack Middle School will improve methods to address discipline in the classroom and common areas, decreasing discipline by 15%. Out-of-school placement. will also decrease by 15%.

High Priority

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Building Administration and interns</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: HERO Program - 211 Title I - 211-11-6299-00-045-99-000 - \$3,334, SMART PASS - 211 Title I - 211-11-6299-00-045-99-000 - \$4,133</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>45%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Decrease discipline infraction, OSS, and DAEP/JJAEP placements by 15%</p> <p>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</p> <p>Staff Responsible for Monitoring: Building Administration and interns</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>30%</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement restorative practices consistently (peer circles, peer juries, conflict resolution team) and provide professional development to help staff with implementing restorative practices.</p> <p>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</p> <p>Staff Responsible for Monitoring: Building Administration and interns</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students with development opportunities to maximize their potential through the use of mentorship, extracurricular engagement, and self-motivation.</p> <p>Strategy's Expected Result/Impact: This will build the self-esteem of our students and give them guidance.</p> <p>Staff Responsible for Monitoring: Counselors Building Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics
<p>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 be addressed through early intervention and may not have been identified.</p>
<p>Problem Statement 2: 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.</p>
Perceptions
<p>Problem Statement 3: Obtaining consistency in enforcing disciplinary procedures between classrooms, and in school common areas as been difficult Root Cause: The committee determined the root cause for these disciplinary inconsistencies likely stems from a lack of teacher "buy-in".</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2023-2024 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.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Evaluation Data Sources


Budget Sheets







STAAR

Panorama Survey results

UpBeat Survey results

EOY PD Needs assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, families, and staff.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop strategies to retain quality teachers and staff.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 45%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics
<p>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.</p>
School Processes & Programs
<p>Problem Statement 1: According to the Upbeat survey, 33% of teachers had concerns about professional development. Root Cause: We have a variety of teaching levels and content areas, thus varying needs. There has been a lack of diversified professional development during the school year and having more differentiated offerings of professional development opportunities could be beneficial to our diverse staff.</p>

Perceptions

Problem Statement 2: Communication between parents and teachers over email is sometimes inadequate, slow, or even non-existent. **Root Cause:** The committee identified that there is no set, explicit policy regarding an appropriate time frame for teachers to respond to emails from parents. The committee recommends the implementation of a maximum 48-hour response time to emails from parents as a staff-wide policy.

State Compensatory

Budget for Blalack Middle School

Total SCE Funds: \$209,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Blalack's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Blalack's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.