

Carrollton-Farmers Branch Independent School District

Blalack Middle School

2025-2026 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: July 10, 2025

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, Texas, and is affiliated with the Carrollton Farmers Branch Independent School District.

During the 2024-2025 academic year, Blalack Middle School served 943 students in grades 6 through 8. Our student body comprises 334 sixth graders (160 female, 174 male), 303 seventh graders (146 female, 57 male), and 306 eighth graders (155 female, 151 male).

Blalack Middle School boasts a student body has roots in 29 countries, representing 19 languages, diverse socioeconomic backgrounds, and worldviews. Our greatest asset lies in our diversity, which we celebrate through various initiatives.

Statistically, Blalack Middle School serves a student and community population that is 53.76% Hispanic/Latino, 21.63% White, 10.82% Black or African American, 8.80% Asian, 4.88% Two or more Races, 0.11% American Indian or Alaska Native, and 0.00% Native Hawaiian or Pacific Islander. Notably, 26.94% of Blalack students are English Language Learners, and 20.47% receive special education services. Furthermore, 55.46% of Blalack students are economically disadvantaged.

All staff members at Blalack Middle School are dedicated to providing equitable and exceptional educational experiences for each student. This commitment is evident throughout the campus, not only in our remarkable academic, athletic, and artistic accomplishments, but also in the engaging conversations among 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. The attendance zone consists 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 programs. We also provide 20+ clubs and activities for students. There are opportunities to establish new clubs based on ideas students or our 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 possesses a high level of expertise. The average teaching experience at Blalack is nine years. The school has 66 classroom teachers, and 18% of them hold master’s degrees. Additionally, Blalack retains highly qualified and effective paraprofessionals to support students in the classroom and address their special education needs. Blalack offers specialized education classrooms in areas such as Developmental, Applied Academics, MAC, Content Mastery, and Fundamental Math & Reading.

Furthermore, Blalack utilizes master teachers as Department Managers and Instructional Facilitators. These professionals, along with administration, constitute the building leadership team. Department Managers oversee their respective departments to ensure they provide the highest quality of education and socio-emotional development to students. They assist in ensuring that teams adhere to the Professional Learning Community (PLC) process and utilize data to inform their instruction. Instructional facilitators also lead the PLC process and data analysis while providing support in specific strategies to enhance their colleagues’ professional growth. They lead professional development and mentor new staff members through the district’s mentoring program.

Our school-based mentoring program enables first- and second-year teachers to observe a master teacher in areas of need or growth. Subsequently, they follow up with their mentor teacher to discuss ways to enhance their instruction based on their observations. District-level specialists also contribute to the academic growth of the building and assist in developing staff professional practices. These expert instructors provide guidance on enhancing strategies and tactics to meet the academic needs of students in their respective subject areas. They model various research-based strategies and provide necessary resources for our teams to achieve success in their instruction.

Blalack has implemented a RtI/MTSS program that prioritizes the implementation of targeted interventions based on individual students' academic or behavioral needs. The program employs a comprehensive approach by triangulating data from various sources to develop comprehensive support plans for students' growth. Regular evaluations of intervention programs are conducted to assess their effectiveness in meeting the needs of students. Additionally, co-teachers and paraprofessionals collaborate with their colleagues or partner teachers to ensure that students receive comprehensive support in their academic development.

Demographics Strengths

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 95.77% in 2024-2025.
3. Blalack provides a number of clubs and extracurricular activities that engage students and community interests.
4. Blalack excels in both athletics and fine arts, receiving district, state, and national recognition for the latter.
5. 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 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 as refined and targeted to the needs of new teachers and teachers who are need assistance with growing in their craft.

Root Cause: Although improvements have been made, the teacher mentoring program has gained more structure but requires more follow-through. This is primarily due to time constraints, limited resources, and the need for prioritization.

Problem Statement 4: Educators and staff have been unable to adequately meet the needs of the English Language Learners and newcomers.

Root Cause: This can be attributed to the surge in the number of newcomer students enrolling in CFB and the United States, resulting in overcrowded English Language as a Second Language (ESL) classes. Furthermore, the absence of district-wide resources and the inadequacy of effective professional development programs contribute to this issue..

Student Learning

Student Learning Summary

Student Learning Summary

The campus CIC committee met in committees during the 2024-2025 school year to analyze student data and draft a campus improvement plan based on its findings. A team of committee members focused on student learning data and brought their findings to the group. The team reviewed Interim Assessment data, MAP data, STAAR data, DDI and PLC, and Rounds (specifically to Social Studies). 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 2024 Spring MAP administration for perspective. An explanation of significant findings is included below.

2025 STAAR Data

Language Arts

May 2025 STAAR Reading Language Arts, Grade 6					
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	320	1696	85%	68.75%	38.44%
Economic Disadvantage	184	1649	78.80%	58.70%	28.80%
American Indian/Alaskan Native	-	-	-	-	-
Asian	26	1713	92.31%	76.92%	42.31%
Black/African American	33	1691	84.85%	78.79%	48.48%
Hispanic	175	1663	80%	60%	29.71%
Two or More Races	19	1771	94.74%	84.21%	68.42%
White	67	1756	92.54%	79.10%	46.27%
Currently Emergent Bilingual	75	1611	70.67%	44%	14.67%

May 2025 STAAR Reading Language Arts, Grade 6					
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Special Ed Indicator	69	1600	66.67%	42.03%	11.59%
May 2025 STAAR Reading Language Arts, Grade 7					
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	296	1673	79.05%	54.39%	25%
Economic Disadvantage	161	1620	67.70%	39.75%	16.77%
American Indian/Alaskan Native	-	-	-	-	-
Asian	23	1709	82.61%	56.52%	26.09%
Black/African American	29	1656	79.31%	55.17%	20.69%
Hispanic	160	1623	69.38%	39.38%	15.62%
Two or More Races	14	1731	78.57%	64.29%	50%
White	70	1769	100%	85.71%	42.86%
Currently Emergent Bilingual	95	1541	50.53%	20%	3.16%
Special Ed Indicator	49	1594	61.22%	26.53%	6.12%

	May 2025 STAAR Reading Language Arts, Grade 8				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	282	1729	83.33%	59.93%	32.62%
Economic Disadvantage	152	1678	75.66%	46.71%	20.39%
American Indian/Alaskan Native	1	1891	100%	100%	100%
Asian	28	1728	82.14%	57.14%	25%
Black/African American	32	1711	87.50%	53.12%	18.75%
Hispanic	147	1690	76.19%	51.70%	26.53%
Two or More Races	12	1787	100%	75%	33.33%
White	62	1820	95.16%	80.65%	56.45%
Currently Emergent Bilingual	72	1608	62.50%	33.33%	8.33%
Special Ed Indicator	45	1581	53.33%	22.22%	6.67%

Math

	May 2025 STAAR Mathematics, Grade 6				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	323	1762	87%	47.37%	19.20%
Economic Disadvantage	187	1711	80.21%	33.16%	9.63%

	May 2025 STAAR Mathematics, Grade 6				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
American Indian/Alaskan Native	-	-	-	-	-
Asian	28	1774	89.29%	57.14%	25%
Black/African American	33	1742	81.82%	45.45%	15.15%
Hispanic	175	1733	84%	38.29%	13.14%
Two or More Races	19	1805	89.47%	57.89%	26.32%
White	68	1829	95.59%	64.71%	32.35%
Currently Emergent Bilingual	77	1683	75.32%	22.08%	6.49%
Special Ed Indicator	70	1683	75.71%	22.86%	4.29%

	May 2025 STAAR Mathematics, Grade 7				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	183	1699	45.36%	14.21%	0%
Economic Disadvantage	119	1686	39.50%	10.08%	0%
American Indian/Alaskan Native	-	-	-	-	-
Asian	9	1734	66.67%	33.33%	0%
Black/African American	23	1694	43.48%	8.70%	0%
Hispanic	115	1684	35.65%	10.43%	0%
Two or More Races	6	1692	33.33%	16.67%	0%
White	30	1752	80%	26.67%	0%
Currently Emergent Bilingual	76	1660	27.63%	3.95%	0%
Special Ed Indicator	41	1688	43.90%	7.32%	0%

	May 2025 STAAR Mathematics, Grade 8				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	314	1878	80.89%	51.91%	22.29%
Economic Disadvantage	169	1835	72.19%	39.05%	15.38%
American Indian/Alaskan Native	1	1847	100%	0%	0%
Asian	35	1930	88.57%	62.86%	25.71%
Black/African American	31	1819	74.19%	32.26%	9.68%
Hispanic	158	1838	72.15%	41.14%	15.82%
Two or More Races	16	1990	100%	93.75%	50%
White	73	1943	94.52%	69.86%	34.25%
Currently Emergent Bilingual	87	1805	63.22%	33.33%	8.05%
Special Ed Indicator	51	1756	62.75%	21.57%	11.76%

	Spring 2025 STAAR EOC, Algebra I					
	Total Students	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	81	4765	80.81%	98.77%	97.53%	86.42%
Economic Disadvantage	25	4628	77.49%	96%	96%	80%
Asian	7	5091	89.10%	100%	100%	100%
Black/African American	7	4707	80.87%	100%	100%	100%
Hispanic	34	4557	75.37%	97.06%	94.12%	76.47%
Two or More Races	4	5143	91.53%	100%	100%	100%

	Spring 2025 STAAR EOC, Algebra I					
	Total Students	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
White	29	4891	83.69%	100%	100%	89.66%
Currently Emergent Bilingual	4	4215	62.71%	75%	75%	75%
Special Ed Indicator	2	4977	88.98%	100%	100%	100%

Science

	May 2025 STAAR Science, Grade 8				
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	282	4129	80.50%	57.80%	25.18%
Economic Disadvantage	152	3965	72.37%	46.71%	18.42%
American Indian/Alaskan Native	1	4085	100%	100%	0%
Asian	28	4174	85.71%	60.71%	21.43%
Black/African American	32	3759	68.75%	37.50%	6.25%
Hispanic	147	4016	75.51%	53.06%	19.73%
Two or More Races	12	4486	100%	83.33%	41.67%
White	62	4498	91.94%	72.58%	46.77%
Currently Emergent Bilingual	72	3738	63.89%	31.94%	5.56%

May 2025 STAAR Science, Grade 8					
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Special Ed Indicator	45	3548	53.33%	20%	4.44%

Social Studies

May 2025 STAAR Social Studies, Grade 8					
	Total Students	Scale Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Blalack Middle School	282	3866	70.57%	40.07%	22.34%
Economic Disadvantage	152	3705	59.87%	28.29%	14.47%
American Indian/Alaskan Native	1	3994	100%	0%	0%
Asian	28	3896	75%	39.29%	17.86%
Black/African American	32	3789	68.75%	34.38%	18.75%
Hispanic	147	3733	61.90%	33.33%	12.24%
Two or More Races	12	4096	91.67%	50%	25%
White	62	4163	85.48%	58.06%	50%
Currently Emergent Bilingual	72	3471	45.83%	20.83%	1.39%
Special Ed Indicator	45	3432	48.89%	13.33%	4.44%

Blalack experienced a drop in all subject areas between the 2024 and 2025 STAAR in all areas except 7th grade Mathmatics. Also, this data shows there is a significant achievement gap between the various demographics we serve:

- Areas of concern:
 - Reading: There is a large gap in learning between Hispanic, Bilingual, and Special Education students' scores when compared to their counterparts in all grade levels.
 - There was a decrease in math scores in the 7th grade, with only 14% of all students meeting the state expectation in this area.
 - Over half of the 7th-grade students took the 8th-grade STAAR Assessment. The data above is based on the student who took the 7th-grade STAAR Math Assessment
- Science
 - There is a large gap in learning between African American and Bilingual students' scores when compared to their counterparts in all grade levels.
- Social Studies
 - There is a large gap in learning between Special Education and Bilingual students' scores when compared to their counterparts in all grade levels.

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): The school needs to address the structure of inclusion classrooms for science and social studies; classrooms have large numbers of SpED students in comparison to the overall classroom population, and it is not feasible to provide every student with the support they need.

Root Cause: The current SpED staff allocation is insufficient to adequately support our students. The enrollment in the SpED program in the 6th grade has significantly increased compared to previous years, necessitating the prioritization of SpED during scheduling.

Problem Statement 2 (Prioritized): Student engagement and ownership of learning is declining in students across all core classes.

Root Cause: Several contributing factors include a lack of discipline, difficulty maintaining focus while using screens, inconsistent expectations and rigor between classrooms, and a lack of parent engagement.

Problem Statement 3 (Prioritized): There are significant gaps in the learning of our African America, SpEd and Emergent Bilingual students.

Root Cause: Blalack does not have the necessary resources to accommodate newcomers and could benefit from increased support. Teachers endeavored to ensure that students received the necessary support and information. Additionally, we observed an increase in the number of students who require Special Education services, and we made every effort to ensure that they received all of their allocated services.

School Processes & Programs

School Processes & Programs Summary

For the 2025-2026 academic year, the campus will continue to prioritize our PLC structure and MTSS programming, which are strengths of our building. During PLC meetings, teams discuss TEKS and data to make informed decisions focused on meeting the academic needs of all students. Teams develop specific skill and standard maps for the given time frame and revise lessons to ensure students comprehend and apply strategies, skills, and concepts. They review exemplars and verify student progress against 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 accommodating individual student needs. Subsequently, teams review the lesson's effectiveness. Daily instruction is expected to align with curriculum maps while demanding high levels of thinking from students.

Regarding RtI/MTSS, Blalack has concentrated on Tier 2 interventions and strengthening our ability to meet the needs of students in this tier, even within current limitations. Each department analyzed its data to identify each student by name and needs. In this process, teams structured tutorial time to address students' struggles or deficiencies. Additionally, we created an Advisory plan to meet Tier 2 needs and adhere to the expectations of HB 4545.

Teacher data has demonstrated a strong need for effective professional development both within the building and through district resources. This trend persisted throughout the 2022-2023 school year. In the 2025-2026 school year, Blalack will continue to explore strategies to enhance the assessment, data analysis, and instructional planning processes while simultaneously addressing the professional development requirements of the staff. Additionally, there will be a primary focus on the district and school mentoring program to ensure the continuous development of new staff members.

During the 2025-2026 school year, Blalack will prioritize ensuring that policies, procedures, and student expectations are clearly defined and have maximum adherence by all parties involved. The objective is to maintain student engagement in class and provide high-quality instruction. Consequently, we will continue to refine our restorative practice programming and employ innovative approaches to consequences. We recognize the paramount importance of holding all stakeholders 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. 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): A survey conducted revealed that a significant portion of educators expressed concerns regarding professional development opportunities.

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 express dissatisfaction with the fairness and consistency of the evaluation system employed by the school.

Root Cause: Given that the evaluation system is linked to monetary compensation, teachers would like to understand the evaluation criteria and how the varying opinions and evaluative capabilities of the evaluators influence this process.

Problem Statement 3 (Prioritized): A survey conducted revealed a significant number of teachers in disagreement with the assertion that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not enrolled in their classes." This discrepancy arises from the presence of numerous new teachers at Blalack who lack familiarity with or adequate training in school policies.

Root Cause: We have a significant number of new teachers in Blalack who are unfamiliar with or have not received adequate training in policies. Additionally, there have been challenges in ensuring follow-through and accountability for those who fail to adhere to the established expectations.

Perceptions

Perceptions Summary

The Blalack community is committed to the academic and social-emotional success of all students. Our dedicated staff members strive to provide equitable and exceptional educational experiences for each student, a commitment that is evident throughout the campus. This commitment is reflected in our remarkable academic, athletic, and artistic achievements, as well as in the fostering of inclusive dialogue among students, staff, and families.

Blalack welcomes approximately 900 students and 100 staff members from diverse backgrounds, representing 22 countries. Our rich tapestry of cultures enriches our community, and we celebrate this diversity through various initiatives, such as our renowned “Taste of Blalack,” which showcases culinary traditions and artistic performances. Additionally, we have expanded our roster of clubs and organizations, each catering to the unique interests of our students.

At Blalack, students are valued and heard. Our staff members are committed to providing equitable and exceptional educational experiences for all students, ensuring that their voices are heard and valued throughout the campus.

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 adhere to these values and ensure the holistic development of our students.

In an effort to foster classrooms that promote respect and instill high expectations for learning and cultivate habits of excellence, the district conducted anonymous surveys of teachers and students. The most notable survey results indicated that 90% of teachers felt empowered in their classrooms, and campus equity ranked as the highest strength, surpassing the district average by 5%.

Discipline data has revealed a concerning increase in disciplinary infractions. Specific infractions surged after the semester intersession, resulting in classroom removals. Additionally, there has been a rise in drug offenses and placements in the Department of Alcohol, Drug, and Substance Abuse (DAEP). The restorative practices program, established in the fall of 2020, provides us with another valuable tool to address student behaviors and reinforce student expectations.

Blalack Middle School also prioritizes creating a welcoming and inclusive school environment that fosters a sense of family and community. Our primary objective is not only to secure community support but also to establish meaningful connections that enable us to reciprocate. Blalack Middle School boasts an exceptional Parent-Teacher Association (PTA) that collaborates closely to meet the diverse needs of all students. In conjunction with the school, they have orchestrated and supported various community engagement activities and initiatives, including our inaugural community party and numerous fundraising efforts. The PTA also provides essential support for teachers by assisting with copying and organizing engaging events that connect our families and community to the school. Notably, Blalack Middle School was recognized with the Texas PTA Golden Apple Award in 2025.

Communication is a cornerstone of our approach. We distribute a weekly newsletter through ParentSquare, complemented by daily updates on the program to keep families informed. Additionally, we maintain a robust social media presence, not only disseminating information but also showcasing the positive achievements of Blalack Middle School.

Perceptions Strengths

From Survey:

- Trust between teachers and principal is very positive, with a 93% rating (10% above the district average.)
- Teachers feel they have autonomy in their classroom (97%) and that our leadership are effective instructional leaders. (91%).
- Teachers on our campus help one another improve their instructional practices (91%).
- Teachers at Blalack help to create a welcoming environment for new teachers (97%, 6% above district average).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers surveyed report negative perceptions regarding "compensation & career path" and report negative perceptions about teacher evaluations.

Root Cause: Teacher Incentive Allotment (TIA) is structured to provide financial incentives to a minority of teachers. This fact combined with negative perceptions of the teacher evaluation process appear to be causing teacher dissatisfaction. Exacerbating factors are perceptions of unfairness in TIA allotments distributed to competing campuses in the district, and feelings of unfairness in evaluations.

Problem Statement 2 (Prioritized): Teachers surveyed report negative perceptions of professional development.

Root Cause: Teachers report perceiving optimizing outcomes professional development as a poor use of teachers' time. Furthermore, teachers report perceiving a lack of additional quality professional development opportunities throughout the school year, and a sense of repetitiveness in professional development year after year.

Problem Statement 3 (Prioritized): Teachers surveyed express negative perceptions of cultural competence, indicating a lack of open discussion regarding race, ethnicity, and culture within the educational institution.

Root Cause: Although perceptions of cultural competency are higher than the district average, perceptions of inadequacy of professional development opportunities may be driving negative perceptions of cultural competency.

Problem Statement 4: Although the school's safety and order measures are slightly above the district average by 1%, staff members perceive them as 20% negative. A key concern

highlighted is the consistent enforcement of rules regarding student behavior by teachers, even for students who are not enrolled in their classes. This aspect is viewed as 12% below the district average, resulting in a 47% negative assessment.

Root Cause: At BMS, inconsistent school policy enforcement by staff members is a concern. Factors like staff burnout due to student behavior or the overwhelming number of policies may contribute to this decline. To address this, prioritize and focus on the most critical BMS policies, ensuring only three to four remain consistently enforced throughout the school year.

Priority Problem Statements

Problem Statement 1: Disparities in performance for 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 be addressed through early intervention and may not have been identified.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers surveyed express negative perceptions of cultural competence, indicating a lack of open discussion regarding race, ethnicity, and culture within the educational institution.

Root Cause 2: Although perceptions of cultural competency are higher than the district average, perceptions of inadequacy of professional development opportunities may be driving negative perceptions of cultural competency.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: A survey conducted revealed that a significant portion of educators expressed concerns regarding professional development opportunities.

Root Cause 3: 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 3 Areas: School Processes & Programs

Problem Statement 4: Teachers surveyed report negative perceptions of professional development.

Root Cause 4: Teachers report perceiving optimizing outcomes professional development as a poor use of teachers' time. Furthermore, teachers report perceiving a lack of additional quality professional development opportunities throughout the school year, and a sense of repetitiveness in professional development year after year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers surveyed report negative perceptions regarding "compensation & career path" and report negative perceptions about teacher evaluations.

Root Cause 5: Teacher Incentive Allotment (TIA) is structured to provide financial incentives to a minority of teachers. This fact combined with negative perceptions of the teacher evaluation process appear to be causing teacher dissatisfaction. Exacerbating factors are perceptions of unfairness in TIA allotments distributed to competing campuses in the district, and feelings of unfairness in evaluations.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: A survey conducted revealed a significant number of teachers in disagreement with the assertion that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not enrolled in their classes." This discrepancy arises from the presence of numerous new teachers at Blalack who lack familiarity with or adequate training in school policies.

Root Cause 6: We have a significant number of new teachers in Blalack who are unfamiliar with or have not received adequate training in policies. Additionally, there have been challenges in ensuring follow-through and accountability for those who fail to adhere to the established expectations.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers express dissatisfaction with the fairness and consistency of the evaluation system employed by the school.

Root Cause 7: Given that the evaluation system is linked to monetary compensation, teachers would like to understand the evaluation criteria and how the varying opinions and evaluative capabilities of the evaluators influence this process.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The teacher mentoring program is not as refined and targeted to the needs of new teachers and teachers who are need assistance with growing in their craft.

Root Cause 8: Although improvements have been made, the teacher mentoring program has gained more structure but requires more follow-through. This is primarily due to time constraints, limited resources, and the need for prioritization.

Problem Statement 8 Areas: Demographics

Problem Statement 9: There have been limited culturally relevant activities available at the Blalack Middle School campus during this school year.

Root Cause 9: 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 9 Areas: Demographics

Problem Statement 10: There are significant gaps in the learning of our African America, SpEd and Emergent Bilingual students.

Root Cause 10: Blalack does not have the necessary resources to accommodate newcomers and could benefit from increased support. Teachers endeavored to ensure that students received the necessary support and information. Additionally, we observed an increase in the number of students who require Special Education services, and we made every effort to ensure that they received all of their allocated services.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Student engagement and ownership of learning is declining in students across all core classes.

Root Cause 11: Several contributing factors include a lack of discipline, difficulty maintaining focus while using screens, inconsistent expectations and rigor between classrooms, and a lack of parent engagement.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: The school needs to address the structure of inclusion classrooms for science and social studies; classrooms have large numbers of SpED students in comparison to the overall classroom population, and it is not feasible to provide every student with the support they need.

Root Cause 12: The current SpED staff allocation is insufficient to adequately support our students. The enrollment in the SpED program in the 6th grade has significantly increased compared to previous years, necessitating the prioritization of SpED during scheduling.

Problem Statement 12 Areas: Student Learning

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-P ESS 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: July 10, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, Blalack Middle School will increase academic performance in the following areas:

10% 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. 7% 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>	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 reading and math strategies and materials 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 Department Managers</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>Funding Sources: Other Software and materials for RTI - 211 Title I - 211-11-6399-00-045-30-000 - \$3,334, Supplemental reading material - 211 Title I - 211-11-6329-00-045-30-000 - \$7,000, Calculators - 211 Title I - 211-11-6399-00-045-30-000 - \$400, Kagan Cards - 211 Title I - 211-11-6399-00-045-30-000 - \$1,000, Equipping ELLs curriculum - 211 Title I - 211-11-6399-00-045-30-000 - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate technology and software, as well as inquiry and project-based learning, 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>Funding Sources: Professional development books - 211 Title I - 211-13-6329-00-045-30-000 - \$3,000, Resources and Materials for inquiry/project-based learning - 211 Title I - 211-61-6399-00-045-30-000 - \$2,000, Headphones for classroom use and RTI - 211 Title I - 211-11-6395-00-045-30-000 - \$4,100, Voyage Math - 211 Title I - 211-11-6399-00-045-30-000 - \$5,400</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>Funding Sources: Tutoring for at-risk students - 211 Title I - 211-11-6117-00-045-30-000 - \$57,684, Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$209,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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>Funding Sources: Title I Instructional Support Staff - 211 Title I - 211-13-6119-00-045-30-000 - \$112,694</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement an effective RtI/MTSS and summer structure to provide academic and behavioral support to meet the needs of students in the lowest-performing subpopulations as determined by the State and 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>Funding Sources: Quizizz - 211 Title I - 211-11-6399-00-045-30-000 - \$4,400, Ed-Puzzle - 211 Title I - 211-11-6399-00-045-30-000 - \$2,740, Testing Resources - 211 Title I - 211-11-6329-00-045-30-000 - \$415</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Blalack Middle School will increase the performance of Hispanic-American, economically disadvantaged, English Language Learners (ELLs), and Special Education students in the MEETS performance level on state assessments.

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 a targeted intervention program for Hispanic-American, economically disadvantaged, ELLs, and Special Education students, focusing on early identification of gaps through regular formative assessments.</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for teachers on culturally responsive teaching practices and differentiated instruction to better support diverse learners.</p> <p>Problem Statements: Demographics 1</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 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>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Blalack Middle School will increase the percentage of teachers who feel confident in their cultural competence by 15% as measured by a school-wide survey.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly professional development workshops focused on cultural competence, including topics such as implicit bias, inclusive teaching practices, and understanding diverse cultural backgrounds.</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:

Perceptions
<p>Problem Statement 3: Teachers surveyed express negative perceptions of cultural competence, indicating a lack of open discussion regarding race, ethnicity, and culture within the educational institution. Root Cause: Although perceptions of cultural competency are higher than the district average, perceptions of inadequacy of professional development opportunities may be driving negative perceptions of cultural competency.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Blalack Middle School will increase the percentage of educators who feel satisfied with professional development opportunities by 25%.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a needs assessment survey to identify specific professional development interests and needs across different teaching levels and content areas.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a professional development calendar that includes a variety of sessions tailored to different teaching levels and content areas, ensuring at least X differentiated sessions per month.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: A survey conducted revealed that a significant portion of educators expressed concerns regarding professional development opportunities. 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>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2025-2026 school year, Blalack Middle School will increase the perceived value of professional development by 20% as measured by teacher feedback surveys.

High Priority

Evaluation Data Sources: Staff Survey
Professional Development Calendar

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for teachers to collaborate and share best practices during professional development sessions, fostering a sense of community and shared learning. Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer follow-up support and resources after professional development sessions to help teachers implement new strategies and concepts in their classrooms. Problem Statements: Perceptions 2	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 5 Problem Statements:

Perceptions
<p>Problem Statement 2: Teachers surveyed report negative perceptions of professional development. Root Cause: Teachers report perceiving optimizing outcomes professional development as a poor use of teachers' time. Furthermore, teachers report perceiving a lack of additional quality professional development opportunities throughout the school year, and a sense of repetitiveness in professional development year after year.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2025-2026 school year, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TELPAS

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Blalack Middle School will increase the percentage of students from 46 to 50% meeting growth measures in Math MAP from Beginning of Year to End of Year.

High Priority

Evaluation Data Sources: Dyslexia

Special Ed

GT

By Ethnicity

By Cohort

By Grade

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Blalack Middle School will increase the percentage of students from 46 to 50% meeting growth measures in Reading MAP from Beginning of Year to End of Year.

Evaluation Data Sources: Dyslexia

Special Ed

GT

By Ethnicity

By Cohort

By Grade

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

Goal 1: By the end of the 2025-2026 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. 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</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. 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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 2: By the end of the 2025-2026 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</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</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

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2025-2026 school year, Blalack Middle School will 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 to at least 3 new partners.

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>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By the end of the 2025-2026 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 and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Resouces - 211 Title I - 211-61-6399-00-045-30-000 - \$2,400</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>	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>	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>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide literacy & math resources to students and their families to assist in home support for academic growth.</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 needs of students.</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Goal 1: By the end of the 2025-2026 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>	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>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide various resources necessary to assist with meeting the socioemotional needs of all students.</p> <p>Strategy's Expected Result/Impact: This ensures resources are available for counseling and emotional support.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: Counseling resources - 211 Title I - 211-31-6329-00-045-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 2: By the end of the 2025-2026 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>Funding Sources: SMART PASS - 211 Title I - 211-11-6399-00-045-30-000 - \$4,133</p>	Formative			Summative
	Oct	Jan	Mar	June
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>	Formative			Summative
	Oct	Jan	Mar	June

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>	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>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2025-2026 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>	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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June

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>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By the end of the 2025-2026 school year, Blalack Middle School will improve the follow-through and accountability for enforcing behavior policies 0% as measured by teacher feedback surveys.

High Priority

Evaluation Data Sources: Staff Surveys
Student Discipline and Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule regular check-ins with teachers to review adherence to behavior policies and provide support where needed.</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a recognition system to acknowledge teachers who consistently enforce behavior policies, encouraging others to follow suit.</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: A survey conducted revealed a significant number of teachers in disagreement with the assertion that "rules for student behavior are consistently enforced by teachers in this school, even for students who are not enrolled in their classes." This discrepancy arises from the presence of numerous new teachers at Blalack who lack familiarity with or adequate training in school policies. Root Cause: We have a significant number of new teachers in Blalack who are unfamiliar with or have not received adequate training in policies. Additionally, there have been challenges in ensuring follow-through and accountability for those who fail to adhere to the established expectations.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 3: By the conclusion of the 2025-2026 academic year, Blalack Middle School will enhance the adherence and accountability measures within its teacher mentoring program by implementing the program comprehensively.

Evaluation Data Sources: Completion Rates

Strategy 1 Details	Reviews			
Strategy 1: Implement a tracking system to monitor mentor-mentee interactions and progress, ensuring accountability and follow-through. Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish clear goals and milestones for the mentoring program, with regular progress reviews to ensure alignment with objectives. Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incorporate feedback loops where mentees can provide input on the effectiveness of the mentoring they receive, allowing for continuous improvement. Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				

Goal 3 Problem Statements:

Demographics
Problem Statement 3: The teacher mentoring program is not as refined and targeted to the needs of new teachers and teachers who are need assistance with growing in their craft. Root Cause: Although improvements have been made, the teacher mentoring program has gained more structure but requires more follow-through. This is primarily due to time constraints, limited resources, and the need for prioritization.

Guiding Objective 5: Optimize All Available Resources

Goal 4: By the end of the 2025-2026 school year, Blalack Middle School will increase the percentage of African American, Special Education, and Emergent Bilingual students reaching the MEETS performance level on state assessments by 10%.

High Priority

Evaluation Data Sources: District interim data
 STAAR Assessment Data
 MAP assessment Data
 Classroom formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize data-driven instruction by having teacher teams analyze assessment data during weekly planning sessions to identify gaps in learning and adjust instruction accordingly.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 3: There are significant gaps in the learning of our African America, SpEd and Emergent Bilingual students. Root Cause: Blalack does not have the necessary resources to accommodate newcomers and could benefit from increased support. Teachers endeavored to ensure that students received the necessary support and information. Additionally, we observed an increase in the number of students who require Special Education services, and we made every effort to ensure that they received all of their allocated services.</p>

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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

At Blalack Middle School, we conduct a comprehensive needs assessment (CNA) on an annual basis. Our process incorporates multiple data sources and active participation from a variety of stakeholders, including parents, administrators, teachers, and community members. Input is gathered through surveys and participation in meetings, with an emphasis on four primary domains: demographics, student achievement, school processes and programs, and perceptions. This robust analysis informs our decision-making and helps us identify and prioritize campus needs in order to improve academic achievement and close performance gaps among all student groups.

1.2: Location for Evidence of Multiple Meetings Held

We document stakeholder engagement and planning through our Campus Improvement Committee meetings and associated agendas and minutes. These meetings occur regularly throughout the school year, with dates and participation records maintained in both campus archives and within the Plan4Learning system. Evidence of these meetings is referenced throughout the CIP and supported by artifacts shared with district leadership and community stakeholders.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

We develop our schoolwide program and Campus Improvement Plan each year in alignment with the district timeline, typically initiated in the spring semester with needs assessment meetings. Development continues into early fall to ensure alignment with state and district priorities. Throughout the year, we monitor and adjust our plan based on formative data and stakeholder feedback, allowing for responsive and targeted improvement efforts.

2.2: Stakeholders 1114(b)(2)

We include a diverse group of stakeholders in the development and monitoring of our CIP. Our Campus Improvement Committee (CIC) is composed of parents, teachers, administrators, and community representatives. This committee collaborates to analyze data, prioritize needs, and design interventions. Their input is integral to ensuring our strategies are inclusive and meet the needs of all student populations.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

We make our CIP available to parents and the community in multiple formats and languages. The district and campus websites offer translation tools for all posted documents. Printed materials such as flyers and announcements are sent home in English and Spanish. Community meetings are also conducted bilingually to ensure full participation and understanding from our diverse families.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

We coordinate our schoolwide plan with other district and federal programs to maximize student support. Our CIP reflects alignment with district-wide academic frameworks, including PLC processes, MTSS/RtI initiatives, and AVID strategies. Our efforts ensure consistency in academic expectations and resource delivery across programs and funding sources.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Our CIP includes detailed strategies for increasing learning time, providing a well-rounded education, and addressing the academic and emotional needs of all students, especially those at risk. We utilize data from the SNAP process and STAAR performance to determine Tier 2 and Tier 3 interventions. Additional learning time is provided during and outside of the school day, ensuring minimal disruption to core instruction.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

We evaluate the effectiveness of our schoolwide program annually using multiple data points including STAAR results, MAP growth data, and student intervention outcomes. Adjustments to the CIP are made throughout the year in response to these evaluations. The plan and its revisions are posted on the district's website and shared during stakeholder meetings. These evaluations ensure our strategies continue to meet the evolving needs of our students.

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental programs and services to support at-risk students		\$209,000.00
Sub-Total					\$209,000.00
Budgeted Fund Source Amount					\$209,000.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental reading material	211-11-6329-00-045-30-000	\$7,000.00
1	1	3	Calculators	211-11-6399-00-045-30-000	\$400.00
1	1	3	Other Software and materials for RTI	211-11-6399-00-045-30-000	\$3,334.00
1	1	3	Kagan Cards	211-11-6399-00-045-30-000	\$1,000.00
1	1	3	Equipping ELLs curriculum	211-11-6399-00-045-30-000	\$400.00
1	1	4	Professional development books	211-13-6329-00-045-30-000	\$3,000.00
1	1	4	Resources and Materials for inquiry/project-based learning	211-61-6399-00-045-30-000	\$2,000.00
1	1	4	Voyage Math	211-11-6399-00-045-30-000	\$5,400.00
1	1	4	Headphones for classroom use and RTI	211-11-6395-00-045-30-000	\$4,100.00
1	1	5	Tutoring for at-risk students	211-11-6117-00-045-30-000	\$57,684.00
1	1	6	Title I Instructional Support Staff	211-13-6119-00-045-30-000	\$112,694.00
1	1	7	Quizizz	211-11-6399-00-045-30-000	\$4,400.00
1	1	7	Testing Resources	211-11-6329-00-045-30-000	\$415.00
1	1	7	Ed-Puzzle	211-11-6399-00-045-30-000	\$2,740.00
3	2	1	Parent Resouces	211-61-6399-00-045-30-000	\$2,400.00
4	1	4	Counseling resources	211-31-6329-00-045-30-000	\$1,000.00
4	2	1	SMART PASS	211-11-6399-00-045-30-000	\$4,133.00
Sub-Total					\$212,100.00
Budgeted Fund Source Amount					\$212,100.00
+/- Difference					\$0.00

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$421,100.00
				Grand Total Spent	\$421,100.00
				+/- Difference	\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025