

Blaker-Kinser Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Blaker-Kinser Junior High School
Street	1601 Kinser Rd.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556-1810
Principal	Danielle Cox
Email Address	dcox@ceres.k12.ca.us
Website	http://blaker.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-6112346

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Blaker-Kinser Junior High School is located in the community of Ceres in the central San Joaquin Valley. The school has an enrollment of 692 7th and 8th-grade students. The ethnic composition of the student population is 86.5% Hispanic, 8.4% White, not of Hispanic origin, 3.5% Asian, .7 % African American, .1% American Indian, .7% Pacific Islander, .3% Other. English learners comprise 23% of our student population and 88% of the students qualify for the National School Lunch Program.

The original school campus was built in 1994 (Phase I) and the buildings have been well maintained. Phase II was completed in 1998 with the addition of six classrooms, a music building, art building, technology building, home economics building, and gymnasium. Construction on six additional classrooms was completed in the late fall of 2006. The school is nicely landscaped and encompasses 23 acres. The grounds include pickleball courts, ¼ mile track, football field, soccer fields, basketball courts, and two softball diamonds.

The Blaker-Kinser staff includes 29 certificated teachers, a principal, an assistant principal, two learning directors, and an administrative assistant. All the teachers met the rigorous NCLB criteria to be highly qualified in their subject area. Specialized programs include music, art, technology, as well as four special education teachers. Support staff include one part-time nurse, one full time health clerk, one part-time school psychologist, one full time mental health clinician, one part-time behaviorist, an office manager, three full time secretaries, one part-time attendance clerk, one full time ASB clerk, one library media clerk, one full time campus supervisor, four campus supervision assistants, eight paraprofessionals, four custodians, one part-time SRO and six cafeteria employees.

Parent involvement is highly encouraged by all staff members. We have an active School Site Council, English Learner Advisory Committee, and Family Engagement Committee, and Family Dinner Events. Parents are invited to attend all school events, including Back to School Night, parent/teacher conferences, sporting events, performances, and evening technology sessions. Blaker-Kinser has also enjoyed an increasing amount of community support as demonstrated by local businesses donating time and money to our programs.

The school staff encourages parent participation on campus in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms and often volunteer to supervise school-sponsored events such as school dances and chaperoning field trips. Information regarding upcoming events and special activities is sent home regularly through the ParentSquare phone messaging system, Assistant Principal monthly Coffee Connect Meetings, personal phone calls, school website, parent dinners, parent portal, google calendar, and monthly newsletters. Regular communication between home and school is an important factor in student success.

Blaker-Kinser Junior High School uses site-based teams, with the goal of increasing communication and collaboration among all stakeholders. Teams comprised of teachers, administrators, classified staff, parents and students address specific areas of concern to the school community. Feedback is then given to the Department Leader Committee, the School Site Council, and the English Learner Advisory Committee (ELAC), which provide input and report back to the school staff.

Over the past few years, Blaker-Kinser teachers and administrators attended Professional Learning Communities conferences to learn more about creating professional learning communities and leading staff development. New teachers and staff will continue to attend PLC and RTI conferences to ensure consistent team practices. During the school year, planning time will continue to be used to implement Professional Learning Communities at Blaker-Kinser.

As a Program Improvement school, we are working with our district to plan and implement an alternative governance plan to improve student achievement.

In the fall of 2019 staff, students and parents created a mission statement that defines our objectives and approach to student success. BK's mission statement: To foster skills that encourage lifetime learners and productive members of society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	387
Grade 8	342
Total Enrollment	729

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.5
Asian	2.5
Filipino	1
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.3
White	7.8
Two or More Races	0.3
Socioeconomically Disadvantaged	89.8
English Learners	27.3
Students with Disabilities	11.4
Foster Youth	1.2
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	30	28	612
Without Full Credential	2	1	1	35
Teaching Outside Subject Area of Competence (with full credential)	4	4	2	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades 7-8 Accelerate Learning STEMScopes California (2019)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Grades 7-8: History Alive!, TCI Grade 7: The Medieval World and Beyond (2019) Grade 8: The United States through Industrialism (2017)	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Blaker-Kinser has a safe, clean, well-maintained campus that includes a cafeteria, gymnasium, football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize our facility due to the quality of the facility.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/9/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Classroom 205: There is an unmarked spray bottle under the sink.
Structural: Structural Damage, Roofs	Good	Grounds: There are large cracks in the asphalt near the tennis courts. Office Building Custodial Closet: There is a hole on inside wall.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	29	42	38	50	50
Mathematics (grades 3-8 and 11)	17	13	25	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	705	693	98.30	1.70	28.86
Male	372	364	97.85	2.15	21.98
Female	333	329	98.80	1.20	36.47
Black or African American	11	11	100.00	0.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	52.94
Filipino	--	--	--	--	--
Hispanic or Latino	614	605	98.53	1.47	28.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	29.17
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	638	627	98.28	1.72	27.59
English Learners	359	356	99.16	0.84	16.85
Students with Disabilities	69	63	91.30	8.70	1.59
Students Receiving Migrant Education Services	15	15	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	707	696	98.44	1.56	12.93
Male	373	367	98.39	1.61	11.44
Female	334	329	98.50	1.50	14.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	11	10	90.91	9.09	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	41.18
Filipino	--	--	--	--	--
Hispanic or Latino	616	609	98.86	1.14	11.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	20.83
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	640	630	98.44	1.56	11.59
English Learners	361	360	99.72	0.28	5.00
Students with Disabilities	71	67	94.37	5.63	0.00
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	22.7	16.8	11.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Blaker-Kinser Junior High School is a Family Friendly School offering a variety of opportunities to families so they may contribute to the success of their students and be engaged in the school community as a whole. The school has scheduled meetings throughout the year that support family involvement through our School Site Council, Family Engagement Team, English Language Advisory Committee, Coffee Connect Parent Site Visit, and Parent Dinners and administrator/family gatherings. Opportunities to volunteer are publicized at our Shark Attack orientation, monthly newsletters, and through a personal invitation by administration and Family Engagement Leadership Team. Parents often assist with student extracurricular activities, front office assistance, field trips, fundraising, and planning future events. Courses for parents and guardians related to supporting their students through school and into college or careers are offered every other year through the FACTOR Program. Our ParentSquare phone system and ParentSquare allows teachers and our office to communicate with parents through messages in their home language throughout the year. Formal parent/teacher conferences occur twice a year, and as needed meetings take place throughout the school year. All of our meetings, phone calls, and print information are in both English and Spanish. For information about these family opportunities, contact the Assistant Principal, Angelica Mariscal, 209-556-1810.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.4	14.2	12.6	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.1	0.6	0.6	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safe School Plan is reviewed each year with all school stakeholders including students, staff, and parents in School Site Council. Input is taken from all groups through meetings and surveys in the fall and needed revisions will be made in January of each year. The plan will then be submitted to the School Site Council in January and then the School Board for approval by March. The plan addresses issues of school climate and the school's physical environment. The school's PRIDE Team, observe, review data, evaluate, and revise activities in these two areas throughout the year as needed. BK's PRIDE Team contains members of teaching staff, administration, and students. Blaker-Kinser Jr. High has three goals that relate to school climate including school-wide rules and procedures, high-risk behaviors, and student motivation and connectedness. Activities to address bullying, attendance, student activities, conflict resolution and counseling needs have been a focus in this area. The category of the school's physical environment has three goals as well, including disaster preparedness, arrival and dismissal procedures, and improved security and supervision.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	6	18	4	27	5	16	6	27	6	18	5
Mathematics	22	18	14	1	26	9	12	5	27	3	20	4
Science	29	1	15	7	29	2	15	6	29	3	16	6
Social Science	27	4	19	2	29	3	12	8	30	1	16	7

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9475.34	1970.26	7505.08	79383.16
District	N/A	N/A	7103.79	\$78,954.00
Percent Difference - School Site and District	N/A	N/A	5.5	0.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	0.0	-3.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The new Local Control Funding Formula (LCFF) allows more flexibility in terms of how funds are being used to help students. Though more funds can be used with less restriction on specific demographics or categories of students, monies used must relate directly to goals identified in Local Control Accountability Plan (LCAP). This ensures all expenditures are accounted for and used responsibly towards achieving goals identified by the district and governing board. The School Plan for Student Achievement identifies areas of focus for the school site. A majority of the funds are used for supplemental materials for instruction, professional development for teachers, and continuing to progress as a family friendly school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In the 2018-2019 school year, the school site has planned 18 planning days and 5 professional development days. Lastly, in the 2019-2020 school year, the school site has planned 18 planning days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. In addition, the staff has additional time during late start planning days to meet and collaborate.

All Language Arts teachers have had Springboard Instruction training and have fully implemented the Springboard curriculum at Blaker-Kinser. In addition to this training, the entire Blaker-Kinser staff has had training in instructional strategies that include school-wide literacy training, academic vocabulary, power writing, and EL strategies. All departments will continue to meet with district coaches throughout the year during structured Lesson Study. All teachers participated in the Ceres Certification of Direction Instruction professional development provided by our district coaches. 13 teachers have completed certification for Direct Instruction with several more working towards this goal. In addition, many BK teachers participated in voluntary summer academies focused on Science, Literacy, and Math.

All Blaker-Kinser faculty and administrators have attended Professional Learning Communities and RTI Conferences.

The district participates in BTSA, PAR, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full-time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after-school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.