

Carrollton-Farmers Branch Independent School District

Polk Middle School

2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Guiding Objectives	16
Guiding Objective 1: Optimize Engaging and Diverse Learning	17
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	24
Guiding Objective 3: Optimize Community Engagement	27
Guiding Objective 4: Optimize Social and Emotional Health of all students	32
Guiding Objective 5: Optimize All Available Resources	35
Additional Targeted Support Strategies	40
State Compensatory	41
Budget for Polk Middle School	42
Campus Improvement Committee	42
Campus Funding Summary	43

Comprehensive Needs Assessment

Revised/Approved: April 6, 2022

Demographics

Demographics Summary

Ted Polk Middle School students are diverse in ethnicity, race, background, socioeconomic status, experiences, and academic needs. Ethnicity demographics consist of 58% Hispanic, 24% African American, 10 % White, 5% Asian, and 2% mixed/other. As a Title One campus, 75% of students are economically disadvantaged and qualify for free/reduced lunch. Additionally, Polk Middle School serves 31.3% Emerging Bilingual, 8.2% Gifted & Talented and 14.3% Special Education students.

Polk Middle School administrators, teachers, and counselors communicate frequently with parents through Parent Square, making positive phone calls, Open House, parent-teacher conferences and various community outreach events. Our community contacts include school-sponsored events such as Literacy Night and Multicultural Night. Literacy Night focuses on increasing literacy within the school community by providing free books to parents and students. Multicultural Night is an annual event where students have the opportunity to express their cultural heritage through food, dance, and student-designed trifold posters. Sponsors of AVID reach out to community partners, and the Polk Middle School PTA provides many donations to ensure that Multicultural Night is a success.

While staff demographics do not mirror student demographics, we do have a diverse teaching staff with 14% Hispanic, 10.6% African American, 39% White and 4% Asian. Our goal is to continue to build upon the diversity of staff to reflect that of the student population.

Community partners provide gift cards to incentivize students and staff. During the winter season, Polk Middle School along with community partners sponsor a Thanksgiving Turkey Dinner Giveaway to families within the community. Some of the essential partners are Metrocrest, Covenant Church and Valley View Church. Kacie's Run, a community event to honor the student from whom the event is named, is held annually and is an opportunity for students, staff and the community to participate in a community-wide marathon

Demographics Strengths

Polk Middle School is a diverse learning community. Some of the most notable demographic strengths include:

1. Students and staff of Polk Middle School, are representative of it neighborhood and community.
2. Polk MS is intentional about celebrating different cultures throughout the school year. Examples include celebrating cultural heritage months by sharing cultural experiences, inviting students and staff to dress in cultural attire, and staff hosting a social with food reflecting these cultures.
3. Polk is an AVID National Demonstration School, that serves the community with AVID-sponsored events such as field trips to colleges around the state of Texas, community service visits to nursing homes, and distribution of supplies to the local food bank.
4. Staff prioritize making Polk a campus where each student belongs and feels at home. Teachers volunteer and host various clubs for students such as Open Field, which is an opportunity for students to play soccer, football and a host of other active events every Friday after school and board game club where the community partners with staff to host game nights throughout the school year.
5. Teachers report Polk providing a strong sense of family and support, with Polk continuing to serve as a school of choice in CFBISD.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students.

Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

Problem Statement 2: At the end of 2022, achievement gaps for African-American, Hispanic-American, English Learners (ELs), and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 and Tier 3 instruction is not consistently supporting the achievement of African-American, Hispanic-American, English Learners (ELs), and Special Education students

Problem Statement 3 (Prioritized): Teachers reported and discipline data reflects students struggled with emotional regulation and self-control during the 21-22 school year, resulting in students being removed from the learning environment. **Root Cause:** Students experiencing severe school behavioral challenges interfering with learning can be attributed to trauma and the pandemic, stress at home, and staff with limited or inconsistent use of Restorative Practices to support self-regulation and relationships.

Student Learning

Student Learning Summary

NWEAP MAP

In the 2021-22 school year the students of Ted Polk Middle School took the NWEAP MAP tests three times during the school year (Fall, Winter, Spring) in the areas of Reading, Math, Algebra 1, and Science.

Reading NWEAP MAP:

68% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency. This data also reflected 69% of African American students, 65% of Hispanic Students, 94% of White students, and 64% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. This data also reflected 48% of all 6th grade students met the projected growth from fall to spring and 47% of the 6th grade students met their projected growth from winter to spring.

67% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency. This data also reflected 62% of African American students, 63% of Hispanic Students, 87% of White students, and 62% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. This data also reflected 42% of all 6th grade students met the projected growth from fall to spring and 49% of the 7th grade students met their projected growth from winter to spring.

78% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency. This data also reflected 73% of African American students, 78% of Hispanic Students, 87% of White students, and 75% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency. This data also reflected 56% of all 6th grade students met the projected growth from fall to spring and 55% of the 8th grade students met their projected growth from winter to spring.

Math NWEAP MAP:

68% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency. This data reflected 66% of African American students, 64% of Hispanic Students, 94% of White students, and 63% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency. This data also reflected 52% of all 6th grade students met the projected growth from fall to spring and 63% of the 6th grade students met their projected growth from winter to spring.

64% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency. This data reflected 50% of African American students, 64% of Hispanic Students, 84% of White students, and 63% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency. This data also reflected 56% of all 7th grade students met the projected growth from fall to spring and 58% of the 7th grade students met their projected growth from winter to spring.

64% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency. This data reflected 53% of African American students, 66% of Hispanic Students, 89% of White students, and 66% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency. This data also reflected 65% of all 8th grade students met the projected growth from fall to spring and 70% of the 8th grade students met their projected growth from winter to spring.

100% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Algebra I STAAR projected proficiency. This data reflected 100% of African American, Hispanic Students, White , and Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency. This data also reflected 84% of all 8th grade students met the projected growth from fall to spring.

Science NWEAP MAP:

49% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Science STAAR projected proficiency. This data reflected 36% of African American students, 45% of Hispanic Students, 90% of White students, and 43% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Science STAAR projected proficiency. This data also reflected 54% of all 6th grade students met the projected growth from fall to spring and 54% of the 6th grade students met their projected growth from winter to spring.

50% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Science STAAR projected proficiency. This data reflected 41% of African American students, 47% of Hispanic Students, 83% of White students, and 44% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Science STAAR projected proficiency. This data also reflected 43% of all 7th grade students met the projected growth from fall to spring and 50% of the 7th grade students met their projected growth from winter to spring.

73% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Science STAAR projected proficiency. This data reflected 70% of African American students, 72% of Hispanic Students, 88% of White students, and 74% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Science STAAR projected proficiency. This data also reflected 62% of all 8th grade students met the projected growth from fall to spring and 63% of the 8th grade students met their projected growth from winter to spring.

STAAR

In May 2022 the 6th, 7th, and 8th grade students of Ted Polk Middle School took the STAAR tests in the areas of Reading, Math, Science, and Social Studies. In May 2022 some of the 8th grade students took the Algebra I EOC.

Reading

58.94% of 6th grade students achieved at the Approaches Grade Level or higher.

67.5% of 7th grade students achieved at the Approaches Grade Level or higher.

75.43% of 8th grade students achieved at the Approaches Grade Level or higher.

Math

66.78% of 6th grade students achieved at the Approaches Grade Level or higher.

38.4% of 7th grade students achieved at the Approaches Grade Level or higher.

63.25% of 8th grade students achieved at the Approaches Grade Level or higher.

Algebra I

105 8th grade students took the Algebra I EOC. 100% of these students scored Approaches Grade Level or higher. 68% of these students scored Masters Grade Level or higher, 26% of the students scored Meet Grade Level and 7% of the students scored Approaches Grade Level.

Social Studies

46.69% of 8th grade students achieved at the Approaches Grade Level or higher.

Science

68.01% of 8th grade students achieved at the Approaches Grade Level or higher.

Looking deeper into the data, two years of STAAR growth results are as follows:

	May 2022 STAAR Grade 6 Reading				May 2021 STAAR Reading, Grade 6				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	302	58.94%	31.13%	13.91%	304	54.28%	23.03%	9.21%	4.66%	8.10%	4.70%
	May 2022 STAAR Grade 7 Reading				May 2021 STAAR Reading, Grade 7				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	360	67.50%	43.61%	29.17%	282	61.70%	34.40%	13.83%	5.80%	9.21%	15.34%
	May 2022 STAAR Grade 8 Reading				April 2021 STAAR Reading, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	346	75.43%	48.55%	28.32%	319	73.04%	42.63%	14.11%	2.39%	5.92%	14.21%
	May 2022 STAAR Grade 6 Mathematics				May 2021 STAAR Mathematics, Grade 6				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	301	66.78%	27.91%	5.98%	340	58.53%	24.41%	7.35%	8.25%	3.50%	-1.37%
	May 2022 STAAR Grade 7 Mathematics				May 2021 STAAR Mathematics, Grade 7				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	253	38.34%	8.70%	0.79%	192	26.56%	2.08%	0%	11.78%	6.62%	0.79%
	May 2022 STAAR Grade 8 Mathematics				April 2021 STAAR Mathematics, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	351	63.25%	29.91%	6.27%	305	51.48%	18.69%	1.31%	11.77%	11.22%	4.96%
	May 2022 STAAR Grade 8 Science				May 2021 STAAR Science, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	347	68.01%	37.75%	18.44%	317	65.93%	37.54%	18.30%	2.08%	0.21%	0.14%
	May 2022 STAAR Grade 8 Social Studies EOC Preliminary				May 2021 STAAR Social Studies, Grade 8				2021-2022 Growth		
	Total Sts	Approaches	Meets	Masters	Total Sts	Approaches	Meets	Masters	Approaches	Meets	Masters
Polk Middle School	347	46.69%	12.68%	6.05%	314	47.77%	16.24%	6.05%	-1.08%	-3.56%	0.00%

TELPAS

64.21% of EBs made no progress or regressed in the yearly progress indicator category.

Honors & High School Course Enrollment Projections

Honors Class Name	Number of Students Enrolled
6th Grade Writing Honors	269 students
6th Grade LA Honors	115 students
6th Grade Math Honors	156 students
6th Grade Science Honors	115 students
7th Grade LA Honors	91 students
7th Grade Math Honors	113 students
7th Grade Science Honors	126 students
8th Grade LA Honors	127 students
8th Grade Science Honors	174 students
Algebra I (8th Grade)	118 students

High School Course Name	Number of Students Enrolled
Gateway Technology 3	68 students
Spanish 1	58 students

CFBISD Academies or Intense-Focus Program

174 current 8th grade students (2021-22) are projected to be in academies or intense-focus programs this year.

- COP- 2 students
- LAW- 2 students
- ITA- 1 student
- Culinary- 2 students
- Construction & Architecture- 29 students
- IBA- 99 students
- METSA- 6 students
- AMAT- 19 students
- BioMed-14 students

Student Learning Strengths

- 68% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency.
- 67% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency.
- 78% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency.

- 68% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency.
- 64% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency.
- 64% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency.
- 67.5% of 7th grade students achieved at the Approaches Grade Level or higher on the Reading STAAR.
- 75.43% of 8th grade students achieved at the Approaches Grade Level or higher on the Reading STAAR.
- 105 8th grade students took the Algebra I EOC. 100% of these students scored Approaches Grade Level or higher.
- 68% of 8th grade students who took Algebra I EOC scored Masters Grade Level or higher, 26% of the students scored Meet Grade Level and 7% of the students scored Approaches Grade Level.
- 66.78% of 6th grade students achieved at the Approaches Grade Level or higher on Math STAAR
- 63.25% of 8th grade students achieved at the Approaches Grade Level or higher on Math STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR. **Root Cause:** Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed.

Problem Statement 2 (Prioritized): 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level. **Root Cause:** 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.

Problem Statement 3 (Prioritized): 8th grade Social Studies scores demonstrate students regressed in the Approaches and Meets level while staying the same in the Masters level from 2021 to 2022. **Root Cause:** In looking at individual teacher data, it is similar across the board. There seems to be a lack of teacher capacity and experience in the area of planning strong Tier 1 instruction.

Problem Statement 4 (Prioritized): While 100% of our Algebra students achieved at the Approaches level on the Algebra 1 EOC, only 12.68% performed at the Meets level and only 6.05% performed at the Masters level. **Root Cause:** Teachers need to PLC together to ensure Tier 1 instruction is aligned as well as collaborate on raising the rigor to move students to the Meets and Masters level.

School Processes & Programs

School Processes & Programs Summary

Polk strives to have high achievement for all students and this begins with strong teams in instruction, campus procedures, and campus programs.

During the 2021-2022 school year, Polk focused on implementing Data Driven Instruction. The leadership team received training on DDI and the Master Schedule was utilized to provide specific teachers with intentional time to push into classrooms as well as pull small groups. With the leadership of the Campus Administration, Instructional Dean as well as Instructional Facilitators and Department Managers, teachers embarked on collaboration through a weekly Professional Learning Community schedule which emphasized DDI.

New teachers to Polk are assigned a mentor teacher and attend regularly scheduled trainings called New Panther Workshop. Teachers begin their career at Polk with a staff orientation led and created by Polk teachers. New teachers are mentored throughout the year with intentional meetings with their mentor as well as instructional support through PLC.

During the 2022-2023 school year, we will build upon the PLC process by holding weekly core PD which connects to our mission of providing equitable Tier 1 instruction for all scholars. Additionally, each core department will be provided with an instructional coach who is part of the campus Guiding Coalition. The campus Guiding Coalition will be charged with building a strong instructional culture by leading and supporting teachers to work towards our mission. The instructional coaches will work alongside teachers each day in PLC to provide guidance, support, resources and feedback. We will dig deeper into DDI to ensure we are constantly using data to inform our instruction and interventions to better serve scholars. Staff members will learn and engage in the Living the Lesson Cycle process to promote collaboration amongst teams as well as provide equitable learning for our scholars. The focus will be on lesson design utilizing the See It, Name It, Do It, Reflection process. Once we feel strong in the planning component, we will engage in learning to become more intentional by planning Tier 2 and Tier 3 interventions as well as raising the rigor for students who are high performing.

In addition to building our PLC culture, Polk will work together to create a culture which embraces feedback as we strive to constantly learn and grow to better serve our scholars. This will take place through monthly observation and feedback cycles which will focus on campus-wide instructional strategies of focus such as AVID and Texas Instructional Leadership. Observation and feedback cycles will be coordinated and facilitated by the instructional coach for each department. Being an AVID National Demonstration School, Polk has many solid programs and processes in place. Our goal this year is to dig deeper into systems already established to focus on students by name and need. Preparing scholars to be successful at the high school level, and ultimately, to be college, career or military ready is our ultimate goal.

School Processes & Programs Strengths

Ted Polk CIC identified the following strengths in regard to school processes:

- Teacher leaders are engaged through committees, aspiring administrators, grade level teams, content teams and leadership roles.
- New teachers are welcomed and provided foundational campus instructional and cultural professional development through the New Teacher Workshop.
- AVID is systematically implemented throughout the campus.
- Data Driven Instruction is utilized through Professional Learning Communities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During one-on-one meetings, teachers communicated a desire to receive more training and support for intentional planning, collaboration and implementation of DDI is needed to build upon the PLC culture. **Root Cause:** Although student data has been used often at Polk, specific DDI protocols are still being learned and implemented on campus.

Problem Statement 2: AVID strategies and processes are not consistently implemented campus-wide. **Root Cause:** Due to the recent pandemic, virtual learning and staff turnover, some in-person AVID strategies are being revisited and/or introduced.

Perceptions

Perceptions Summary

One of the core beliefs at Ted Polk Middle School is that our students can and will grow into strong leaders who are college-ready, career-ready and future-ready. The Polk staff has built an AVID community to prepare our students for the future by implementing AVID best practices campus-wide. For this reason, Ted Polk earned its distinction as an AVID National Demonstration School. In addition to AVID, Polk teachers and staff support students in all areas of academics, social-emotional development, high school planning and postsecondary paths. Polk students discover their futures through engaging in rigorous academic courses, fine arts, athletics and career & technology classes. Polk teachers and staff are here to support students in all areas of academics, social-emotional development, high school planning and postsecondary paths. Our culture of Excellence For All is represented throughout our diverse population in high achievement, student organizations, restorative practices, and strong relationships. The culture is truly a sense of belonging as we strive to meet the needs of all scholars and ensure Polk Middle School is their home.

Strong campus procedures and programs help create a positive school culture, student and staff involvement, and a safe learning environment. At Polk Nation, We Lead The Way! This is achieved through the Campus Management Team, Positive Behavior Intervention & Supports (PBIS), The Panther Way School-Wide Behavior management System, Duty Schedules, Restorative Practices, Student Survey, and various clubs and organizations.

Perceptions Strengths

Upbeat survey 2021-2022

- Instructional Leadership 93%
- Equity 90%
- Inclusion 87%
- Care and Commitment - "Teachers care about the well-being of students." 95%
- Collaboration 93%
- Self-Efficacy 83%

Restorative practices, Camp Panther, family engagement nights, PBIS(positive behavior in school) and the Panther Way us have provided tools to build relationships, coach students on expectations and success, and partner with parents. Parents know they can come to Polk anytime to talk about their students, and receive support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations. **Root Cause:** Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Problem Statement 2 (Prioritized): The culture and belief of all students being college-ready, career-ready and future-ready are not consistently evidenced in discipline data, relationships and accountability for behaviors. **Root Cause:** There is a variance in the implementation of Restorative Practices.

Priority Problem Statements

Problem Statement 5: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students.

Root Cause 5: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

Problem Statement 5 Areas: Demographics

Problem Statement 4: In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR.

Root Cause 4: Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed.

Problem Statement 4 Areas: Student Learning

Problem Statement 7: During one-on-one meetings, teachers communicated a desire to receive more training and support for intentional planning, collaboration and implementation of DDI is needed to build upon the PLC culture.

Root Cause 7: Although student data has been used often at Polk, specific DDI protocols are still being learned and implemented on campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations.

Root Cause 8: Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Problem Statement 8 Areas: Perceptions

Problem Statement 3: 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level.

Root Cause 3: 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.

Problem Statement 3 Areas: Student Learning

Problem Statement 9: The culture and belief of all students being college-ready, career-ready and future-ready are not consistently evidenced in discipline data, relationships and accountability for behaviors.

Root Cause 9: There is a variance in the implementation of Restorative Practices.

Problem Statement 9 Areas: Perceptions

Problem Statement 6: Teachers reported and discipline data reflects students struggled with emotional regulation and self-control during the 21-22 school year, resulting in students being removed from the learning environment.

Root Cause 6: Students experiencing severe school behavioral challenges interfering with learning can be attributed to trauma and the pandemic, stress at home, and staff with limited or inconsistent use of Restorative Practices to support self-regulation and relationships.

Problem Statement 6 Areas: Demographics

Problem Statement 2: 8th grade Social Studies scores demonstrate students regressed in the Approaches and Meets level while staying the same in the Masters level from 2021 to 2022.

Root Cause 2: In looking at individual teacher data, it is similar across the board. There seems to be a lack of teacher capacity and experience in the area of planning strong Tier 1 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: While 100% of our Algebra students achieved at the Approaches level on the Algebra 1 EOC, only 12.68% performed at the Meets level and only 6.05% performed at the Masters level.

Root Cause 1: Teachers need to PLC together to ensure Tier 1 instruction is aligned as well as collaborate on raising the rigor to move students to the Meets and Masters level.

Problem Statement 1 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Guiding Objectives





Revised/Approved: May 17, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, 95% of Emergent Bilingual students will meet growth expectations as evidenced through their yearly progress indicator .

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Increase English as a Second Language sections to provide sheltered instruction time to meet the needs of the students. Strategy's Expected Result/Impact: Increase of Assessment scores in the area of TELPAS progress indicator. Staff Responsible for Monitoring: Principal and ESL lead teacher ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Pay interventionist to work with EB students - 211 Title I - \$15,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor the use of instructional strategies to improve performance of students who are below grade level and/or not making a year's worth of growth in the area of reading. Strategy's Expected Result/Impact: Increase of student performance of students to be on grade level/or making a year's growth in reading. Staff Responsible for Monitoring: Administration, Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 1 Funding Sources: classroom libraries, training - 211 Title I - \$15,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Lead reading data meetings and train all instructional leaders in Polk Middle School to lead effective data meetings following TIL/DDI Guidelines. Strategy's Expected Result/Impact: Staff will follow the TIL/DDI Model to frame planning, and additionally as a result reading student achievement will increase due to the instruction matching the needs of students based on data. Staff Responsible for Monitoring: Principal, DDI Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2 Funding Sources: Substitutes as needed; - 211 Title I - \$4,000, Books for leadership team - 211 Title I - \$4,000		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1 Problem Statements:





Demographics
Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.
Student Learning
Problem Statement 1: In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR. Root Cause: Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed. Problem Statement 2: 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level. Root Cause: 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May of 2023, the percentage of Special Education students for Approaches level on Math and Reading STAAR will increase by 10%.

Evaluation Data Sources: NWEA MAP Scores (Fall, Winter, End of Year) for STAAR projection, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going professional learning on tier 1, tier 2 and tier 3 instruction. Strategy's Expected Result/Impact: Increase of Assessment scores in the area of Math and Reading. Staff Responsible for Monitoring: Principal, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4 Funding Sources: Substitutes for PLC days for each core to learn about and implement tier 2 and tier 3 instruction. - 211 Title I - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coach and monitor the implementation of instructional strategies to improve the performance of students who are below grade level and/or not making a year's worth of growth in the area of Math and Reading. Strategy's Expected Result/Impact: Increase the percentage of Special Education students who are at the Approaches level on STAAR Reading and Math. Staff Responsible for Monitoring: Administration, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Lead data meetings following Data-Driven Instruction Guidelines, supporting teachers in targeting achievement gaps. Strategy's Expected Result/Impact: Staff will follow the DDI Model to frame planning, and additionally as a result student achievement will increase due to the instruction matching the needs of students based on data. Staff Responsible for Monitoring: Principal, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2 Problem Statements:





Student Learning
<p>Problem Statement 1: In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR. Root Cause: Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed.</p> <p>Problem Statement 3: 8th grade Social Studies scores demonstrate students regressed in the Approaches and Meets level while staying the same in the Masters level from 2021 to 2022. Root Cause: In looking at individual teacher data, it is similar across the board. There seems to be a lack of teacher capacity and experience in the area of planning strong Tier 1 instruction.</p> <p>Problem Statement 4: While 100% of our Algebra students achieved at the Approaches level on the Algebra 1 EOC, only 12.68% performed at the Meets level and only 6.05% performed at the Masters level. Root Cause: Teachers need to PLC together to ensure Tier 1 instruction is aligned as well as collaborate on raising the rigor to move students to the Meets and Masters level.</p>
School Processes & Programs
<p>Problem Statement 1: During one-on-on meetings, teachers communicated a desire to receive more training and support for intentional planning, collaboration and implementation of DDI is needed to build upon the PLC culture. Root Cause: Although student data has been used often at Polk, specific DDI protocols are still being learned and implemented on campus.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, 100% of core content teachers will engage in Professional Learning Communities implementing the Data Driven Instructional model to meet the diverse academic needs of the Ted Polk Middle School students.

Evaluation Data Sources: T-TESS Observation and Feedback cycles, Student MAP results (BOY compared to MOY and EOY) STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Provide PLC, Professional Learning Community, and MTSS, Multi-Tiered Systems of Support professional development sessions. Strategy's Expected Result/Impact: Train and coach teachers on the PLC and MTSS models in order to increase student performance to be on grade level/or making a year's growth in reading and math. Staff Responsible for Monitoring: Administrative and Instructional Leadership Team Funding Sources: Books for professional development/book study - 211 Title I - \$3,500, Training - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement coaching model through PLC, observation, feedback and goal setting schedule. (DDI/TIL) Strategy's Expected Result/Impact: Increase of student performance of students to be on grade level/or making a year's growth in reading and math. Staff Responsible for Monitoring: Administrative, DDI Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Training for Instructional coaches, subs required - 211 Title I - \$4,800	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Integrate technology and digital learning tools into the instructional program to differentiate instruction and actively engage students. Strategy's Expected Result/Impact: Increase of differentiated instruction and engagement of students in classroom instruction. Staff Responsible for Monitoring: Principal and Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 Funding Sources: Educational software, earbuds, educational programs - 211 Title I - \$20,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Facilitate instructional calibration walks with administrative team, utilizing a variety of content areas and grade levels. Strategy's Expected Result/Impact: Administrative team has a consistent understanding of high levels of learning and engagement occurring in classrooms. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Create content/subject-aligned PLCs within the master schedule. Strategy's Expected Result/Impact: Like-subject teams engage in Data Driven Instructional practices through their professional learning community Staff Responsible for Monitoring: Principal Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Student Learning

Problem Statement 1: In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR. **Root Cause:** Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed.

Problem Statement 2: 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level. **Root Cause:** 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.

Problem Statement 3: 8th grade Social Studies scores demonstrate students regressed in the Approaches and Meets level while staying the same in the Masters level from 2021 to 2022. **Root Cause:** In looking at individual teacher data, it is similar across the board. There seems to be a lack of teacher capacity and experience in the area of planning strong Tier 1 instruction.

Problem Statement 4: While 100% of our Algebra students achieved at the Approaches level on the Algebra 1 EOC, only 12.68% performed at the Meets level and only 6.05% performed at the Masters level. **Root Cause:** Teachers need to PLC together to ensure Tier 1 instruction is aligned as well as collaborate on raising the rigor to move students to the Meets and Masters level.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Polk students will show a year's worth of growth in reading and math at 70% or higher as indicated by the expected growth measure in MAP and the 2021-22 STAAR by May 2023.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan, implement monitor and assess through Tier 1 instruction and identifying Tier2 and Tier 3 students for reteach, tutoring and small group intervention, through the Data-Driven Instructional model. Strategy's Expected Result/Impact: Students meet expected achievement and growth measures on reading and math STAAR . Staff Responsible for Monitoring: Principal and Instructional Dean Problem Statements: Student Learning 1, 2 Funding Sources: Small Group Teacher/tutors - 211 Title I - \$30,000, Instructional Dean - 211 Title I - \$70,000				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR. Root Cause: Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed. Problem Statement 2: 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level. Root Cause: 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.

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

Goal 1: By September 2022, 100% of staff will be trained on district and campus safety protocols and procedures in order for Ted Polk Middle School to maintain a safe and secure facility.

Evaluation Data Sources: Crisis and safety drill data, Injury Reports, Workman's Comp Claims

Strategy 1 Details		Reviews			
Strategy 1: Walk campus daily to ensure facilities are safe and secure. Strategy's Expected Result/Impact: Campus is safe and secure to allow for a safe learning and work environment for all stakeholders. Staff Responsible for Monitoring: Administrative Team and CFB Security TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 1 Problem Statements:

Demographics
Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

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

Goal 2: 100% of safety alerts and discipline referrals will be processed timely to ensure a safe and secure learning environment for all by May 2023.

Evaluation Data Sources: Discipline referral documentation, anonymous alerts, gaggle, safety & security check list.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and respond to discipline referrals and violence intervention support requests. Strategy's Expected Result/Impact: Violence intervention support requests are supported and addressed in a timely fashion. Staff Responsible for Monitoring: Administrative Team and Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources provided by the Safety and Security Department to ensure compliance with EOP, training, safety drill, and other legislative requirements. Strategy's Expected Result/Impact: Campus is in compliance with EOP, training, safety drill, and other legislative requirements. Staff Responsible for Monitoring: Campus Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

Demographics

Problem Statement 3: Teachers reported and discipline data reflects students struggled with emotional regulation and self-control during the 21-22 school year, resulting in students being removed from the learning environment. **Root Cause:** Students experiencing severe school behavioral challenges interfering with learning can be attributed to trauma and the pandemic, stress at home, and staff with limited or inconsistent use of Restorative Practices to support self-regulation and relationships.

Perceptions

Problem Statement 1: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations. **Root Cause:** Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, Ted Polk Middle School will increase community partnerships by 3 engaged partners.

Evaluation Data Sources: 3 more community partnerships with Polk Middle School

Strategy 1 Details	Reviews			
Strategy 1: Partner with community organizations, local businesses, faith leaders, and families to inform the community about school's offerings and the enrollment process. Strategy's Expected Result/Impact: Increase community partners by 3. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Marketing resources, posters, fliers, personalized items to demonstrate the offerings at Polk MS - 211 Title I - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide events and activities for the community to engage and build positive relationships. Strategy's Expected Result/Impact: An increase of attendance to community activities. Staff Responsible for Monitoring: Administration, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Books, games - 211 Title I - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. **Root Cause:** Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

Perceptions





Problem Statement 1: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations. **Root Cause:** Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2023, Ted Polk Middle School will Increase parent involvement by 25% through programs and communication in supporting their child's academic success.

Evaluation Data Sources: Increase collaboration between home and school regarding student academic and SEL strengths and areas of growth.

Strategy 1 Details	Reviews			
Strategy 1: Provide parent and family training on strategies to effectively support their child's education at home. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Polk Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 Funding Sources: Parent Education and Engagement Activities and Materials - 211 Title I - \$16,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage parents in strategies to support their child's academic success. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Polk Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Engage parents in strategies to assist their child's social emotional well-being. Strategy's Expected Result/Impact: Students will improve their overall social emotional well-being. Staff Responsible for Monitoring: Counselors and Restorative Interventionist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Compensate counselors to host after hours parent educational nights - 211 Title I - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2 Problem Statements:

Demographics
Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.
Problem Statement 3: Teachers reported and discipline data reflects students struggled with emotional regulation and self-control during the 21-22 school year, resulting in students being removed from the learning environment. Root Cause: Students experiencing severe school behavioral challenges interfering with learning can be attributed to trauma and the pandemic, stress at home, and staff with limited or inconsistent use of Restorative Practices to support self-regulation and relationships.
Perceptions
Problem Statement 1: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations. Root Cause: Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May of 2023, we will increase Spanish class participation for teachers by 10% to improve communication and relationships with parents.





Evaluation Data Sources: Spanish classes for teachers to improve Spanish speaking & understanding skills to improve communication with parents.

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

Goal 1: 100% of Polk staff will be trained on Restorative Practices by October 2022, to support strong relationships (student/student, student/staff, parent/staff) and the use of restorative practices to ensure a socially and emotionally safe learning environment exists at Ted Polk Middle School.

Evaluation Data Sources: Upbeat Survey, Panorama Survey Parent Survey, Discipline Data, Anonymous Alerts, Referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement Restorative Practices and discipline to address behavior, social and emotional needs of students in an academic setting. Strategy's Expected Result/Impact: Decrease in referrals, decrease out of learning placements, and PBIS Data Staff Responsible for Monitoring: Administrators and Restorative Intervention Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Positive Behavior Assistant - 211 Title I - \$35,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Character Education Program in areas of drug/alcohol abuse, bullying, social and mental health and healthy relationships. Strategy's Expected Result/Impact: Increase in student capacity in strategies effective for high levels of achievement and character development. Staff Responsible for Monitoring: Administration and Counselors. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Character lesson materials, speaker and books - 211 Title I - \$3,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement Campus-wide Behavior Management System. Strategy's Expected Result/Impact: Decrease in student/student conflicts and decrease out of learning placements Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor discipline referrals monthly and disaggregate by student, ethnicity and assigning teacher. Strategy's Expected Result/Impact: Decrease in Office Referrals and Out of Learning Placements Staff Responsible for Monitoring: Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Expand the implementation of PBIS through professional development, student recognition, and virtual PBIS reward system. Strategy's Expected Result/Impact: Decrease in Office Referrals and Out of Learning Placements Staff Responsible for Monitoring: PBIS Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: PBIS digital system and rewards - 211 Title I - \$5,500	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. **Root Cause:** Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

Perceptions





Problem Statement 1: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations. **Root Cause:** Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Problem Statement 2: The culture and belief of all students being college-ready, career-ready and future-ready are not consistently evidenced in discipline data, relationships and accountability for behaviors. **Root Cause:** There is a variance in the implementation of Restorative Practices.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2023, 100% of allocations and use of campus budgets will be allocated to meet the needs of the student needs of Ted Polk Middle School.

Evaluation Data Sources: Campus Budget, Title 1 Budget and Resources

Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with campus secretary to ensure budget is spent in accordance with district policy. Strategy's Expected Result/Impact: Budget spent in accordance with district policy. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase Title 1 goods and materials within required timeframes. Strategy's Expected Result/Impact: Budget spent in accordance with district policy. Staff Responsible for Monitoring: Principal's Secretary. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 2, 4 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.

Student Learning

Problem Statement 2: 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level. **Root Cause:** 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.

Problem Statement 4: While 100% of our Algebra students achieved at the Approaches level on the Algebra 1 EOC, only 12.68% performed at the Meets level and only 6.05% performed at the Masters level. **Root Cause:** Teachers need to PLC together to ensure Tier 1 instruction is aligned as well as collaborate on raising the rigor to move students to the Meets and Masters level.

Perceptions





Problem Statement 1: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 15% of students continue to struggle with meeting expectations. **Root Cause:** Some students are not aware of the impact of their actions and need modeling and practice to learn expected behaviors as well as self-regulation and coping skills.

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2023, average daily attendance will increase to 96% at Ted Polk Middle School.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Refine attendance processes and procedures to accurately account for student attendance and also by sub-population. Strategy's Expected Result/Impact: Increase of student daily attendance. Staff Responsible for Monitoring: Administrator and Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 2, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct follow-up phone calls daily of absent students. Strategy's Expected Result/Impact: Increase daily student attendance. Staff Responsible for Monitoring: Administrator and Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 2, 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Conduct and support district outreach to increase student enrollment. Strategy's Expected Result/Impact: Increase of student enrollment (total enrollment, transfers in and transfers out). Staff Responsible for Monitoring: Administrator and Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2 Problem Statements:

Demographics
Problem Statement 1: At the end of 2022, Emerging Bilingual(EB) students across grade levels 6-8 have STAAR reading scores that are lower than non-EB students. Root Cause: Sheltered class sizes grew tremendously due to increased enrollment of EB students which provides less one-on-one and small group time for students.
Problem Statement 3: Teachers reported and discipline data reflects students struggled with emotional regulation and self-control during the 21-22 school year, resulting in students being removed from the learning environment. Root Cause: Students experiencing severe school behavioral challenges interfering with learning can be attributed to trauma and the pandemic, stress at home, and staff with limited or inconsistent use of Restorative Practices to support self-regulation and relationships.
Student Learning
Problem Statement 2: 7th grade Math performed significantly lower than 6th and 8th grade Math with 38.34% at Approaches level, 8.7% at Meets and .79% as the Masters level. Root Cause: 7th grade math teachers need additional support in building their professional capacity in how to implement personalized learning and targeted interventions based on student data in a systematic format throughout the school year.
Problem Statement 4: While 100% of our Algebra students achieved at the Approaches level on the Algebra 1 EOC, only 12.68% performed at the Meets level and only 6.05% performed at the Masters level. Root Cause: Teachers need to PLC together to ensure Tier 1 instruction is aligned as well as collaborate on raising the rigor to move students to the Meets and Masters level.

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2023, Polk will increase the retention of highly qualified teachers and staff by 10%.

Evaluation Data Sources: UpBeat Teacher Survey, Retention Data

Strategy 1 Details		Reviews			
Strategy 1: Strengthen the Mentor Program to support new hires on campus (New Panther Workshop, Panther Pal). Strategy's Expected Result/Impact: Increase in the retention of teachers and staff annually. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Demographics 3 - Student Learning 1, 3		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 3 Problem Statements:

Demographics
Problem Statement 3: Teachers reported and discipline data reflects students struggled with emotional regulation and self-control during the 21-22 school year, resulting in students being removed from the learning environment. Root Cause: Students experiencing severe school behavioral challenges interfering with learning can be attributed to trauma and the pandemic, stress at home, and staff with limited or inconsistent use of Restorative Practices to support self-regulation and relationships.
Student Learning
Problem Statement 1: In grades 6-8, SpEd scores are significantly below non-SpEd scores on Reading and Math STAAR. Root Cause: Utilizing PLC time to collaborate and intentionally plan tier 2 and 3 interventions is necessary in targeting specific gaps outside of what the IEP specifies. More training and support for co-teach and inclusion staff members with gaps to target and how to target, i.e. small groups is needed. Problem Statement 3: 8th grade Social Studies scores demonstrate students regressed in the Approaches and Meets level while staying the same in the Masters level from 2021 to 2022. Root Cause: In looking at individual teacher data, it is similar across the board. There seems to be a lack of teacher capacity and experience in the area of planning strong Tier 1 instruction.

Additional Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Increase English as a Second Language sections to provide sheltered instruction time to meet the needs of the students.

State Compensatory

Budget for Polk Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funding at Polk Middle School reduces the disparity in performance on assessment instruments, such as MAP, STAAR or locally developed assessments, and disparity in the rates of educationally disadvantaged students, at-risk students, and all other students and increases academic achievement to reduce the dropout rate for these students. During the school day, reading, math and at-risk classes and teachers funded through SCE, such as AVID, Math Connections, Reading intervention and MTSS/RTI advisory periods support an increase in academic achievement and performance on assessments.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Amanda Peeler	Teacher
Classroom Teacher	Augustine Romero	Teacher
Administrator	Ayasha Greene	Assistant Principal
Administrator	Calvin Capps	Assistant Principal
Classroom Teacher	Carla Rogers	Teacher
Classroom Teacher	Jacqueline Faucher	Teacher
Non-classroom Professional	Jennifer McGowan	At Risk Coordinator
Classroom Teacher	Julia Hoffman	Special Education Teacher
Classroom Teacher	Victoria Wilbanks	Teacher
Classroom Teacher	Jennifer Slater	AVID Teacher
Parent	Anita Dunn	Parent
Parent	Clay Bonner	Parent
Parent	Krishna Powell	Parent
Community Representative	Liliana Ramirez	Community Member
Business Representative	Cecily Martinez	Business Member
Administrator	Kelly OSullivan	Principal

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pay interventionist to work with EB students		\$15,000.00
1	1	2	classroom libraries, training		\$15,000.00
1	1	3	Substitutes as needed;		\$4,000.00
1	1	3	Books for leadership team		\$4,000.00
1	2	1	Substitutes for PLC days for each core to learn about and implement tier 2 and tier 3 instruction.		\$8,000.00
1	3	1	Books for professional development/book study		\$3,500.00
1	3	1	Training		\$10,000.00
1	3	2	Training for Instructional coaches, subs required		\$4,800.00
1	3	3	Educational software, earbuds, educational programs		\$20,000.00
1	4	1	Instructional Dean		\$70,000.00
1	4	1	Small Group Teacher/tutors		\$30,000.00
3	1	1	Marketing resources, posters, fliers, personalized items to demonstrate the offerings at Polk MS		\$8,000.00
3	1	2	Books, games		\$8,000.00
3	2	1	Parent Education and Engagement Activities and Materials		\$16,000.00
3	2	3	Compensate counselors to host after hours parent educational nights		\$5,000.00
4	1	1	Positive Behavior Assistant		\$35,000.00
4	1	2	Character lesson materials, speaker and books		\$3,500.00
4	1	5	PBIS digital system and rewards		\$5,500.00
Sub-Total					\$265,300.00
Budgeted Fund Source Amount					\$265,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$265,300.00
Grand Total Spent					\$265,300.00
+/- Difference					\$0.00