

Carrollton-Farmers Branch Independent School District

Polk Middle School

2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Guiding Objectives	16
Guiding Objective 1: Optimize Engaging and Diverse Learning	16
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	26
Guiding Objective 3: Optimize Community Engagement	29
Guiding Objective 4: Optimize Social and Emotional Health of all students	32
Guiding Objective 5: Optimize All Available Resources	34
State Compensatory	37
Budget for Polk Middle School	37
Title I	38
1.1: Comprehensive Needs Assessment	38
2.1: Campus Improvement Plan developed with appropriate stakeholders	38
2.2: Regular monitoring and revision	38
2.3: Available to parents and community in an understandable format and language	38
2.4: Opportunities for all children to meet State standards	38
2.5: Increased learning time and well-rounded education	38
2.6: Address needs of all students, particularly at-risk	38
3.1: Annually evaluate the schoolwide plan	38
4.1: Develop and distribute Parent and Family Engagement Policy	39
4.2: Offer flexible number of parent involvement meetings	39

Comprehensive Needs Assessment

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, 76% 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 the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Problem Statement 2: Teachers reported student emotional regulation and self-control improved during the 22-23 school year, however, the discipline data reflects it continues to be an area of growth. **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 2022-23 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:

56% 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 55% of African American students, 50% of Hispanic Students, 88% of White students, and 54% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency.

61% 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 64% of African American students, 53% of Hispanic Students, 85% of White students, and 56% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency.

71% 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 68% of African American students, 68% of Hispanic Students, 93% of White students, and 67% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Reading STAAR projected proficiency.

Math NWEAP MAP:

58% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency. This data reflected 54% of African American students, 54% of Hispanic Students, 88% of White students, and 56% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency.

66% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency. This data reflected 55% 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.

60% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency. This data reflected 54% of African American students, 60% of Hispanic Students, 76% of White students, and 56% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Math STAAR projected proficiency.

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.

Science NWEAP MAP:

45% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Science STAAR projected proficiency. This data reflected 43% of African American students, 41% of Hispanic Students, 64% of White students, and 43% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Science STAAR projected proficiency.

48% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Science STAAR projected proficiency. This data reflected 43% of African American students, 42% of Hispanic Students, 74% of White students, and 44% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Science STAAR projected proficiency.

71% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Science STAAR projected proficiency. This data reflected 66% of African American students, 68% of Hispanic Students, 93% of White students, and 68% Economically Disadvantaged Students achieved at the Approaches Grade Level or higher on NWEA Map Science STAAR projected proficiency.

STAAR

In May 2023 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 2023 some of the 8th grade students took the Algebra I EOC.

Reading

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

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

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

Math

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

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

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

Algebra I

94 8th grade students took the Algebra I EOC. 100% of these students scored Approaches Grade Level or higher. 81% of these students scored Masters Grade Level or higher, 99% of the students scored Meet Grade Level.

Social Studies

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

Science

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:

(insert table of data)

TELPAS

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	230 students
6th Grade LA Honors	52 students
6th Grade Math Honors	124 students
6th Grade Science Honors	318 students
7th Grade LA Honors	62 students
7th Grade Math Honors	111 students
7th Grade Science Honors	102 students
8th Grade LA Honors	78 students
8th Grade Science Honors	120 students
Algebra I (8th Grade)	100 students
High School Course Name	Number of Students Enrolled
Gateway Technology 3	63 students
Spanish 1	66 students

Student Learning Strengths

- 56% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency.
- 61% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency.
- 71% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Reading STAAR projected proficiency.
- 58% of **6th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency.
- 66% of **7th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency.
- 60% of **8th grade** students achieved at the Approaches Grade Level or higher on the Spring NWEA Map Math STAAR projected proficiency.

- of 7th grade students achieved at the Approaches Grade Level or higher on the Reading STAAR.
- of 8th grade students achieved at the Approaches Grade Level or higher on the Reading STAAR.
- 100 8th grade students took the Algebra I EOC. 100% of these students scored Approaches Grade Level or higher.
- 81% of 8th grade students who took Algebra I EOC scored Masters Grade Level or higher, 99% of the students scored Meet Grade Level.
- of 6th grade students achieved at the Approaches Grade Level or higher on Math STAAR
- of 7th grade students achieved at the Approaches Grade Level or higher on Math STAAR
- 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): 7th & 8th grade Math scores were significantly lower than the district on common formative and district assessments throughout the school year.

Root Cause: Collaboration and intentionality is an area of growth through the PLC process. Implementing personalized learning and targeted interventions based on student data in a systematic format is the next step for the department.

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 2022-2023 school year, Polk focused on implementing a strong collaborative structure through PLC. The Guiding Coalition received training on the PLC model and how to lead teams in analyzing data to inform instruction. The Master Schedule was utilized to provide specific teachers with intentional time to push into conduct observation and feedback coaching cycles as well as to 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 daily Professional Learning Community lead by their Guiding Coalition coach.

New teachers to Polk were assigned a mentor teacher in addition to attending New Panther meetings once per nine weeks which was lead by the New Teacher Liaison. Teachers began their career at Polk with a New Panther Orientation led and created by Polk teachers.

During the 2023-2024 school year, we will build upon the PLC process by holding weekly learning through core PD which connects to our mission of providing equitable Tier 1 instruction for all scholars. Additionally, we will alternate Wednesday learning with "Wednesday Walks" in which all core teachers will conduct classroom observations with their team to learn and build their professional capacity through one another. Each core department will be continue to 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 out 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. We will incorporate data analysis in a systematic manner so that we are constantly targeting student gaps and tailoring instruction by name and need.

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): In order to personalize learning by name and need of students, a systematic approach to analyzing data and making instructional decisions based on the data is needed. **Root Cause:** Currently, staff are analyzing data at a surface-level. A deeper dive is needed for all core content teachers.

Problem Statement 2 (Prioritized): Implementing AVID strategies as our instructional foundation is needed, campus-wide. **Root Cause:** Due to an increase in new staff members and the recent pandemic, AVID strategies are being reintroduced and partnered with the PLC process.

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): The culture and belief that all students are capable of being high school, college, career-ready and beyond are not consistently evidenced through staff relationships with students, discipline data and accountability for behaviors and achievement. **Root Cause:** As a staff, we tend to focus on reactive responses vs. proactive.

Problem Statement 2: Although over 85% of students demonstrate successful school, classroom, and social behavior expectations, approximately 10% 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.

Priority Problem Statements

Problem Statement 1: 7th & 8th grade Math scores were significantly lower than the district on common formative and district assessments throughout the school year.

Root Cause 1: Collaboration and intentionality is an area of growth through the PLC process. Implementing personalized learning and targeted interventions based on student data in a systematic format is the next step for the department.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The culture and belief that all students are capable of being high school, college, career-ready and beyond are not consistently evidenced through staff relationships with students, discipline data and accountability for behaviors and achievement.

Root Cause 2: As a staff, we tend to focus on reactive responses vs. proactive.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8.

Root Cause 3: Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In order to personalize learning by name and need of students, a systematic approach to analyzing data and making instructional decisions based on the data is needed.

Root Cause 4: Currently, staff are analyzing data at a surface-level. A deeper dive is needed for all core content teachers.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Implementing AVID strategies as our instructional foundation is needed, campus-wide.

Root Cause 5: Due to an increase in new staff members and the recent pandemic, AVID strategies are being reintroduced and partnered with the PLC process.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data








Guiding Objectives

Revised/Approved: August 4, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, 95% of Emergent Bilingual students will meet growth expectations as evidenced through their yearly progress indicator.

Evaluation Data Sources: TELPAS, Lexia Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage all core department teachers in professional development in Emergent Bilingual best practices through Seidlitz training.</p> <p>Strategy's Expected Result/Impact: Increase of assessment scores in the areas of Lexia learning and TELPAS/ Staff Responsible for Monitoring: Administration and ESL lead teacher</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>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</p> <p>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, Guiding Coalition</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.









School Processes & Programs

Problem Statement 1: In order to personalize learning by name and need of students, a systematic approach to analyzing data and making instructional decisions based on the data is needed. **Root Cause:** Currently, staff are analyzing data at a surface-level. A deeper dive is needed for all core content teachers.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May of 2024, 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			
<p>Strategy 1: Provide on-going professional learning on tier 1, tier 2 and tier 3 instruction</p> <p>Strategy's Expected Result/Impact: : Increase of Assessment scores in the area of Math and Reading</p> <p>Staff Responsible for Monitoring: Principal, Guiding Coalition</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Special Education students who are at the Approaches level on STAAR Reading and Math</p> <p>Staff Responsible for Monitoring: Administration, Guiding Coalition</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2 Problem Statements:








School Processes & Programs
<p>Problem Statement 1: In order to personalize learning by name and need of students, a systematic approach to analyzing data and making instructional decisions based on the data is needed. Root Cause: Currently, staff are analyzing data at a surface-level. A deeper dive is needed for all core content teachers.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2024, 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			
<p>Strategy 1: Provide PLC, Professional Learning Community, and MTSS, Multi-Tiered Systems of Support professional development sessions.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration & Guiding Coalition</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Dean - 211 Title I - 211-11-6119-00-046-30-000 - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement coaching model through PLC, observation, feedback and goal setting schedule.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration & Guiding Coalition</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Specialists - 211 Title I - 211-11-6119-00-046-30-000 - \$74,263</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Integrate technology and digital learning tools into the instructional program to differentiate instruction and actively engage students</p> <p>Strategy's Expected Result/Impact: : Increase of differentiated instruction and engagement of students in classroom instruction.</p> <p>Staff Responsible for Monitoring: Administration, Digital Learning Specialist</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Create content/subject-aligned PLCs within the master schedule.</p> <p>Strategy's Expected Result/Impact: Like-subject teams engage in Data Driven Instructional practices through their professional learning community</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3 Problem Statements:

Demographics
<p>Problem Statement 1: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. Root Cause: Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.</p>
Student Learning
<p>Problem Statement 1: 7th & 8th grade Math scores were significantly lower than the district on common formative and district assessments throughout the school year. Root Cause: Collaboration and intentionality is an area of growth through the PLC process. Implementing personalized learning and targeted interventions based on student data in a systematic format is the next step for the department.</p>
School Processes & Programs
<p>Problem Statement 1: In order to personalize learning by name and need of students, a systematic approach to analyzing data and making instructional decisions based on the data is needed. Root Cause: Currently, staff are analyzing data at a surface-level. A deeper dive is needed for all core content teachers.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Polk students will meet or make progress toward their indicated growth measure as established by MAP and the 2022-23 STAAR by May 2024.

Evaluation Data Sources: MAP, STAAR

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: : Students meet expected achievement and growth measures on reading and math STAAR .</p> <p>Staff Responsible for Monitoring: Principal, Instructional Dean, At-Risk Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$843,000, Math interventionist - 211 Title I - 211-11-6117-00-046-30-000 - \$18,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage students in critical thinking to deepen their understanding of content and make it applicable to the real world through intentional planning and instruction.</p> <p>Strategy's Expected Result/Impact: Students meet or surpass expected achievement and growth measures on STAAR</p> <p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: Subs for additional planning days - 211 Title I - 211-11-6112-00-046-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4 Problem Statements:

Demographics

Problem Statement 1: At the end of the 22-23 school year, achievement gaps for African American, Hispanic American, Emerging Bilingual and Special Education students were evident in low-performance indicators in grades 6-8. **Root Cause:** Tier 1, Tier 2 & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students.

Student Learning

Problem Statement 1: 7th & 8th grade Math scores were significantly lower than the district on common formative and district assessments throughout the school year. **Root Cause:** Collaboration and intentionality is an area of growth through the PLC process. Implementing personalized learning and targeted interventions based on student data in a systematic format is the next step for the department.

School Processes & Programs

Problem Statement 1: In order to personalize learning by name and need of students, a systematic approach to analyzing data and making instructional decisions based on the data is needed. **Root Cause:** Currently, staff are analyzing data at a surface-level. A deeper dive is needed for all core content teachers.

Problem Statement 2: Implementing AVID strategies as our instructional foundation is needed, campus-wide. **Root Cause:** Due to an increase in new staff members and the recent pandemic, AVID strategies are being reintroduced and partnered with the PLC process.

Perceptions

Problem Statement 1: The culture and belief that all students are capable of being high school, college, career-ready and beyond are not consistently evidenced through staff relationships with students, discipline data and accountability for behaviors and achievement. **Root Cause:** As a staff, we tend to focus on reactive responses vs. proactive.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Polk staff will engage in professional development to implement AVID strategies school-wide.

Evaluation Data Sources: Classroom observations, evidence through PLC, lesson cycles, instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend AVID summer institute to learn AVID practices and lead staff development for the following school year.</p> <p>Strategy's Expected Result/Impact: Increase in student writing, inquiry, collaboration, organization, and reading skills.</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: AVID National Conference - 211 Title I - 211-13-6411-00-046-99-000 - \$4,737, AVID Summer Institute - 211 Title I - 211-13-6411-00-046-99-000 - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Polk scholars will engage in campus-wide AVID organizational systems to increase student goal setting and academic outcomes.</p> <p>Strategy's Expected Result/Impact: Students will be proactive with overcoming hurdles by taking responsibility over their learning through organization and planning</p> <p>Staff Responsible for Monitoring: Principal, AVID Coordinator</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: AVID Summer Bridge Staff - 211 Title I - 211-11-6117-SS-046-30-000 - \$6,000, Organizational tools for students - 211 Title I - 211-11-6399-00-046-99-000 - \$5,495</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leaders will attend the AVID National Conference to refine our school-wide AVID culture and systems.</p> <p>Strategy's Expected Result/Impact: Refine organizational systems, build upon culture in order to increase academic outcomes.</p> <p>Staff Responsible for Monitoring: Principal & AVID Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 5 Problem Statements:

School Processes & Programs





Problem Statement 2: Implementing AVID strategies as our instructional foundation is needed, campus-wide. **Root Cause:** Due to an increase in new staff members and the recent pandemic, AVID strategies are being reintroduced and partnered with the PLC process.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May of 2024, Polk scholars will obtain a year's worth of growth in Math and Reading.

High Priority







Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide STAAR academies for students in the Spring semester.</p> <p>Strategy's Expected Result/Impact: obtain extra support and advance to the next level, i.e. approaches, meets, masters on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Dean, teachers</p> <p>Funding Sources: Compensation for staff teaching tutorials - 211 Title I - \$7,800</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Goal 1: By September 2023, 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			
<p>Strategy 1: Walk campus daily to ensure facilities are safe and secure.</p> <p>Strategy's Expected Result/Impact: Campus is safe and secure to allow for a safe learning and work environment for all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrative Team and CFB Security</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 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			
<p>Strategy 1: Monitor and respond to discipline referrals and violence intervention support requests.</p> <p>Strategy's Expected Result/Impact: Violence intervention support requests are supported and addressed in a timely fashion.</p> <p>Staff Responsible for Monitoring: Admin team and Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize resources provided by the Safety and Security Department to ensure compliance with EOP, training, safety drill, and other legislative requirements</p> <p>Strategy's Expected Result/Impact: Campus is in compliance with EOP, training, safety drill, and other legislative requirements.</p> <p>Staff Responsible for Monitoring: Admin team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 3: By May of 2024, Ted Polk will have conducted all safety and security drills as required by the state and district. Ted Polk will have a safe and orderly building where students are accounted for even when they are walking the halls. We will maximize students being in class time and not missing instructional time.









Evaluation Data Sources: Tracking system/smart pass report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students will be trained in the smart pass system to utilize any time a student leaves their classroom of record. This will allow us to account for all students within the building at all times.</p> <p>Strategy's Expected Result/Impact: Account for students within the building</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Funding Sources: SmartPass Software - 211 Title I - \$3,055</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, 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			
<p>Strategy 1: Partner with community organizations, local businesses, faith leaders, and families to inform the community about school's offerings and the enrollment process</p> <p>Strategy's Expected Result/Impact: Increase community partners by 3.</p> <p>Staff Responsible for Monitoring: Admin & Community Liaison team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide events and activities for the community to engage and build positive relationships.</p> <p>Strategy's Expected Result/Impact: An increase of attendance to community activities.</p> <p>Staff Responsible for Monitoring: Admin & Counselors</p> <p>Funding Sources: Books for parents - 211 Title I - 211-61-6329-00-046-99-000 - \$2,000, Books for students - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024, 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 Funding Sources: Translators for meetings - 211 Title I - \$8,000	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 Funding Sources: Staff to lead learning and books for parents - 211 Title I - 211-61-6117-00-046-30-000 - \$7,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May of 2024, 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.







Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in Spanish courses to learn the language and better communicate with families</p> <p>Funding Sources: Spanish course tuition - 211 Title I - 211-11-6299-00-046-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2023, 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			
<p>Strategy 1: Implement Restorative Practices and discipline to address behavior, social and emotional needs of students in an academic setting.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals, decrease out of learning placements, and PBIS Data</p> <p>Staff Responsible for Monitoring: Admin & Restorative Team</p> <p>Funding Sources: Positive Action Center paraprofessional - 211 Title I - 211-11-6129-00-046-30-000 - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Character Education Program in areas of drug/alcohol abuse, bullying, social and mental health and healthy relationships.</p> <p>Strategy's Expected Result/Impact: Increase in student capacity in strategies effective for high levels of achievement and character development.</p> <p>Staff Responsible for Monitoring: Admin & Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Campus-wide Behavior Management System.</p> <p>Strategy's Expected Result/Impact: : Decrease in student/student conflicts and decrease out of learning placements</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor discipline referrals monthly and disaggregate by student, ethnicity and assigning teacher.</p> <p>Strategy's Expected Result/Impact: Decrease in student/student conflicts and decrease out of learning placements</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Expand the implementation of PBIS through professional development, student recognition, and virtual PBIS reward system.</p> <p>Strategy's Expected Result/Impact: Decrease in Office Referrals and Out of Learning Placements</p> <p>Staff Responsible for Monitoring: PBIS Committee</p> <p>Funding Sources: PBIS Navigate 360 - 211 Title I - \$2,950</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, 100% of allocations and use of campus budgets will be allocated to meet the needs of the student needs of Ted Polk Middle School.



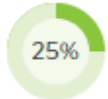







Evaluation Data Sources: Campus & Title 1 Budget

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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 & Principal's Secretary</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 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			
<p>Strategy 1: Refine attendance processes and procedures to accurately account for student attendance and also by subpopulation. Strategy's Expected Result/Impact: Increase in student daily attendance Staff Responsible for Monitoring: Administration & Attendance Clerk</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct follow-up phone calls for absent students Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Administration & Attendance Clerk</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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: Administration & Attendance Clerk</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2024, 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			
<p>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: Admin Team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Polk Middle School

Total SCE Funds: \$843,000.00

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.

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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