

Carrollton-Farmers Branch Independent School District

Polk Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ted Polk Middle School students are diverse in ethnicity, race, background, socioeconomic status, experiences, and academic needs. Ethnicity demographics consist of 68% Hispanic, 17% African American, 8 % White, 3% Asian, and 4% mixed/other. As a Title One campus, 74% of students are economically disadvantaged and qualify for free/reduced lunch. Additionally, Polk Middle School serves 50% Emerging Bilingual, 12.6% Gifted & Talented and 20% of our students have IEPs or 504s.

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 34% Hispanic, 26% African American, 34% White and 4.5% Asian. Our goal is to continue to build upon the diversity of staff to reflect that of the student population.

Community partners provide various donations to incentivize students and staff. During the Fall and Spring Polk Middle School along with community partners sponsored a Family Bingo Night to families within the community which offered food, fun and prizes. Some of the essential partners are Metrocrest, Covenant Church, PathFinders Mentoring Program, Maridoe Golf Course and Sam's Pack Five Ford to name a few. 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's 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): 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: Root Causes: Tier 1, Tier 2, & Tier 3 instruction is not consistently supporting the needs of African American, Hispanic American, Emerging Bilingual and Special Education students

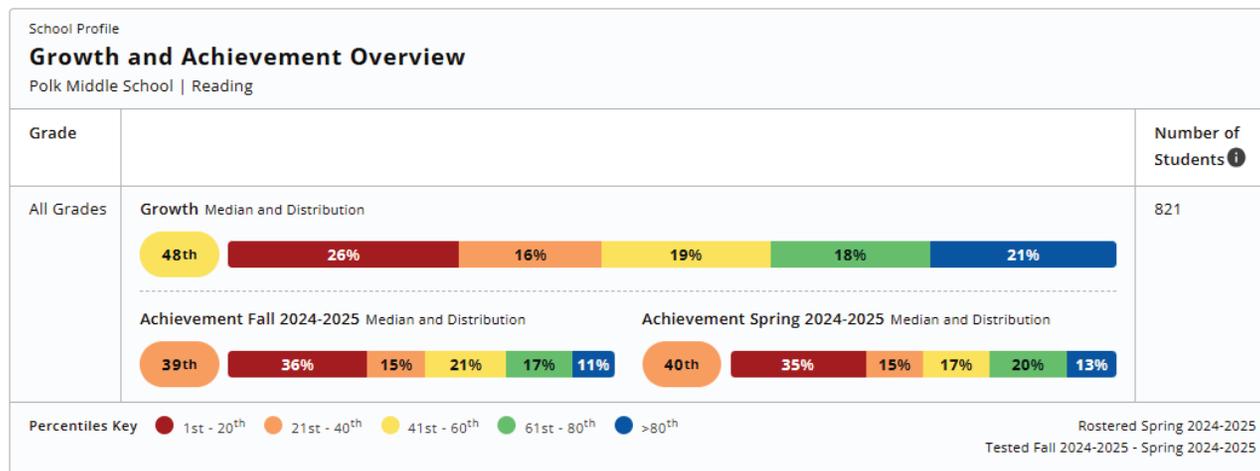
Student Learning

Student Learning Summary

NWEAP MAP

In the 2024-25 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:



Growth and Achievement by Grade

Polk Middle School | Reading

Grade ↑	Sort by <input type="text" value="-- select an option --"/>	Number of Students ⓘ
Grade 6	<p>Growth Median and Distribution</p> <p>51st 22% 17% 21% 19% 21%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p> <p>34th 38% 15% 19% 17% 11% 36th 36% 18% 15% 18% 13%</p>	280
Grade 7	<p>Growth Median and Distribution</p> <p>42nd 30% 18% 18% 18% 16%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p> <p>40th 34% 17% 21% 17% 11% 37th 36% 17% 18% 19% 10%</p>	277
Grade 8	<p>Growth Median and Distribution</p> <p>51st 27% 13% 17% 16% 27%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p> <p>43rd 36% 14% 22% 17% 11% 46th 34% 10% 18% 23% 15%</p>	264

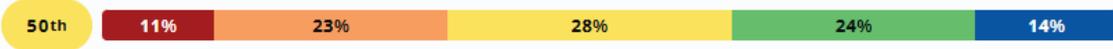
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
 Tested Fall 2024-2025 - Spring 2024-2025

Math NWEAP MAP:

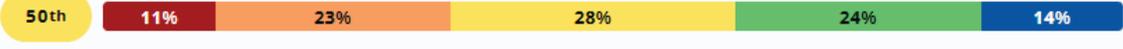
Growth and Achievement Overview

Polk Middle School | Algebra 1

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	71
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p>		<p>Rostered Spring 2024-2025 Tested Fall 2024-2025 - Spring 2024-2025</p>

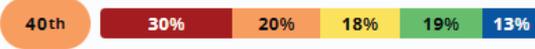
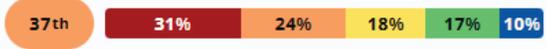
Growth and Achievement by Grade

Polk Middle School | Algebra 1

Grade ↑	Sort by -- select an option --	Number of Students i
Grade 8		71
<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 		
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p>		<p>Rostered Spring 2024-2025 Tested Fall 2024-2025 - Spring 2024-2025</p>

Growth and Achievement Overview

Polk Middle School | Math K-12

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution</p>  <p>Achievement Spring 2024-2025 Median and Distribution</p> 	764
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p>		<p>Rostered Spring 2024-2025 Tested Fall 2024-2025 - Spring 2024-2025</p>

Grade ↑	Sort by -- select an option --	Number of Students ⓘ
Grade 6	<p>Growth Median and Distribution</p> <p>32nd 36% 23% 23% 12% 6%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p> <p>52nd 24% 13% 18% 23% 22% 44th 28% 17% 18% 24% 13%</p>	276
Grade 7	<p>Growth Median and Distribution</p> <p>39th 29% 22% 21% 16% 12%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p> <p>40th 31% 21% 15% 20% 13% 38th 29% 25% 19% 17% 10%</p>	280
Grade 8	<p>Growth Median and Distribution</p> <p>41st 27% 22% 21% 13% 17%</p> <hr/> <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p> <p>27th 39% 26% 23% 11% 28th 38% 31% 16% 9% 6%</p>	208

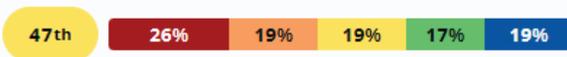
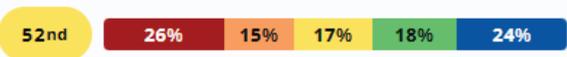
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

Science NWEAP MAP:

Growth and Achievement Overview

Polk Middle School | Science K-12

Grade		Number of Students 
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2024-2025 Median and Distribution Achievement Spring 2024-2025 Median and Distribution</p>  	810
<p>Percentiles Key  1st - 20th  21st - 40th  41st - 60th  61st - 80th  >80th</p>		Rostered Spring 2024-2025 Tested Fall 2024-2025 - Spring 2024-2025

Growth and Achievement by Grade

Polk Middle School | Science K-12

Grade ↑	Sort by -- select an option --	Number of Students ⓘ
Grade 6	Growth Median and Distribution 	
	Achievement Fall 2024-2025 Median and Distribution 	
	Achievement Spring 2024-2025 Median and Distribution 	
Grade 7	Growth Median and Distribution 	
	Achievement Fall 2024-2025 Median and Distribution 	
	Achievement Spring 2024-2025 Median and Distribution 	
Grade 8	Growth Median and Distribution 	
	Achievement Fall 2024-2025 Median and Distribution 	
	Achievement Spring 2024-2025 Median and Distribution 	

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

STAAR

In April of 2025 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 2025 some of the 8th grade students took the Algebra I EOC.

Reading

of 6th grade students 58% achieved at the Approaches Grade Level or higher.

of 7th grade students 58% achieved at the Approaches Grade Level or higher.

of 8th grade students 61% achieved at the Approaches Grade Level or higher.

Math

of 6th grade students 57% achieved at the Approaches Grade Level or higher.

of 7th grade students 31% achieved at the Approaches Grade Level or higher.

of 8th grade students 62% achieved at the Approaches Grade Level or higher.

Algebra I

Of the 8th grade students that took the Algebra I EOC, 99% of these students scored Approaches Grade Level or higher. 70% of these students scored Masters Grade Level or higher, 82% of the students scored Meet Grade Level.

Social Studies

of 8th grade students 33% achieved at the Approaches Grade Level or higher.

Science

of 8th grade students 51% achieved at the Approaches Grade Level or higher.

TELPAS

Composite Rating	%				
Grade Level	Advanced	Advanced High	Beginner	Intermediate	Grand Total
6	29.58%	2.82%	29.58%	37.32%	%
7	23.61%	3.47%	29.17%	43.75%	%
8	25.31%	3.7%	20.37%	50.62%	%
Grand Total	%	%	%	%	
Reading Rating	%				
Row Labels	Advanced	Advanced High	Beginner	Intermediate	Grand Total
6	19.72%	14.79%	35.21%	30.28%	%
7	15.97%	20.83%	34.72%	28.47%	%

Composite Rating	%				
8	17.9%	21.6%	15.43%	45.06%	%
Grand Total	%	%	%	%	%

Writing Rating	%				
Row Labels	Advanced	Advanced High	Beginner	Intermediate	Grand Total
6	18.31%	2.11%	47.89%	31.69%	%
7	20.83%	5.56%	43.06%	30.56%	%
8	16.05%	1.85%	39.51%	42.59%	%
Grand Total	%	%	%	%	%

Speaking Rating	%				
Row Labels	Advanced	Advanced High	Beginner	Intermediate	Grand Total
6	21.13%	0.7%	37.32%	40.85%	%
7	10.42%	0.00%	50.69%	38.89%	%
8	9.26%	1.23%	54.32%	35.19%	%
Grand Total	%	%	%	%	%

Listening Rating	%				
Row Labels	Advanced	Advanced High	Beginner	Intermediate	Grand Total
6	26.06%	16.2%	26.06%	31.69%	100%
7	18.75%	23.61%	22.92%	34.72%	%
8	17.9%	29.63%	18.52%	33.95%	33.85%
Grand Total	%	%	%	%	

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	58 students
Spanish 1-3	76 students

Student Learning Strengths

- 61% of 8th grade students achieved at the Approaches Grade Level or higher on the Reading STAAR.
- 99% of 8th grade students took the Algebra I EOC scored Approaches Grade Level or higher.
- 70% of 8th grade students who took Algebra I EOC scored Masters Grade Level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores were significantly lower than the district on multiple assessments.

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 core departments.

Problem Statement 2 (Prioritized): Test data indicate that our students are not achieving at or above grade level.

Root Cause: Root Causes: Tier 1, Tier 2, & Tier 3 instruction is not consistently supporting the needs of the learners, testing too much losing much instructional time, behavioral challenges and absent effect learning, Social Emotional well being effect learning, lack of strategies implemented in Tier 1 instruction for English Language Learners.

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 2023-2024 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 2024-2025 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. Polk will also partner with Solution Tree to dive deeper into Tier 2 & Tier 3 interventions. 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.
- Upbeat staff survey suggests staff trust that the principal provides a strong level of support and values the open communication that has been established. Additionally, the principal is viewed as an effective instructional leader.
- Staff find professional development, specifically PLC to be a meaningful use of time.
- Interventions are built into the school day to make a positive impact on student achievement.
- The data from the Upeat survey suggest that the the administrators are actively trying to create a inclusive and equitable environment. 100% of those polled feel as though our administrators respect the members of our school coming from all backgrounds and 97% feel the admin takes value in staff of different race, culture, ethnicity etc. 97% of those polled feel as if our teachers strive to make a sense of belonging in our students.

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 consistently. Goal-setting would likely boost implementation and follow-up.

Problem Statement 2: Implementing AVID strategies as our instructional foundation is needed, campus-wide.

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

Problem Statement 3 (Prioritized): Teachers do not feel staff and parents work together for the betterment of the student.

Root Cause: Lack of communication, lack of structured parent-teacher conference times, school events being centered around things such as performances rather than conferences for individual students.

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 Panthers Persevere 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 Guiding Coalition, 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 2023-2024

- Instructional Leadership 100%
- Principal/Teacher Trust 96%
- Equity 99%
- Inclusion 96%
- Care and Commitment - 92%
- Collaboration 92%

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: STAAR scores were significantly lower than the district on multiple assessments.

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 core departments.

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: 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 3: Currently, staff are analyzing data consistently. Goal-setting would likely boost implementation and follow-up.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 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 4: Root Causes: 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 4 Areas: Demographics

Problem Statement 5: Test data indicate that our students are not achieving at or above grade level.

Root Cause 5: Root Causes: Tier 1, Tier 2, & Tier 3 instruction is not consistently supporting the needs of the learners, testing too much losing much instructional time, behavioral challenges and absent effect learning, Social Emotional well being effect learning, lack of strategies implemented in Tier 1 instruction for English Language Learners.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teachers do not feel staff and parents work together for the betterment of the student.

Root Cause 6: Lack of communication, lack of structured parent-teacher conference times, school events being centered around things such as performances rather than conferences for individual students.

Problem Statement 6 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Guiding Objectives

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2026, 95% of Emergent Bilingual students will meet growth expectations as evidenced through their yearly progress indicator.

High Priority

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

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May of 2026, the percentage of Hispanic, Economically Disadvantaged, and Special Education students for Meets level on Math and Reading STAAR will increase by 10%.

High Priority

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

Strategy 1 Details	Reviews			
<p>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, Guiding Coalition Targeted Support Strategy</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. 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, Guiding Coalition</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2026, 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>Funding Sources: Title I Instructional Deans and Behavioral Staff - 211 Title I - 211-13-6119-00-046-30-000 - \$268,868</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>Funding Sources: Instructional Deans - 211 Title I - 211-11-6119-00-046-30-000</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>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2024-25 STAAR by May 2026.

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>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$843,000, Tutorials - 211 Title I - 211-11-6117-00-046-30-000 - \$31,802, Small Group Interventionist - 211 Title I - 211-11-6117-00-046-30-000 - \$34,550</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>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

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

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>Funding Sources: AVID Summer Institute - 211 Title I - 211-13-6411-00-046-30-000 - \$1,000</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>Funding Sources: Organizational tools for students - 211 Title I - 211-11-6399-00-046-30-000 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Polk scholars will engage in AVID summer bridge to increase their academic growth in achievement.</p> <p>Strategy's Expected Result/Impact: Growth and increased achievement in the subject of mathematics.</p> <p>Staff Responsible for Monitoring: Principal, Summer Bridge teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Summer Bridge Staff - 211 Title I - 211-11-6117-00-046-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May of 2026, 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 ongoing interventions targeted to student need through advisories throughout the year.</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>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: By September 2026, 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 2: 100% of safety alerts and discipline referrals will be processed timely to ensure a safe and secure learning environment for all by May 2026.

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. Strategy's Expected Result/Impact: Violence intervention support requests are supported and addressed in a timely fashion. 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. Strategy's Expected Result/Impact: Campus is in compliance with EOP, training, safety drill, and other legislative requirements. Staff Responsible for Monitoring: Admin team</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 3: By May of 2026, 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 - 211-11-6399-00-046-30-000 - \$3,200</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 2026, 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: Parent and Family Engagement: Books for parents - 211 Title I - 211-61-6329-00-046-30-000 - \$1,680, Parent and Family Engagement: Books for students - 211 Title I - 211-61-6329-00-046-30-000 - \$5,500</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 3: Optimize Community Engagement

Goal 2: By May 2026, 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			
<p>Strategy 1: Provide parent and family training on strategies to effectively support their child's education at home during PD days.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Polk leadership team</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 3: By May of 2026, 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			
Strategy 1: Teachers will participate in Spanish courses to learn the language and better communicate with families.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Goal 1: 100% of Polk staff will implement the campus discipline plan by October 2025, to support strong relationships (student/student, student/staff, parent/staff) and the use of positive reinforcements 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. Strategy's Expected Result/Impact: Decrease in referrals, decrease out of learning placements, and PBIS Data Staff Responsible for Monitoring: Admin & Restorative Team</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. Strategy's Expected Result/Impact: Increase in student capacity in strategies effective for high levels of achievement and character development. 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. Strategy's Expected Result/Impact: : Decrease in student/student conflicts and decrease out of learning placements 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. Strategy's Expected Result/Impact: Decrease in student/student conflicts and decrease out of learning placements 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>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: LiveSchool - 211 Title I - 211-11-6399-00-046-30-000 - \$8,000</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 2026, 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			
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	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 & Principal's Secretary	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2026, average daily attendance will increase to 95% 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 subpopulation. Strategy's Expected Result/Impact: Increase in student daily attendance Staff Responsible for Monitoring: Administration & Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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	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: Administration & Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2026, 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: Admin Team	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>				

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

1.1: Description of CNA Process

The CNA was conducted using multiple stakeholder inputs, including teachers, administrators, parents, and community members, via surveys and meetings. Data reviewed covered demographics, student achievement, school processes/programs, and perceptions. It was formally **revised and approved on August 8, 2024**. The focus was on improving instructional alignment, closing achievement gaps, and increasing student belonging and academic growth.

1.2: Location for Evidence of Multiple Meetings Held

Meetings involved the Campus Improvement Committee (CIC), campus leadership team, PLCs, and parent engagement events. Stakeholder participation is documented in the CNA, goal strategies, and Title I sections.

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

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

The CIP was developed following the CNA approval on **August 8, 2024**, with quarterly monitoring and an annual summative review in May 2025.

2.2: Stakeholders 1114(b)(2)

Stakeholders include teachers, parents, students, and community members, documented through participation in the CIC and school events. Input was gathered via surveys and stakeholder meetings.

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

The CIP is posted on the district website, which has translation capabilities. Printed materials and meeting presentations are available in English and Spanish. Meetings are conducted in both languages.

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

Polk Middle School's plan integrates services across Title I, State Compensatory Education, SPED, EB, MTSS, and SEL. Alignment is maintained via PLCs, SNAP, and guiding coalition processes.

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

Included components:

- Academic interventions and progress monitoring (MAP, STAAR, Lexia, tutoring)
- Extended learning time (WIN Time, Summer Bridge, after-school programs)
- Focus on SPED, EB, and at-risk students (Goal 1 Strategies 1–6)
- SEL supports: Restorative practices, PBIS, character education (Goal 4)
- Family engagement and outreach (Goal 3; Title I p. 41)
- Professional development (PLC, AVID, Seidlitz, instructional coaching)

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is monitored and revised quarterly by the CIC and Leadership Team. Evaluation data includes STAAR, MAP, TELPAS, attendance, discipline, and survey results. These inform adjustments to strategies.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anthony McPherson	Title I Behavior Assistant	Title I	1
LaToya Dawson	Title I Math Specialist	Title i	.5
Shannon Heard	Title I Instructional Dean	Title I	1
VACANT	Title I Instructional Dean	Title I	1

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplemental intervention and resources to support at-risk students		\$843,000.00
Sub-Total					\$843,000.00
Budgeted Fund Source Amount					\$843,000.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	3	1	Title I Instructional Deans and Behavioral Staff	211-13-6119-00-046-30-000	\$268,868.00
1	3	2	Instructional Deans	211-11-6119-00-046-30-000	\$0.00
1	4	1	Tutorials	211-11-6117-00-046-30-000	\$31,802.00
1	4	1	Small Group Interventionist	211-11-6117-00-046-30-000	\$34,550.00
1	5	1	AVID Summer Institute	211-13-6411-00-046-30-000	\$1,000.00
1	5	2	Organizational tools for students	211-11-6399-00-046-30-000	\$4,500.00
1	5	3	Summer Bridge Staff	211-11-6117-00-046-30-000	\$0.00
2	3	1	SmartPass Software	211-11-6399-00-046-30-000	\$3,200.00
3	1	2	Parent and Family Engagement: Books for students	211-61-6329-00-046-30-000	\$5,500.00
3	1	2	Parent and Family Engagement: Books for parents	211-61-6329-00-046-30-000	\$1,680.00
4	1	5	LiveSchool	211-11-6399-00-046-30-000	\$8,000.00
Sub-Total					\$359,100.00
Budgeted Fund Source Amount					\$359,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,202,100.00
Grand Total Spent					\$1,202,100.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

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

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