Carrollton-Farmers Branch Independent School District

Perry Middle School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

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Revised/Approved: July 14, 2025

Demographics

Demographics Summary

DeWitt Perry Middle School is situated in a neighborhood in Carrollton, Texas, and is part of the Carrollton Farmers Branch Independent School District. The rich history of this school can be traced to the earliest days of the Carrollton school district. A two-story, red-brick building, which was the first school officially constructed by the district, was built on this site in 1915. In 1936, a new building, known as Carrollton High School, was constructed at the same location, and it remains the nucleus of the school today. The school became DeWitt Perry Junior High in 1962 when the new R.L.Turner High School opened. DeWitt Perry is named for DeWitt Clinton Perry, son of A.W. and Sarah Perry, who donated his portion of his father's estate to the school district in 1915. A. W. Perry settled the land on which the school now sits in the early 1800s. The school's gymnasium is named in memory of his sister, Harriet Perry Warner. We are title one campus rich with culture and tradition and are often referred to as the 'Historic DeWitt Perry Middle School' - something we are very proud of! Most students who attend Perry Middle School live within walking distance of the school or are driven to school by a parent or guardian, with the attendance zone consisting of mostly single-family housing and apartment complexes close to the school. Students are involved in a variety of extracurricular activities and academic programming. The campus is home to several unique programs including LEAP (Leading Exceptional Academic Producers), two-way dual language, Robotics, and several CTE courses. Additionally, Perry offers a full menu of traditional fine arts and athletic programs along with many extracurricular clubs that students can get involved with. Our most recent achievement is becoming an AVID National Demonstration Campus (there are only 213 in the nation).

Perry's student enrollment was 825 for the 2024-2025 school year:

- 290 6th graders
- 266 7th graders
- 269 8th graders

Student demographics:

- 7.27% White
- 4.24% African American
- 77.70% Hispanic
- 9.94% Asian

Additionally, the campus serves 72.48% economically disadvantaged students, 16.61% special education students, 47.39% Emergent Bilingual students, and 65.09% at-risk students. The overall attendance rate was 95.8%

The staff includes 64 teachers, 13 paraprofessionals, and 3 administrators. The staff of Perry Middle School holds the status of highly qualified and retains highly qualified and effective paraprofessionals to assist our students in the classroom and their special education needs. We have Special Education classrooms in the areas of FSLC (Functional Skills Learning Classroom), Content Mastery, and Fundamentals Math & Reading. Perry also utilizes the leadership capacity of master teachers as Department Managers and Instructional Facilitators, who along with Administration, Instructional Deans, and Counselors make up the campus instructional leadership team. Department Managers oversee their specific department to ensure it is providing the highest quality of education and social-emotional development to our students. They assist in ensuring the teams follow the PLC (Professional Learning Community) process and use data to inform their instruction. Instructional facilitators also lead in the PLC process and data analysis while assisting with specific strategies to assist their colleagues in their professional growth. They lead professional development and serve as mentor teachers to new staff members while implementing the district

mentoring program. District-level specialists also assist in the academic growth of our building and assist with the development of our staff's professional practice. These expert instructors assist our teachers with enhancing their strategies and tactics in meeting the academic needs of our students in their subject areas. They model various research-based strategies and supply our teams with the things they need to be successful with their instruction.

Perry has established an RTI/MTSS program that focuses on implementing the proper interventions based on a student's academic or behavioral needs. We triangulate various data sources to make sure we develop a plan to assist students with their growth. We also evaluate our intervention programs to observe if they are meeting the need. Also, our co-teachers and paraprofessionals work with their colleagues/partner teachers to ensure students are assisted with their academic growth. These co-teachers and paraprofessionals attend PLCs and give feedback, participating fully in the PLC process when necessary. Finally, we are very proud of the Dyslexia Intervention program we have established on our campus. We have a dedicated teacher who serves as our Dyslexia Interventionist and facilitates groups based on kit level to properly meet the needs of Dyslexic students.

Demographics Strengths

DeWitt Perry Middle School is proud of the many strengths that contribute to our supportive, inclusive, and achievement-driven campus culture. These include:

1. **Consistent Attendance:** Despite a decline in enrollment, our attendance rates have remained above 90% for the past three years, demonstrating student commitment and campus stability.

2. **Diverse Student Population:** Our school reflects a rich diversity of cultures, ethnicities, and backgrounds, providing students with daily opportunities to learn from one another and grow in cultural awareness and empathy.

3. **Strong School-Home Partnerships:** Teachers and campus leaders actively foster meaningful relationships with families, prioritizing open communication and collaboration to support student success.

4. **Family Engagement and Trust:** Parents are offered multiple opportunities to participate in campus life through events such as parent conferences, Meet the Teacher Night, and Open House. We emphasize respect and community, and in return, our families place a high level of trust in our educators and consistently support school initiatives.

5. **Student Connection and Belonging:** A growing number of students are involved in campus clubs, athletics, and extracurricular programs, which has contributed to an increased sense of connection and school pride.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The new teacher onboarding/mentoring program has not fulfilled the needs of staff to truly help them acclimate and have a successful year.
Root Cause: The teacher mentoring program needs structure and accountability.

Problem Statement 2 (Prioritized): Overall enrollment has decreased over the past five years.
Root Cause: Misrepresentations of the campus. We dealt with substance-related issues that created a negative reputation for our campus and deterred families from enrolling.

Problem Statement 3: Teachers lack awareness on the impact a student can have on school ratings, as students often fall into multiple subpopulations.
Root Cause: The campus needs to provide specific training and allow work time for teachers to identify students that fall into various subpopulations. We also need to have a common tracker with accountability and follow through. built in.

Problem Statement 4 (Prioritized): SPED students are underperforming in all subjects across all grade levels.
Root Cause: The campus needs to continue working towards an inclusionary model where students have more access to on-level curriculum with supports and accommodations as needed. Our Co-Teach model needs to strengthen.

Student Learning

Student Learning Summary

During the 2024–2025 school year, the Campus Improvement Committee (CIC) reviewed multiple sources of student achievement data to guide the development of the Campus Improvement Plan. The committee analyzed MAP growth data as well as STAAR and TELPAS results.

In addition to overall performance, the committee examined disparities between student groups. Data was disaggregated when available to better understand the needs of subpopulations, including gifted/talented students, English language learners, at-risk students, students receiving special education services, and ethnicity.

The key findings summarized below reflect the most notable trends and areas of need identified through the data review process. This data provides a comprehensive view of student learning and campus performance and directly informed the development of Perry's priority plan for the 2025–2026 school year. The summary below represents the current state of Perry and serves as the foundation for the work ahead.

Overview of STAAR scores (Combined grade levels)

	Mathematics							Reading/ELA				
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level
Perry Middle School	778	27	2179	56.88%	73.52%	50.77%	25.84%	779	0	1683	0%	73.68%
At Risk	527	22	1902	46.11%	61.48%	32.45%	8.54%	527	0	1592	0%	61.29%
Economic Disadvantage	595	24	1988	51.08%	68.74%	42.02%	15.29%	595	0	1632	0%	67.90%
Asian	71	49	3683	93.86%	100%	100%	94.37%	72	0	1991	0%	100%
Black/African American	28	28	1863	59.37%	82.14%	60.71%	21.43%	28	0	1717	0%	89.29%
Hispanic	615	24	1994	50.96%	68.46%	41.95%	15.12%	615	0	1631	0%	67.97%
Native Hawaiian/Pacific Islander	1	24	1847	50%	100%	0%	0%	1	0	1824	0%	100%
Two or More Races	7	41	2922	80.51%	85.71%	85.71%	85.71%	7	0	1922	0%	100%
White	56	35	2370	70.94%	89.29%	76.79%	51.79%	56	0	1807	0%	91.07%
Gifted Talented	195	43	3043	84.60%	100%	95.90%	76.92%	196	0	1907	0%	99.49%
Currently Emergent Bilingual	375	21	1839	44.14%	56.80%	29.33%	6.93%	375	0	1568	0%	53.33%
Special Ed Indicator	120	18	1738	39.49%	44.17%	20%	5%	121	0	1538	0%	43.80%

	Science							Social Studies				
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total Students	Raw Score	Scale Score	Percent Score	Approach Grade Le
Perry Middle School	258	25	4102	55.23%	72.09%	46.51%	22.87%	242	21	3595	43.45%	43.80%
At Risk	187	21	3734	45.62%	61.50%	27.27%	5.88%	187	18	3368	35.97%	27.81%
Economic Disadvantage	202	23	3850	49.16%	65.84%	35.15%	11.39%	202	20	3479	39.92%	37.62%
Asian	31	40	5561	87.73%	100%	96.77%	87.10%	11	38	4725	77.18%	90.91%
Black/African American	11	21	3698	44.86%	63.64%	36.36%	9.09%	11	18	3392	36.55%	27.27%
Hispanic	200	22	3836	48.87%	66%	35.50%	10%	201	19	3465	39.42%	36.82%
Native Hawaiian/Pacific Islander	1	33	4490	71.74%	100%	100%	0%	1	35	4322	71.43%	100%
Two or More Races	2	41	5604	89.13%	100%	100%	100%	1	30	4000	61.22%	100%
White	13	36	4810	77.93%	100%	92.31%	69.23%	17	35	4457	71.07%	100%
Gifted Talented	62	38	5175	82.12%	100%	95.16%	75.81%	46	34	4376	68.46%	93.48%
Currently Emergent Bilingual	122	19	3618	41.79%	52.46%	18.85%	3.28%	122	16	3292	33.36%	22.13%
Special Ed Indicator	38	19	3596	40.90%	44.74%	21.05%	7.89%	39	19	3448	38.67%	28.21%

Math STAAR scores (by grade level and with subpopulation data)

	May 2025 STAAR Mathematics, Grade 6						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Perry Middle School	238	21	1690	48.25%	66.81%	31.51%	11.34%
Economic Disadvantage	193	20	1679	46.42%	63.73%	27.46%	9.33%
Asian	6	34	1924	79.84%	100%	100%	66.67%
Black/African American	6	27	1779	62.40%	100%	66.67%	16.67%
Hispanic	210	20	1680	46.77%	64.29%	28.10%	9.05%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-
White	16	22	1704	50.58%	75%	37.50%	18.75%
Currently Emergent Bilingual	128	17	1627	39.53%	50%	12.50%	3.12%
Special Ed Indicator	49	14	1589	33.51%	36.73%	2.04%	2.04%

May 2025 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Perry Middle School	140	18	1703	39.84%	40.71%	13.57%	0.71%
Economic Disadvantage	129	18	1703	39.99%	41.86%	13.95%	0.78%
Asian	-	-	-	-	-	-	-
Black/African American	6	24	1774	51.45%	83.33%	33.33%	0%
Hispanic	130	18	1700	39.41%	39.23%	12.31%	0.77%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Two or More Races	1	12	1619	26.09%	0%	0%	0%
White	3	18	1704	39.86%	33.33%	33.33%	0%
Currently Emergent Bilingual	99	17	1691	37.90%	33.33%	11.11%	0%
Special Ed Indicator	29	17	1682	36.51%	27.59%	10.34%	0%

May 2025 STAAR Mathematics, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Perry Middle School	308	31	1977	65.57%	87.01%	73.38%	37.01%
Economic Disadvantage	224	28	1908	58.54%	83.04%	64.73%	22.77%
Asian	37	45	2288	93.41%	100%	100%	94.59%
Black/African American	16	29	1928	61.20%	75%	68.75%	31.25%
Hispanic	221	28	1908	58.66%	83.71%	66.06%	23.08%
Native Hawaiian/Pacific Islander	1	24	1847	50%	100%	0%	0%
Two or More Races	4	44	2188	91.15%	100%	100%	100%
White	29	39	2111	82.11%	100%	96.55%	65.52%
Currently Emergent Bilingual	131	25	1855	51.15%	76.34%	54.20%	11.45%
Special Ed Indicator	40	23	1833	47.66%	62.50%	45%	12.50%

Reading STAAR scores (by grade level and with subpopulation data)

May 2025 STAAR Reading Language Arts, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)

Perry Middle School	282	0	1684	0%	75.89%	56.74%	37.23%
Economic Disadvantage	197	0	1625	0%	69.04%	46.70%	22.84%
Asian	34	0	1969	0%	100%	100%	100%
Black/African American	8	0	1870	0%	100%	87.50%	75%
Hispanic	212	0	1619	0%	69.81%	46.23%	22.64%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Two or More Races	4	0	1950	0%	100%	100%	100%
White	24	0	1755	0%	83.33%	70.83%	54.17%
Currently Emergent Bilingual	128	0	1550	0%	56.25%	25.78%	8.59%
Special Ed Indicator	50	0	1507	0%	36%	14%	4%

	May 2025 STAAR Reading Language Arts, Grade 7						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Perry Middle School	254	0	1681	0%	71.65%	50.39%	28.35%
Economic Disadvantage	196	0	1623	0%	65.82%	40.82%	15.82%
Asian	26	0	2050	0%	100%	100%	100%
Black/African American	9	0	1674	0%	88.89%	44.44%	22.22%
Hispanic	202	0	1624	0%	65.35%	41.58%	15.84%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-
Two or More Races	2	0	1926	0%	100%	100%	100%
White	15	0	1791	0%	93.33%	80%	66.67%
Currently Emergent Bilingual	125	0	1562	0%	48.80%	24%	5.60%
Special Ed Indicator	32	0	1554	0%	40.62%	6.25%	6.25%

	May 2025 STAAR Reading Language Arts, Grade 8						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Perry Middle School	243	0	1682	0%	73.25%	48.15%	24.28%
Economic Disadvantage	202	0	1649	0%	68.81%	41.09%	17.82%
Asian	12	0	1925	0%	100%	91.67%	83.33%
Black/African American	11	0	1642	0%	81.82%	18.18%	9.09%
Hispanic	201	0	1650	0%	68.66%	43.28%	17.41%
Native Hawaiian/Pacific Islander	1	0	1824	0%	100%	100%	100%
Two or More Races	1	0	1803	0%	100%	100%	100%

White	17	0	1895	0%	100%	88.24%	64.71%
Currently Emergent Bilingual	122	0	1593	0%	54.92%	25.41%	5.74%
Special Ed Indicator	39	0	1565	0%	56.41%	17.95%	7.69%

Significant achievement gaps based on subpopulations listed below

1. Emergent Bilingual (EB) students are performing significantly below their peers across all content areas. In Grade 8 Social Studies, only 22.13% of EB students scored at Approaches compared to 100% of Asian and White students. Gaps are also evident in Reading, where EB students consistently lag 30–60 percentage points behind in Meets and Masters.
2. Economically Disadvantaged students demonstrate lower performance in all tested areas, with the most critical gap in Grade 8 Social Studies—only 37.62% reached Approaches and 5.94% achieved Masters compared to 71% and 47% of White students, respectively.
3. Students receiving Special Education services are the lowest-performing group in Reading. For example, only 36% of Special Education students reached Approaches in Grade 6 Reading, and just 6.25% reached Masters in Grade 7.
4. Asian and White students consistently outperform other groups in all content areas, with many achieving 100% Meets and Masters, highlighting the need to address equity gaps, particularly for Hispanic, EB, and Special Education students.

Student Learning Strengths

Perry Middle School is home to a dedicated staff and a resilient, hardworking student body. We are proud to celebrate several notable student achievement strengths, including:

- Asian and White students are consistently high-performing across all grade levels and tested subjects. In multiple areas, including Grade 8 Science and Reading, these groups achieved 100% Approaches and Meets, with Masters performance reaching as high as 83–100%.
- Grade 8 Science showed strong overall performance, with 72.09% of students reaching Approaches, 46.51% Meets, and 22.87% Masters—the highest performance across all tested subjects campus-wide.
- Grade 6 Reading demonstrated solid student achievement, with 75.89% Approaches, 56.74% Meets, and 37.23% Masters, indicating a strong foundation in literacy for incoming middle school students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.
Root Cause: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 2: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move students toward meeting learning goals.
Root Cause: Lack of knowledge and experience using Data Driven Instruction Protocols. Data collection isn't always timely or connected to essential learning standards.

Problem Statement 3: The implementation of professional development and data analysis procedures has not led to consistent positive trends in student data over time.
Root Cause: Teachers need further training in the use of data to inform and execute instructional next steps for individual students in order to positively impact learning and see

success. Data analysis, reflection, planning, and professional development need to be integrated and not viewed as separate processes.

School Processes & Programs

School Processes & Programs Summary

The Perry culture is strong and family-oriented! We work hard and support each other through all endeavors. Perry strives to attain high achievement for all students and this begins with strong teams in instruction, campus procedures, and programs. Our goal is to to know our students by name and need and implement effective instructional practices that align with this. The campus Instructional leadership team consists of administration, instructional facilitators, department managers, and other teacher leaders. Together we create, plan, and facilitate a professional learning calendar and schedule that is anchored in data and learning.

New teachers are provided support from their departments and a campus mentor. The campus mentor is someone from outside of their department. This is done intentionally to encourage new teachers to connect to the Perry staff and culture. We have found a need to strengthen our new hire onboarding. Many staff members are not aware of school/district policies and procedures due to the lack of information, professional development, and focus on the needs of staff during this difficult school year and new normal.

For the 2025–2026 school year, we will continue to refine and strengthen our Professional Learning Community (PLC) structure, keeping individual student needs at the center of all planning. Perry will prioritize deeper implementation of RTI/MTSS interventions, with an intentional focus on accurate identification, targeted support, and consistent follow-up. While we've taken initial steps in this area, this year we are committed to implementing the full program with fidelity to better meet the needs of all learners.

We will also continue working to ensure that campus policies, procedures, and student expectations are clearly defined and consistently upheld. Due to staffing and budgetary adjustments, some content areas and grade levels no longer have a dedicated PLC period. As a result, our PLC model will look different this year. Whole-staff professional development will primarily take place during after-school faculty meetings, while teams with like-course planning time will continue to engage in collaborative planning and data-driven conversations during the school day. We will maintain our commitment to peer learning through monthly "Wednesday Walks," where core teachers will participate in classroom observations with their teams to promote shared learning and build instructional capacity. In addition, we will deepen our integration of AVID strategies across all classrooms as we proudly embrace our new status as a nationally recognized AVID Demonstration School!

Various student clubs and organizations: Many of the activities offered by clubs help students to extend and elaborate on the more formal knowledge learned in school. Club membership provides an opportunity to participate in new roles. The leadership roles that are available in clubs provide a valuable experience that is not generally available to young people. Adults and peers at these organizations can serve as models and as sources of social support, friendship, and caring. Clubs and student organizations found at Perry include (this is not an exhaustive list):

- Student Council
- National Junior Honor Society
- Craft Club
- Perry Growers
- Cubing Club
- Newspaper/Yearbook
- Model UN
- Origami Club
- Uno Club
- Culture Club
- Green Team
- Dance Club
- Public Forum Debate Club
- Robotics Club
- Math Counts
- Crochet Club

- Dungeons & Dragons Club
- Video Game Club
- Cooking Club
- Green Team
- World Geography Bee
- Kindness Club
- Soaring Soles Running Club

School Processes & Programs Strengths

Perry Middle School has identified the following strengths:

1. The campus has implemented a PLC process and strengthened expectations surrounding these practices.

2. Perry PLC teams work effectively and efficiently in reviewing data and making instructional decisions based on the data.

3. Teachers have a dedication to ensuring the success of students and a strong urgency to implement the best instructional practices in every classroom and for all students.

4. Teachers are highly qualified and highly motivated. Many strive to continue to advance their careers and attend professional development to sharpen their skills.

5. The AVID program is strong and we implement strategies and good practices campus wide.

6. Teacher leaders are engaged through various committees and leadership roles.

7. Our Instructional Dean leads regular data dives to review individual teacher data, facilitate collaboration, find trends and guide the group to needed instructional moves/changes.

Perceptions

Perceptions Summary

DeWitt Perry is an established family-oriented, comprehensive middle school with a diverse student population. We maintain high expectations for student work and rigor while prioritizing real-life experience and learning. We truly will do whatever it takes to help a child succeed. With that, we are very competitive and strive to celebrate as often as possible.

Motto
High Expectations for ALL

CFB 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.

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

DeWitt Perry Mission Statement

Our DWP family is a community where high standards and expectations are achieved through the intentional support of all students.

Perry Middle School prioritizes creating a family and community-friendly school environment. Our goal is to not only acquire support from our community but to connect to our community so that we can also give back. Our PTA has gone from being all staff to mostly parents for the upcoming school year. Perry was recognized with various PTA awards in the 24-25 school year--something we are very proud of.

We communicate with family and the community through a weekly newsletter called News from the Nest. It is sent through ParentSquare and shared on our Facebook and Twitter pages. It goes out in English and Spanish. We also have a strong social media presence on Facebook, Twitter, and Instagram where we not only disseminate information but also share the great things happening at Perry.

Perceptions Strengths

The restorative practices program established fall of 2020 gave us another tool to address students' behaviors and re-establish student expectations as can be evidenced in the decrease in violations of the student code of conduct.

Our open-door policy allows parents and the community to know that we are always here to listen to their ideas and feedback about perceived issues at school. This information allows the Perry staff to make adjustments when necessary to meet the needs of all partnerships including the community, parents, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students, staff, and families lack awareness of the varied cultures represented at Perry.
Root Cause: Limited cultural-related events, lack of campus focus on cultural awareness, limited availability from families.

Problem Statement 2: Parents struggle with understanding how to best support their student with academic and social skills.
Root Cause: Varied cultures, upbringing, belief systems, education levels.

Problem Statement 3: There is a need for additional parent involvement and leadership with PTA .
Root Cause: While our parents are supportive of our school and are proud of the education students receive, there is a hesitation by many to join PTA and/or serve on the board.

Priority Problem Statements

Problem Statement 1: Overall enrollment has decreased over the past five years.

Root Cause 1: Misrepresentations of the campus. We dealt with substance-related issues that created a negative reputation for our campus and deterred families from enrolling.

Problem Statement 1 Areas: Demographics

Problem Statement 2: High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.

Root Cause 2: Teacher retention and the number of new teachers has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SPED students are underperforming in all subjects across all grade levels.

Root Cause 3: The campus needs to continue working towards an inclusionary model where students have more access to on-level curriculum with supports and accommodations as needed. Our Co-Teach model needs to strengthen.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By June 2026, the percentage of students at the All Subjects level will increase a minimum of 5% at the Meets level on STAAR.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Align with district protocols to train teachers on tracking mastery of standards, learning targets, alignment to TEKS, and data analysis utilizing the district's standards based tracking tools, such as: Mastery Tracker, Eduphoria Multi-test, Branching Minds, and Progress Learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will increase their knowledge and use of data for improving student achievement by improving core instruction, differentiating lessons, aligning interventions to student need. Students will increase achievement on STAAR/EOC state assessments by 5%. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans				
Strategy 2 Details	**Reviews**			
Strategy 2: Provide training on MTSS/RTI to reinforce small group instruction and differentiation in reading and math classrooms	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student gaps are filled and growth for all students is increased as indicated by MAP Growth and STAAR/EOC **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans Instructional Facilitators Department Managers **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Fund and maintain two Title I Instructional Deans to provide targeted academic and behavioral intervention support for all subpopulations identified as at risk.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Specific plans for targeted growth Intentional supports for ALL students **Staff Responsible for Monitoring:** Title One Instructional Deans Principal **Funding Sources:** Title One Instructional Deans - Salaries - 211 Title I - 211-13-6119-00-042-30-000 - $192,174				

Strategy 4 Details	Reviews			
Strategy 4: Implement targeted, data-driven small group intervention in core subjects (Reading, Math, Science, and Social Studies) through the strategic use of interventionists to support Tier 2 and Tier 3 students. Interventionists will work during the instructional day and/or designated intervention blocks to provide high-impact instruction in small groups, based on ongoing assessment data.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the percentage of students meeting grade-level expectations in core content areas. Reduce the number of students requiring Tier 3 support by providing timely Tier 2 intervention. Improve student confidence and engagement through individualized support. **Staff Responsible for Monitoring:** Principal Title One Instructional Deans Secretary for budget **Funding Sources:** Targeted Small Group Instruction to Accelerate Academic Growth - 211 Title I - 211-11-6117-00-042-30-000 - $15,466				

No Progress   Accomplished   Continue/Modify   Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

Evaluation Data Sources: Incorporate research-based instructional strategies into all content areas through cross-curricular connections

Strategy 1 Details	Reviews			
Strategy 1: Implement sheltered instructional strategies in content areas to increase TELPAS yearly progress percentage by 5%.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By monitoring and evaluating sheltered instructional strategies in classrooms, teachers will be able to support students in increasing their understanding of meta-linguistic awareness and be able to achieve high levels in assessments resulting in an increase of TELPAS yearly progress percentage by 5%. MAP Growth EOY measurement: TELPAS, STAAR **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans LPAC Coordinator **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental intervention for at-risk students including, Core-Subject Group Instruction, Emergent Bilingual, and AVID - 199-SCE State Comp Ed (SCE) - $864,000				
⚪ No Progress　　🟢 Accomplished　　➡️ Continue/Modify　　❌ Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By June 2026, the percentage of 8th grade students that Meet on Social Studies STAAR will increase from 28% to 33%.

    Evaluation Data Sources: STAAR
Social Studies BOY/EOY Assessments
District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Skill-based progress monitoring and data-driven interventions; Incorporate research-based instructional strategies into all content areas through cross-curricular connections	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans Instructional Facilitators Department Managers	**Oct**	**Jan**	**Mar**	**June**
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By June 2026, the percentage of 8th grade students that Meet on Science STAAR will increase from 49% to 54%.

Evaluation Data Sources: STAAR
District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Skill-based progress monitoring and data-driven interventions.	**Formative**			**Summative**
Incorporate research-based instructional strategies into all content areas through cross-curricular connections	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans Instructional Facilitators Department Managers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Perry will increase the percentage of students from 49% to 54% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

Strategy 1 Details	Reviews			
Strategy 1: Skill-based progress monitoring and data-driven interventions.	**Formative**			**Summative**
Incorporate research-based instructional strategies into all content areas through cross-curricular connections	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans Instructional Facilitators Department Managers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Perry will increase the percentage of students from 47% to 52% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

Strategy 1 Details	Reviews			
Strategy 1: Skill-based progress monitoring and data-driven interventions; Incorporate research-based instructional strategies into all content areas through cross-curricular connections	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Deans Instructional Facilitators Department Managers **TEA Priorities:** Build a foundation of reading and math				
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

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

Goal 1: By May 2026, 100% of CFBISD required safety and security drills will be conducted and monitored for effectiveness and next steps.

Evaluation Data Sources: Campus Administrator Safety & Security Checklist
Completion of all training
Completion of all drills

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Hold quarterly Safety & Security meetings with Administration, Safety committee, and campus Security Specialist.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The campus will be fully prepared to address safety and security concerns that may arise. **Staff Responsible for Monitoring:** Administration Security Specialist **ESF Levers:** Lever 3: Positive School Culture				
⬤ No Progress　⬤ Accomplished　➡ Continue/Modify　✖ Discontinue				

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

Goal 2: By September 2025, 100% of staff will be trained on district and campus safety protocols and procedures in order for DeWitt Perry to maintain a safe and secure facility.

    Evaluation Data Sources: Attendance of training

Strategy 1 Details	Reviews			
Strategy 1: Security Specialist will walk the campus daily to ensure a safe and secure environment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus is safe and secure to allow for a safe learning and work environment for all stakeholders. **Staff Responsible for Monitoring:** Administration Security Specialist	**Oct**	**Jan**	**Mar**	**June**

    ◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026, Perry Middle School will add at least 3 community partnerships.

Evaluation Data Sources: District community partner database
Social Media Appreciation posts

Strategy 1 Details			Reviews		
Strategy 1: Foster positive relationships with community partners that can contribute in a positive manner to the campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Expanding community partnerships will increase our capacity to support the diverse needs of students and families through enhanced resources and opportunities. **Staff Responsible for Monitoring:** Principal		**Oct**	**Jan**	**Mar**	**June**

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025 DWP will host 3-5 family events to encourage a sense of community and emphasize the importance of a partnership between home and school.

Evaluation Data Sources: Parent Sign-in Sheets
Social Media posts

Strategy 1 Details	Reviews			
Strategy 1: Create a campus committee to lead the planning and facilitating of the family events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2026, DWP will invest in intervention materials designed for joint use by parents and students to support learning at home and strengthen family engagement in academic success.

Evaluation Data Sources: Event Attendance
Circulation of materials, if applicable

Strategy 1 Details	Reviews			
Strategy 1: Purchase materials that meet the needs aligned in the goal statement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement in at-home learning will lead to improved student achievement, greater confidence in academic skills, and stronger family-school partnerships.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Secretary Librarian **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent & Family Engagement - 211 Title I - 211-61-6399-00-042-30-000 - $1,860				
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

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

Goal 1: By May 2026, Perry MS will ensure that programming for social-emotional development and support of students are implemented throughout the school year.

Evaluation Data Sources: Counselor Newsletters
Guidance Lessons
Assemblies
Advisory Lessons and Schedule
Counselor Trainings for staff
Safe Schools

Strategy 1 Details	Reviews			
Strategy 1: Perry Middle School, in collaboration with the district, will implement comprehensive social-emotional learning (SEL) and student support programming throughout the school year. Counseling staff will attend professional development conferences and apply their learning to enhance campus-based counseling groups, parent workshops, and staff trainings. In addition, staff will receive training on key topics related to student safety and well-being--including suicide prevention, sexual and physical abuse, emotional abuse, dating violence, and substance abuse--to strengthen early identification and intervention efforts.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive instruction on healthy coping skills, including drug refusal. Teachers will have the knowledge to identify students in crisis and adequately report and respond. Updated learning on social emotional trends and behaviors and parent/family engagement opportunities. Counselor Newsletters Guidance Lessons Assemblies Advisory Lessons and Schedule Counselor Trainings for staff **Staff Responsible for Monitoring:** District Counseling Department Counselors Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Professional Development/Conferences - 211 Title I - 211-13-6411-00-042-30-000 - $2,000				

○ No Progress　　◯ Accomplished　　→ Continue/Modify　　✕ Discontinue

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

Goal 2: By May 2026, Perry will enforce our campus-wide behavior plan (SOAR) and continue to implement Restorative Practices to improve student behavior.

Evaluation Data Sources: Discipline Data
Student and Staff Survey Results

Strategy 1 Details	Reviews			
Strategy 1: In depth explanation of SOAR with new teachers and review with all staff during July/August in-service. Staff will implement campus wide plans and support for discipline management consistently.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce the number of student disciplinary placements through proactive support and early intervention. **Staff Responsible for Monitoring:** All Staff Administration to maintain accountability				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Goal 3: By October 2025, Perry MS will increase the number of enrolled students by 2%, and ADA to increase funding to optimize all available resources, as measured by snapshot day (in comparison to 24-25 enrollment).

Evaluation Data Sources: PEIMS Reports

Strategy 1 Details	Reviews			
Strategy 1: Sustain positive public relations initiatives to restore community confidence and highlight the campus's ongoing growth and success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment increase **Staff Responsible for Monitoring:** PEIMS Specialist Principal	**Oct**	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2026, Perry Middle School will ensure that 100% of its financial and personnel resources are optimized and focused on meeting the needs of all students and staff.

Evaluation Data Sources: Campus Budget
Title 1 Budget and Resources
Weekly meeting agendas with campus secretary
Teams report

Strategy 1 Details	Reviews			
Strategy 1: Ensure all financial resources are appropriately allocated and used based on the needs of the students, families, and staff.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Resources will be tailored to students, family, and staff by specific need and all financial resources will be adequately used to support student academic and socio-emotional growth, as well as teacher professional growth. **Staff Responsible for Monitoring:** Principal Principal's Secretary				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

State Compensatory

Budget for Perry Middle School

Total SCE Funds: $864,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

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

1.1: Description of CNA Process

The CNA at Perry Middle School was conducted using data from STAAR, MAP, TELPAS, attendance, discipline, and feedback from staff, students, and parents via surveys (e.g., Upbeat). The CNA was revised and approved on **May 21, 2025,** and focused on identifying strengths and needs across student groups, instructional practices, and professional development.

1.2: Location for Evidence of Multiple Meetings Held

Documentation of stakeholder involvement is reflected in the CNA section and decision-making process. Data was collected through CIC meetings, PLCs, instructional team meetings, and stakeholder surveys, all noted throughout the CNA and goal 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 after CNA approval on **May 21, 2025,** and revised and approved by the CIC on **August 7, 2025**. Ongoing formative reviews occur quarterly; summative review is conducted in May.

2.2: Stakeholders 1114(b)(2)

The plan was developed with stakeholder input, including teachers, parents, administrators, and community partners. CIC rosters and feedback tools were used to gather input.

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

The CIP is posted on the district and campus websites and shared through newsletters and social media (in English and Spanish). Weekly updates are sent through ParentSquare and Facebook.

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

The plan coordinates services from Title I, State Comp Ed, SPED, EB, MTSS, and AVID. Supports are aligned through RTI, co-teaching, small-group interventions, and PLC structures.

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

The CIP includes:

- Academic supports: Progress Learning, PLC data review, Tier 1–3 interventions

- Extended learning: tutoring, WIN time, core enrichment opportunities

- SEL and behavioral support via restorative practices and the SOAR program

- Supports for EB, SPED, At-Risk, and GT students

- Professional development: data-driven instruction, Seidlitz training, PLCs

- Family engagement: weekly bilingual newsletters, social media outreach, increased PTA involvement

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is reviewed quarterly and evaluated annually. Effectiveness is measured using STAAR, MAP, TELPAS, discipline, attendance, and teacher feedback. Documentation is included in the Title I evaluation and plan revision section.

Title I Personnel

Name	Position	Program	FTE
Christina Carr	Title I Instructional Dean	Title I	1
Jessie Frishman	Title I At-Risk Dean	Title I	1

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Supplemental intervention for at-risk students including, Core-Subject Group Instruction, Emergent Bilingual, and AVID		$864,000.00
				Sub-Total	$864,000.00
				Budgeted Fund Source Amount	$864,000.00
				+/- Difference	$0.00
211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Title One Instructional Deans - Salaries	211-13-6119-00-042-30-000	$192,174.00
1	1	4	Targeted Small Group Instruction to Accelerate Academic Growth	211-11-6117-00-042-30-000	$15,466.00
3	3	1	Parent & Family Engagement	211-61-6399-00-042-30-000	$1,860.00
4	1	1	Professional Development/Conferences	211-13-6411-00-042-30-000	$2,000.00
				Sub-Total	$211,500.00
				Budgeted Fund Source Amount	$211,500.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,075,500.00
				Grand Total Spent	$1,075,500.00
				+/- 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