Carrollton-Farmers Branch Independent School District

Polk Middle School

2026-2027 Targeted Improvement Plan

DRAFT

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

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I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 5, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

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Which, if any, program is this campus engaged with for the 26-27 school year?

Other

Please specify the other program:

LASO 3 Instructional Leadership

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Relay Graduate School of Education, Region 10

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

$59,000 and the source is LASO 3.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Allocation of talent (leadership, full time instructional coaches), funding (i.e. Title 1).

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Allocation of talent (leadership, full time instructional coaches), funding (i.e. Title 1).

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Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

235

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

235

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP Growth (Grades 6–8)	District	BOY/MOY/EOY	Establish baseline achievement and growth, identify students needing additional support, monitor progress toward growth goals, and inform instructional adjustments/interventions.
Interim		District	Bi-Monthly	Monitor mastery of taught RLA standards, identify gaps, and adjust upcoming instruction/intervention. Measure progress toward RLA standards and identify students/ standards requiring reteaching or additional support before the end of the semester. Monitor second-semester mastery and use data to adjust instruction and targeted intervention leading into STAAR preparation.

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Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	Semester	Assess mastery of math standards taught during the fall and identify standards requiring reteaching, intervention, or enrichment. Determine readiness and remaining instructional gaps prior to spring state testing; use results to target reteaching and intervention. Monitor Algebra 1 progress and identify content gaps requiring targeted instructional support.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Assessment results will be used as part of an ongoing data cycle to identify student strengths and gaps, adjust Tier 1 instruction, determine targeted intervention needs, monitor student growth, and evaluate the effectiveness of instructional responses. Campus leaders and teachers will review assessment data during PLCs, data meetings, and RTI/MTSS meetings to identify priority standards, students requiring additional support, and instructional adjustments.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

RTI during advisory periods
Tutoring

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are structured by content level, with teams meeting daily at a designated time alongside instructional deans and instructional specialists. Teams work to ensure regular collaboration focused on instruction and student learning.

How frequently will PLCs occur?

Daily

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Who will facilitate PLCs?

Instructional Deans

Who is required to attend PLCs?

Grade level content teachers, special education teachers and the instructional deans.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Staff participate in a continuous cycle of instructional improvement. During PLCs, teachers will use the district Lesson Internalization Protocol to unpack upcoming lessons, collaboratively plan, and practice delivery with feedback from peers and instructional leaders. Following lesson implementation, teams will analyze end of unit and formative assessment data to identify trends, address gaps, and plan reteach or enrichment. Through the lesson study process, teachers will further refine instruction by planning, observing, reflecting, and revising lessons based on student outcomes, ensuring consistent, data-driven, and high quality instruction across all classrooms.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Observation and Feedback Side by Side Coaching with Relay Coach: This interactive professional development session equips leaders with Relay GSE's practice-based Observation and Feedback coaching framework. Guided by an expert Relay consultant, participants will master actionable routines to accelerate teacher growth and elevate classroom instruction through precise, high-leverage feedback.	Relay GSE	Campus Principal, Principal Manager, DCSI, School Improvement Officer, Campus Leadership Team, Instructional Coaches

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training will be differentiated using teacher and leader performance data, observation and feedback trends, and student achievement data. Inexperienced or ineffective staff will receive more frequent Relay GSE observations, targeted coaching, modeling, and follow-up feedback.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The Relay GSE Observation and Feedback Tracker, classroom walkthroughs, and PLC artifacts will be used to evaluate implementation of the training. Campus and district leaders will monitor whether teachers and leaders are consistently applying the practices learned during professional development and coaching.

Look-fors may include: implementation of Relay GSE action steps; evidence that feedback from observations is applied during subsequent classroom visits; alignment between student data, identified instructional gaps, and planned instructional responses; use of student work and assessment data during PLCs; targeted reteaching, intervention, or enrichment based on identified needs; and evidence of student progress following instructional adjustments. Leaders will use observation and data-meeting evidence to determine additional coaching, modeling, or professional development needs.

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How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Monthly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive Safe & Civil Schools professional development to strengthen campus-level behavior systems and ensure consistent, proactive supports are in place for students, including students in special populations. In addition, staff will participate in frequent Relay GSE observation and feedback coaching to strengthen instructional practices and receive timely, actionable feedback based on identified needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will implement a consistent PLC process focused on identifying Essential Standards, internalizing upcoming lessons, analyzing student performance data, and planning instructional responses to address identified student needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Specialist, Campus Deans, Grade-Level Team Leads Teachers

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Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas and protocols demonstrate consistent use of the Data Dive process.
Essential Standards are identified and prioritized.
Week at a glance classroom planning demonstrates alignment between Essential Standards, instructional materials, and planned learning tasks.
PLC documentation reflects identified student needs and planned instructional responses.
Campus leadership monitors PLC implementation through walkthroughs and PLC observations.

Support Needed – What training, coaching, resources, or tools are required?

Data Dive Protocol training
Materials internalization and alignment support
Instructional Dean PLC facilitation
District support with data analysis

Milestone 2

Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will strengthen PLCs by consistently analyzing student work and assessment evidence to determine levels of mastery, identify misconceptions, and develop targeted instructional responses aligned to Essential Standards.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Specialist, Campus Deans, Grade-Level Team Leads, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC teams regularly bring student work or assessment evidence to meetings.
Student work is analyzed and categorized by level of mastery.
Teachers identify trends, misconceptions, and gaps in student understanding.
PLC teams document specific instructional adjustments based on student evidence.
Follow-up assessment data is reviewed to determine the effectiveness of instructional adjustments.

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Support Needed – What training, coaching, resources, or tools are required?

Student work analysis protocol
Campus Dean facilitation
Exemplars and assessment resources
Data analysis support
Professional development on responding to student misconceptions

Milestone 3

Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will establish a cycle for monitoring whether instructional adjustments identified during PLCs result in increased student mastery of Essential Standards. PLC teams will review assessments and adjust instruction as needed.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Specialist, Campus Deans, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC documentation shows a cycle of analyze, plan, implement, assess, adjust.
District End of Unit and MAP data are used to monitor progress.
PLC teams document adjustments when students have not demonstrated mastery.
Evidence of increased student mastery on identified standards.

Support Needed – What training, coaching, resources, or tools are required?

Data Dive Protocol
MAP/EOU data analysis support
Instructional Specials and Campus Dean support
District assessment resources

Milestone 4

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Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will implement a consistent observation and feedback cycle using Relay Observation & Feedback practices. Campus leaders will conduct regular content-focused walkthroughs, provide timely feedback, and identify specific action steps to strengthen classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, School Improvement Officer, Principal Manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly Observation & Feedback tracker is maintained.
Teachers receive timely, actionable feedback.
Feedback includes a clear action step connected to an identified instructional priority.
Campus leadership monitors completion and follow-up through the O/F tracker.

Support Needed – What training, coaching, resources, or tools are required?

Relay GSE Observation & Feedback training
Weekly School Improvement Officer support
O/F calibration
Principal leadership coaching

Milestone 5

Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will use teacher performance data to differentiate the frequency and intensity of observation, feedback, and coaching. Teachers requiring additional support will receive increased coaching and follow-up, while teachers demonstrating consistent implementation will receive feedback focused on refinement and continued growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

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Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Specialist, Campus Deans, DCSI, School Improvement Officer

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher performance tiers are established and regularly updated.
Observation frequency aligns with identified teacher needs.
O/F tracker demonstrates differentiated observation and feedback cycles.
Teachers receiving additional support have documented coaching/action steps.
Follow-up observations demonstrate progress toward identified action steps.

Support Needed – What training, coaching, resources, or tools are required?

Relay GSE coaching
Teacher tiering calibration
O/F calibration

Milestone 6

Description – What specific action or deliverable will be completed?

Campus and district instructional leaders will participate in ongoing coaching, implementation support, and side-by-side walkthroughs to strengthen their ability to identify instructional gaps, provide actionable feedback, and monitor implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, School Improvement Officer, Approved Provider/Relay GSE

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Evidence of Completion – What artifact, data, or observable action will verify completion?

At least two 1:1 coaching sessions with the approved provider are completed with the Principal.
At least two implementation support visits occur with the Principal and Principal Manager.
Side-by-side walkthroughs with campus leadership are documented.
Leadership feedback demonstrates increased consistency and alignment to Relay GSE practices.
Campus leaders demonstrate the ability to identify a specific gap and provide an actionable next step.

Support Needed – What training, coaching, resources, or tools are required?

Relay GSE coaching
Approved provider implementation support
Side-by-side walkthroughs
Principal Leadership Meetings

Milestone 7

Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will implement a consistent cycle for reviewing student achievement data from District End of Unit Assessments and MAP Assessments to monitor progress toward identified Essential Standards and campus goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Specialist, Campus Deans, Teachers, School Improvement Officer

Evidence of Completion – What artifact, data, or observable action will verify completion?

9-week data meetings occur and are documented.
MAP and End of Unit assessment data are analyzed.
Student performance trends are identified and communicated.
Campus teams document instructional or intervention adjustments based on data.

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Support Needed – What training, coaching, resources, or tools are required?

District assessment resources
MAP/EOU data support
Data Dive Protocol
School Improvement Officer support

Milestone 8

Description – What specific action or deliverable will be completed?

Polk Preparatory Academy will establish and maintain systems for identifying At-Risk students and monitoring their progress through Branching Minds, Amira, Magma Math, Progress Learning, Lift-Off, and tutoring/intervention supports.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Specialist, Campus Deans, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

At-Risk students are identified and assigned appropriate interventions.
Branching Minds groups are established and updated.
Student participation and progress in intervention/tutoring are monitored.
Platform data is reviewed during PLC/data meetings.
Intervention groups are adjusted based on student performance.
Evidence demonstrates whether targeted students are making progress toward identified goals.

Support Needed – What training, coaching, resources, or tools are required?

Branching Minds training/support
Amira, Magma Math, Progress Learning, and Lift-Off training
Tutoring resources
Instructional Specialist support
Data analysis support

Milestone 9

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Description – What specific action or deliverable will be completed?

Establish and maintain consistent classroom learning environments that support high-quality Tier 1 instruction. Classrooms will include purposeful visuals, academic vocabulary, and instructional resources that are aligned to current standards and learning expectations. Teachers will intentionally reference and utilize these resources during instruction to support student understanding and access to grade-level content.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, School Improvement Officer, DCSI, Area Director/ Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Classroom visuals and resources are aligned to current Tier 1 content and standards.

Academic vocabulary is visible, current, and connected to the learning.

Teachers intentionally reference visuals, vocabulary, models, exemplars, or other classroom resources during instruction.

Students use academic vocabulary and classroom resources to support discussion, reading, writing, and problem-solving.

Classroom environment reflects the current unit/learning rather than materials being displayed solely for compliance.

Classroom walkthrough and Relay GSE observation/feedback data demonstrate increased consistency in implementation across classrooms.

Identified gaps are addressed through coaching, modeling, and follow-up observations.

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Support Needed – What training, coaching, resources, or tools are required?

Tier 1 Classroom Environment Training
Modeling and Classroom Exemplars
PLC/Lesson Internalization Support
Relay GSE Observation & Feedback Coaching
Differentiated Coaching
Leadership Calibration Walks

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the Targeted Improvement Plan through a consistent cycle of observation, data review, milestone monitoring, and feedback. The Principal and Campus Leadership Team will monitor implementation weekly through PLCs, classroom walkthroughs, the Relay Observation and Feedback (O/F) tracker, student work analysis, and review of grade-level and content-area data. Weekly PLCs will be used to monitor Essential Standards, student mastery, intervention needs, and instructional responses.

Campus and district leaders will conduct regular walkthroughs and review Relay O/F data to monitor the implementation and quality of instructional practices, the frequency and effectiveness of feedback, teacher progress toward action steps, and movement across teacher support tiers. Leadership coaching, side-by-side walkthroughs, and calibration sessions will be used to ensure consistent implementation and strengthen leadership capacity.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Progress toward the milestones will be reviewed at established checkpoints in December, March, May, and August, with additional monitoring occurring through weekly and monthly implementation routines. The School Improvement Officer, DCSI, Area Director/Principal Supervisor, Principal, and Campus Leadership Team will review milestone progress, implementation evidence, and student outcome data. When progress is below the expected trajectory, leaders will identify barriers, assign action steps, and adjust supports, coaching, resources, or timelines as needed.

How frequently will progress toward milestones be reviewed?

Per Semester

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How will milestone progress data be collected?

Student outcome data will be reviewed through Exit Ticket data, District End-of-Unit Assessments, NWEA MAP Growth data, Branching Minds, and intervention-platform data. Grade-level teams and campus leaders will use this information to identify students who are not yet mastering Essential Standards, monitor At-Risk student progress, and adjust instruction and interventions. Milestone evidence will be collected through PLC agendas and artifacts, Relay O/F trackers, walkthrough data, coaching records, student work, assessment results, intervention-monitoring reports, and documented leadership action steps.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Progress will be shared through weekly campus leadership and PLC structures, monthly district/campus coaching and leadership meetings, quarterly district data reviews, and established updates to district leadership. This monitoring cycle will allow district and campus leaders to continuously assess implementation fidelity, respond to identified needs, and ensure that the systems established through the Turnaround Plan lead to sustained improvements in instructional practice and student outcomes.

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Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	67
Meets Grade Level	45
Masters Grade Level	26

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	64
Meets Grade Level	37
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	40
Masters Grade Level	20

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

10

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

10

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

4

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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