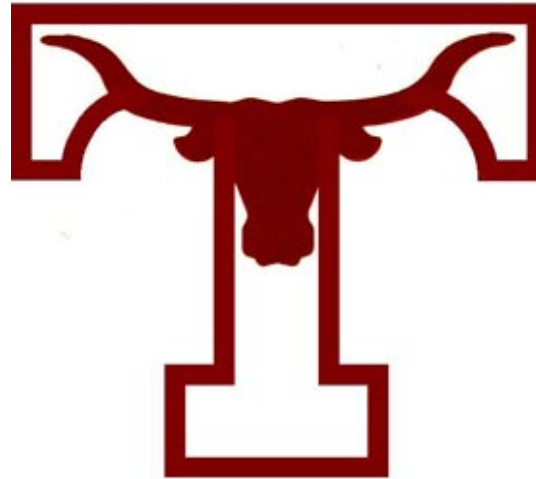


Tarkington Independent School District

District Improvement Plan

2021-2022



Mission Statement

In the belief that all children should be educated to the fullest extent of their individual abilities, the Tarkington Independent School District's mission is to provide the essential academic skills and the necessary knowledge base for the student's lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and their economic responsibility, based on an appreciation of our American heritage and an understanding of the importance of its multicultural richness.

The Tarkington Independent School District will:

- provide the student with the opportunities to acquire communication and computational skills needed for functioning in a changing society.
- distribute with equity, for all students, all educational opportunities and resources.
- provide the student with adequate facilities and opportunities to apply his understanding of the skills and knowledge acquired in the classroom.
- provide the student with knowledge and skills for economic and occupational competence.
- aid the student with acquiring attitudes and skills that will promote good personal health and physical fitness.
- provide the proper atmosphere and opportunity in which the student can demonstrate an ability to participate in the American social and governmental process.
- help the student attain a knowledge, and an awareness and concern for important environmental and conservation factors.
- help the student develop and use problem solving, creative and critical thinking, and reasoning skills.

Vision

Tarkington ISD will empower and inspire *every* student to meet the challenges of our rapidly changing world with academic preparedness, a passion for life-long learning, and a sense of social responsibility.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
All Districts and Schools Were Not Rated in 2019-2020 and 2020-2021 Due to COVID-19 Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.	10
District Culture and Climate	24
Staff Quality, Recruitment, and Retention	25
Curriculum, Instruction, and Assessment	27
Parent and Community Engagement	29
Technology	31
Priority Problem Statements	32
Comprehensive Needs Assessment Data Documentation	33
Goals	34
Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.	35
Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.	43
Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research-based strategies to improve student achievement.	49
Goal 4: Encourage and assist all parents/guardians to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.	58
Addendums	61

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population in TISD is relatively stable with some growth expected this year in the low SES and ELL populations. Demographic breakdowns are as follows:

The total student population of Tarkington ISD from 2018 to present:

2018-2019 1863

2019-2020 1873

2020-2021 1735

As of October 8, 2021 our enrollment is 1815

The district consists of 4 schools:

- Tarkington Primary—ECSE, Pre-K through Grade 3
- Tarkington Intermediate—Grades 4-5
- Tarkington Middle School—Grades 6-8
- Tarkington High School—Grades 9-12

Student Population Distribution (as indicated in the 2019 - 2020 TAPR):

- .7% African-American
- 11.8% Hispanic
- 85% White
- 0.3% American Indian
- 0.2% Asian
- 0.2% Pacific Islander
- 1.8% two or more ethnicities
- 51.9% male
- 48.1% female
- 55.8% economically disadvantaged
- 37.1% at risk
- 3.4% English learners

The average daily attendance rate for students

- 95.4% 2014-2015 school year
- 95.7% 2015-2016 school year
- 95.6% 2016-2017 school year
- 95.5% 2017-2018 school year
- 95.7% 2018-2019 school year

Special programs:

- 25.2% Career & Technical Education
- 4.7% Gifted Talented
- 13.1% Special Education

Demographics Strengths

A demographic strength in TISD is that the student population is relatively stable with low mobility rates, thereby, allowing the staff the opportunity to learn the students' needs and provide a system of support, as well as targeted academic instruction. Our Title I campuses have been labeled as Title I for many years and are able to help those students/families overcome academic barriers should they exist. In addition, the post-secondary enrollment rate for TISD grades is an average of 45.5% for students enrolling in technical schools, as well as 2- and 4-year institutions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All campuses do not have the ability to speak with all parents in their native language. **Root Cause:** All campuses do not currently have a fluent Spanish speaking employee.

Student Achievement

Student Achievement Summary

2019 Accountability Ratings
Improvement Required

District: 89 / B

All Campuses: THS Met Standard; TMS Targeted Improvement; TIS Met Standard; TPS

2019 Overall Accountability Ratings Summary (+increase / -decrease from 2018):

Domains	District	High School	Middle School	Intermediate School	Primary School
Overall	89 (+10)	89 (+10)	74 (+1)	83 (+3)	55 (-13)
Student Achievement	89 (+10)	90 (+9)	78 (+2)	78 (+1)	65 (-7)
School Progress	88 (+16)	84 (+12)	75 (+9)	83 (+4)	58 (-8)
Closing the Gaps	88 (+13)	86 (+11)	64 (-3)	84 (+3)	30 (-29)

2019 STAAR Performance Data Table - TISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	80%	58%	79%	79%	*	86%	100%	83%	75%	70%	75%	46%	63%	81%	75%
% at Meets GL Standard or Above	48%	33%	46%	49%	*	0%	83%	44%	39%	35%	41%	22%	33%	51%	41%
% at Masters GL Standard	21%	25%	17%	22%	*	0%	50%	23%	15%	10%	13%	8%	13%	22%	19%
Number of Tests															
# at Approaches GL Standard or Above	2,359	7	310	1,960	*	**	6	66	1,114	70	89	152	30	1,817	542
# at Meets GL Standard or Above	1,437	4	180	1,209	*	**	5	35	579	35	49	72	16	1,138	299
# at Masters GL Standard	624	3	66	532	*	**	3	18	216	10	16	26	6	489	135
Total Tests	2,967	12	390	2,468	*	**	6	80	1,477	100	119	329	48	2,242	725
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	75%	*	75%	75%	*	*	*	80%	69%	58%	63%	36%	50%	78%	68%

2019 STAAR Performance Data Table - TISD

% at Meets GL Standard or Above	45%	*	43%	45%	*	*	*	37%	35%	28%	35%	22%	28%	48%	35%
% at Masters GL Standard	16%	*	11%	17%	*	*	*	17%	10%	5%	4%	5%	11%	18%	11%
Number of Tests															
# at Approaches GL Standard or Above	853	*	114	707	*	*	*	24	396	23	29	44	9	663	190
# at Meets GL Standard or Above	508	*	65	429	*	*	*	11	202	11	16	27	5	409	99
# at Masters GL Standard	185	*	16	162	*	*	*	5	57	2	2	6	2	153	32
Total Tests	1,133	*	151	943	*	*	*	30	571	40	46	122	18	854	279
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	84%	*	83%	84%	*	*	*	83%	83%	83%	85%	56%	72%	84%	83%
% at Meets GL Standard or Above	50%	*	50%	49%	*	*	*	52%	41%	50%	54%	21%	39%	51%	45%
% at Masters GL Standard	22%	*	20%	23%	*	*	*	22%	18%	18%	24%	7%	22%	23%	21%
Number of Tests															
# at Approaches GL Standard or Above	803	*	109	668	*	*	*	19	406	33	39	62	13	605	198
# at Meets GL Standard or Above	475	*	66	393	*	*	*	12	203	20	25	23	7	368	107
# at Masters GL Standard	213	*	27	179	*	*	*	5	86	7	11	8	4	163	50
Total Tests	957	*	132	794	*	*	*	23	490	40	46	111	18	719	238
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	70%	-	67%	70%	-	-	*	82%	64%	67%	67%	29%	63%	72%	66%
% at Meets GL Standard or Above	37%	-	27%	38%	-	-	*	45%	28%	17%	17%	8%	38%	38%	35%
% at Masters GL Standard	13%	-	12%	12%	-	-	*	36%	9%	0%	0%	4%	0%	13%	14%
Number of Tests															
# at Approaches GL Standard or Above	195	-	22	162	-	-	*	**	90	8	8	7	5	146	49
# at Meets GL Standard or Above	103	-	9	87	-	-	*	**	40	2	2	2	3	77	26
# at Masters GL Standard	37	-	4	28	-	-	*	**	13	0	0	1	0	27	10
Total Tests	278	-	33	232	-	-	*	**	141	12	12	24	8	204	74
Science															
Percent of Tests															
% at Approaches GL Standard or Above	84%	*	89%	84%	-	*	-	82%	79%	80%	89%	51%	*	87%	76%
% at Meets GL Standard or Above	53%	*	49%	55%	-	*	-	45%	43%	20%	22%	21%	*	56%	45%
% at Masters GL Standard	20%	*	17%	21%	-	*	-	18%	14%	0%	0%	12%	*	20%	22%
Number of Tests															
# at Approaches GL Standard or Above	304	*	42	251	-	*	-	9	139	4	8	22	*	241	63
# at Meets GL Standard or Above	192	*	23	164	-	*	-	5	76	1	2	9	*	155	37
# at Masters GL Standard	73	*	8	63	-	*	-	2	24	0	0	5	*	55	18
Total Tests	360	*	47	298	-	*	-	11	175	5	9	43	*	277	83
Social Studies															

2019 STAAR Performance Data Table - TISD

Percent of Tests															
% at Approaches GL Standard or Above	85%	80%	85%	86%	-	*	-	100%	83%	*	83%	59%	*	86%	82%
% at Meets GL Standard or Above	67%	80%	63%	68%	-	*	-	40%	58%	*	67%	38%	*	69%	59%
% at Masters GL Standard	49%	60%	41%	50%	-	*	-	40%	36%	*	50%	21%	*	48%	49%
Number of Tests															
# at Approaches GL Standard or Above	204	**	23	172	-	*	-	5	83	*	5	17	*	162	42
# at Meets GL Standard or Above	159	**	17	136	-	*	-	2	58	*	4	11	*	129	30
# at Masters GL Standard	116	**	11	100	-	*	-	2	36	*	3	6	*	91	25
Total Tests	239	**	27	201	-	*	-	5	100	*	6	29	*	188	51

2019 Tarkington ISD Closing the Gaps - Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y	N				N	Y	Y	Y		Y	N		
% at Meets GL Standard or Above	45%	*	43%	45%	*	*	*	37%	35%	35%	22%	28%	48%	35%		
# at Meets GL Standard or Above	508	*	65	429	*	*	*	11	202	16	27	5	409	99		
Total Tests (Adjusted)	1,133	*	151	943	*	*	*	30	571	46	122	18	854	279		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y	N				Y	Y	Y	N		Y	Y		
% at Meets GL Standard or Above	50%	*	50%	49%	*	*	*	52%	41%	54%	21%	39%	51%	45%		
# at Meets GL Standard or Above	475	*	66	393	*	*	*	12	203	25	23	7	368	107		
Total Tests (Adjusted)	957	*	132	794	*	*	*	23	490	46	111	18	719	238		
Total Indicators															12	17
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N		Y	N				N	Y	N	N		Y	N		
Academic Growth Score	65	*	67	65	*	*	*	58	64	50	53	38	67	61		
Growth Points	517	*	71	425.5	*	*	*	14.5	251.5	14	45.5	6	395.5	121.5		
Total Tests	790	*	106	652	*	*	*	25	392	28	86	16	592	198		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		

Target Met	N		N	N					Y	Y	N		N	Y		
Academic Growth Score	67	*	65	68	*	*	*	68	68	76	58	68	66	71		
Growth Points	539.5	*	68.5	452	*	*	*	13.5	272.5	26	53.5	11.5	398	141.5		
Total Tests	802	*	106	669	*	*	*	20	402	34	92	17	604	198		
Total Indicators															6	17
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Y			Y					Y							
2017 % Graduated	96.3%	-	-	95.7%	-	-	-	-	95.7%	-	-					
2018 % Graduated	97.4%	*	83.3%	98.1%	-	-	-	*	97.8%	-	100.0%					
2018 # Graduated	113	*	5	105	-	-	-	*	44	-	8					
2018 Total in Class	116	*	6	107	-	-	-	*	45	-	8					
Total Indicators															3	3
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										38%						
TELPAS Progress										18						
TELPAS Total										47						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y	N				N	Y	Y	Y	N	Y	Y		
STAAR Component Score	50	39	47	50	*	29	78	50	43	43	25	36	51	45		
% at Approaches GL Standard or Above	80%	58%	79%	79%	*	86%	100%	83%	75%	75%	46%	63%	81%	75%		
% at Meets GL Standard or Above	48%	33%	46%	49%	*	0%	83%	44%	39%	41%	22%	33%	51%	41%		
% at Masters GL Standard	21%	25%	17%	22%	*	0%	50%	23%	15%	13%	8%	13%	22%	19%		
Total Tests	2,967	12	390	2,468	**	7	6	80	1,477	119	329	48	2,242	725		
Total Indicators															7	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y			Y					Y				Y			
% Students meeting CCMR	66%	*	60%	66%	-	-	-	*	60%	-	94%	-	67%	63%		
# Students meeting CCMR	75.5	*	3	70	-	-	-	*	21.5	-	7.5	-	65.5	10		
Total Students	114	*	5	106	-	-	-	*	36	-	8	-	98	16		
Total Indicators															4	4
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%	99%	100%	100%	100%		
# Participants	1,201	*	161	996	*	*	*	32	624	55	130	21	863	338		

Total Tests	1,203	*	162	997	*	*	*	32	625	55	131	21	865	338
Mathematics														
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
# Participants	1,010	*	138	837	*	*	*	24	532	51	118	21	725	285
Total Tests	1,012	*	139	838	*	*	*	24	532	51	118	21	727	285

2018-2019 District Distinction Designations: Postsecondary Readiness - Did not receive

2018-2019 Campus Distinction Designations by Campus:

Academic Achievement in ELA/Reading - none

Academic Achievement in Mathematics - none

Academic Achievement in Science - none

Academic Achievement in Social Studies - Tarkington Middle School; Tarkington High School

Top 25%: Comparative Academic Growth - Tarkington Intermediate

Top 25%: Comparative Closing the Achievement Gaps - none

2020 - 2021 Accountability Ratings

All Districts and Schools Were Not Rated in 2019-2020 and 2020-2021 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

2021 Accountability Ratings Overall Summary	TISD	THS	TMS	TIS	TPS
Student Achievement Raw Component Score					
STAAR Performance	44	49	41	44	43
College, Career and Military Readiness	59	59	N/A	N/A	N/A

2021 Accountability Ratings Overall Summary	TISD	THS	TMS	TIS	TPS
Graduation Rate	100	100	N/A	N/A	N/A
School Progress Raw Component Score					
Academic Growth	N/A	N/A	N/A	N/A	N/A
Relative Performance (Eco Dis: 47.1%)	52	54	41	44	43
Closing the Gaps % of Indicators Met					
Academic Achievement Status	41%	33%	29%	43%	40%
Growth Status	N/A	N/A	N/A	N/A	N/A
Graduation Status	67%	67%	N/A	N/A	N/A
English Language Proficiency Status	100%	N/A	N/A	N/A	N/A
Student Success Status	30%	86%	0%	13%	29%
School Quality Status	100%	100%	N/A	N/A	N/A
% Participation (All Tests)					
2018-19	100%	100%	100%	99%	100%
2020-21	99%	100%	99%	100%	100%

2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section is not available for 2020.

District Name: TARKINGTON ISD (146907)

County Name: LIBERTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian
--	-------	-----------	----------	------------------	----------	-------	-----------------	-------

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading	2019	76%	76%	66%	-	55%	67%	*	-
At Approaches Grade Level or Above									

At Meets Grade Level or Above	2018	77%	77%	69%	-	70%	69%	-	-
	2019	45%	46%	33%	-	30%	34%	*	-
	2018	43%	44%	37%	-	15%	40%	-	-
At Masters Grade Level	2019	27%	28%	16%	-	15%	16%	*	-
	2018	25%	25%	16%	-	5%	16%	-	-
	2019	79%	79%	71%	-	60%	74%	*	-
Grade 3 Mathematics									
At Approaches Grade Level or Above	2018	78%	79%	77%	-	80%	77%	-	-
	2019	49%	49%	31%	-	25%	32%	*	-
	2018	47%	48%	46%	-	50%	45%	-	-
At Masters Grade Level	2019	25%	25%	11%	-	5%	13%	*	-
	2018	23%	24%	17%	-	10%	17%	-	-
Grade 4 Reading									
At Approaches Grade Level or Above	2019	75%	75%	80%	-	84%	80%	-	-
	2018	73%	73%	79%	*	69%	82%	-	*
	2019	44%	45%	38%	-	37%	38%	-	-
At Meets Grade Level or Above	2018	46%	46%	48%	*	25%	52%	-	*
	2019	22%	23%	19%	-	5%	20%	-	-
	2018	24%	25%	23%	*	6%	26%	-	*
Grade 4 Mathematics									
At Approaches Grade Level or Above	2019	75%	76%	86%	-	84%	86%	-	-
	2018	78%	80%	87%	*	88%	88%	-	*
	2019	48%	49%	47%	-	42%	49%	-	-
At Meets Grade Level or Above	2018	49%	51%	55%	*	59%	57%	-	*
	2019	28%	30%	29%	-	16%	30%	-	-
	2018	27%	29%	24%	*	6%	28%	-	*
Grade 4 Writing									
At Approaches Grade Level or Above	2019	67%	67%	66%	-	63%	66%	-	-
	2018	63%	63%	66%	*	65%	68%	-	*
	2019	35%	35%	28%	-	16%	29%	-	-
At Meets Grade Level or Above	2018	39%	40%	39%	*	24%	43%	-	*
	2019	11%	11%	5%	-	0%	4%	-	-
	2018	11%	11%	6%	*	6%	6%	-	*
At Masters Grade Level									
Grade 5 Reading^									
At Approaches Grade Level or Above	2019	86%	86%	90%	*	94%	90%	-	*
	2018	84%	83%	79%	-	86%	78%	*	-
	2019	54%	54%	58%	*	50%	62%	-	*
At Meets Grade Level or Above	2018	54%	54%	51%	-	52%	51%	*	-
	2019	29%	30%	30%	*	6%	35%	-	*
	2018	29%	30%	30%	*	6%	35%	-	*

Grade 5 Mathematics^ At Approaches Grade Level or Above	2018	26%	27%	19%	-	10%	21%	*	-
	2019	90%	89%	98%	*	100%	99%	-	*
At Meets Grade Level or Above	2018	91%	90%	94%	-	100%	93%	*	-
	2019	58%	59%	65%	*	72%	65%	-	*
At Masters Grade Level	2018	58%	58%	62%	-	67%	61%	*	-
	2019	36%	38%	35%	*	39%	36%	-	*
Grade 5 Science At Approaches Grade Level or Above	2018	30%	31%	31%	-	29%	30%	*	-
	2019	75%	75%	76%	*	83%	76%	-	*
At Meets Grade Level or Above	2018	76%	76%	76%	-	70%	77%	*	-
	2019	49%	50%	45%	*	33%	49%	-	*
At Masters Grade Level	2018	41%	42%	37%	-	22%	40%	*	-
	2019	24%	25%	19%	*	11%	21%	-	*
	2018	17%	18%	8%	-	4%	8%	*	-
Grade 6 Reading At Approaches Grade Level or Above	2019	68%	69%	56%	-	61%	55%	*	-
	2018	69%	71%	65%	*	58%	64%	-	-
At Meets Grade Level or Above	2019	37%	38%	25%	-	25%	25%	*	-
	2018	39%	41%	31%	*	25%	31%	-	-
At Masters Grade Level	2019	18%	19%	9%	-	4%	10%	*	-
	2018	19%	20%	19%	*	17%	17%	-	-
Grade 6 Mathematics At Approaches Grade Level or Above	2019	81%	81%	73%	-	71%	72%	*	-
	2018	77%	78%	83%	*	100%	81%	-	-
At Meets Grade Level or Above	2019	47%	48%	33%	-	39%	31%	*	-
	2018	44%	46%	47%	*	58%	44%	-	-
At Masters Grade Level	2019	21%	22%	13%	-	18%	11%	*	-
	2018	18%	20%	15%	*	25%	13%	-	-
Grade 7 Reading At Approaches Grade Level or Above	2019	76%	77%	69%	-	71%	67%	-	-
	2018	74%	76%	65%	*	54%	68%	-	*
At Meets Grade Level or Above	2019	49%	51%	45%	-	50%	44%	-	-
	2018	48%	50%	37%	*	31%	39%	-	*
At Masters Grade Level	2019	29%	31%	28%	-	36%	27%	-	-
	2018	29%	30%	21%	*	15%	22%	-	*
Grade 7 Mathematics At Approaches Grade Level or Above	2019	75%	77%	89%	-	100%	87%	-	-
	2018	72%	75%	83%	*	85%	85%	-	*

At Meets Grade Level or Above	2019	43%	46%	59%	-	71%	56%	-	-
	2018	40%	43%	38%	*	38%	38%	-	*
At Masters Grade Level	2019	17%	18%	23%	-	36%	21%	-	-
	2018	18%	20%	8%	*	0%	9%	-	*
Grade 7 Writing									
At Approaches Grade Level or Above	2019	70%	72%	74%	-	71%	73%	-	-
	2018	69%	69%	65%	*	62%	68%	-	*
At Meets Grade Level or Above	2019	42%	43%	45%	-	43%	44%	-	-
	2018	43%	44%	34%	*	31%	36%	-	*
At Masters Grade Level	2019	18%	19%	21%	-	29%	18%	-	-
	2018	15%	16%	12%	*	8%	13%	-	*
Grade 8 Reading^	2019	86%	86%	85%	*	79%	86%	-	*
At Approaches Grade Level or Above									
	2018	86%	86%	86%	-	88%	86%	-	-
At Meets Grade Level or Above	2019	55%	56%	48%	*	43%	51%	-	*
	2018	49%	51%	42%	-	41%	43%	-	-
At Masters Grade Level	2019	28%	30%	22%	*	14%	24%	-	*
	2018	27%	28%	17%	-	12%	18%	-	-
Grade 8 Mathematics^									
At Approaches Grade Level or Above	2019	88%	88%	90%	*	80%	91%	-	*
	2018	86%	87%	88%	-	93%	87%	-	-
At Meets Grade Level or Above	2019	57%	58%	64%	*	50%	67%	-	*
	2018	51%	52%	57%	-	50%	57%	-	-
At Masters Grade Level	2019	17%	18%	11%	*	0%	13%	-	*
	2018	15%	16%	11%	-	14%	9%	-	-
Grade 8 Science									
At Approaches Grade Level or Above	2019	81%	81%	87%	*	92%	86%	-	*
	2018	76%	77%	75%	-	94%	73%	-	-
At Meets Grade Level or Above	2019	51%	52%	46%	*	54%	47%	-	*
	2018	52%	53%	45%	-	35%	47%	-	-
At Masters Grade Level	2019	25%	27%	19%	*	23%	19%	-	*
	2018	28%	29%	23%	-	24%	22%	-	-
Grade 8 Social Studies									
At Approaches Grade Level or Above	2019	69%	70%	71%	*	69%	72%	-	*
	2018	65%	66%	69%	-	76%	68%	-	-
At Meets Grade Level or Above	2019	37%	38%	40%	*	23%	44%	-	*
	2018	36%	37%	38%	-	59%	35%	-	-
At Masters Grade Level	2019	21%	23%	27%	*	8%	32%	-	*
	2018	21%	22%	21%	-	24%	21%	-	-

End of Course English I	2019	68%	67%	76%	*	82%	75%	-	-
At Approaches Grade Level or Above	2018	65%	65%	78%	*	75%	78%	*	*
At Meets Grade Level or Above	2019	50%	50%	51%	*	64%	50%	-	-
	2018	44%	45%	58%	*	56%	58%	*	*
At Masters Grade Level	2019	11%	11%	8%	*	5%	8%	-	-
	2018	7%	8%	9%	*	6%	9%	*	*
End of Course English II	2019	68%	69%	85%	-	88%	84%	-	-
At Approaches Grade Level or Above	2018	67%	67%	75%	*	82%	73%	-	-
At Meets Grade Level or Above	2019	49%	50%	60%	-	56%	60%	-	-
	2018	48%	48%	56%	*	59%	54%	-	-
At Masters Grade Level	2019	8%	9%	5%	-	13%	3%	-	-
	2018	8%	9%	7%	*	6%	7%	-	-
End of Course Algebra I	2019	85%	84%	84%	-	91%	82%	-	-
At Approaches Grade Level or Above	2018	83%	83%	85%	*	74%	86%	-	*
At Meets Grade Level or Above	2019	61%	61%	52%	-	61%	50%	-	-
	2018	55%	55%	49%	*	47%	52%	-	*
At Masters Grade Level	2019	37%	38%	31%	-	26%	31%	-	-
	2018	32%	34%	25%	*	21%	27%	-	*
End of Course Biology	2019	88%	88%	92%	-	94%	91%	-	-
At Approaches Grade Level or Above	2018	87%	86%	91%	*	88%	91%	*	-
At Meets Grade Level or Above	2019	62%	63%	70%	-	63%	70%	-	-
	2018	59%	60%	61%	*	56%	61%	*	-
At Masters Grade Level	2019	25%	28%	23%	-	19%	23%	-	-
	2018	24%	26%	25%	*	25%	24%	*	-
End of Course U.S. History	2019	93%	93%	98%	*	100%	98%	-	-
At Approaches Grade Level or Above	2018	92%	91%	98%	-	100%	98%	-	-
At Meets Grade Level or Above	2019	73%	75%	90%	*	100%	89%	-	-
	2018	70%	71%	89%	-	88%	90%	-	-
At Masters Grade Level	2019	45%	49%	67%	*	71%	66%	-	-
	2018	40%	43%	58%	-	75%	56%	-	-
All Grades All Subjects	2019	78%	78%	80%	58%	79%	79%	*	8
At Approaches Grade Level or Above	2018	77%	77%	79%	74%	80%	79%	100%	3
At Meets Grade Level or Above	2019	50%	51%	48%	33%	46%	49%	*	0

At Masters Grade Level	2018	48%	49%	48%	32%	44%	48%	100%	2
	2019	24%	25%	21%	25%	17%	22%	*	0
	2018	22%	23%	18%	0%	14%	19%	100%	0
All Grades ELA/Reading									
At Approaches Grade Level or Above	2019	75%	75%	75%	*	75%	75%	*	*
At Meets Grade Level or Above	2018	74%	74%	75%	67%	74%	75%	*	*
	2019	48%	49%	45%	*	43%	45%	*	*
	2018	46%	47%	45%	44%	39%	46%	*	*
At Masters Grade Level	2019	21%	22%	16%	*	11%	17%	*	*
	2018	19%	20%	16%	0%	9%	16%	*	*
All Grades Mathematics									
At Approaches Grade Level or Above	2019	82%	82%	84%	*	83%	84%	*	*
At Meets Grade Level or Above	2018	81%	82%	86%	80%	88%	85%	*	*
	2019	52%	53%	50%	*	50%	49%	*	*
	2018	50%	51%	51%	0%	54%	51%	*	*
At Masters Grade Level	2019	26%	28%	22%	*	20%	23%	*	*
	2018	24%	25%	19%	0%	16%	19%	*	*
All Grades Writing									
At Approaches Grade Level or Above	2019	68%	69%	70%	-	67%	70%	-	-
At Meets Grade Level or Above	2018	66%	66%	66%	*	63%	68%	-	*
	2019	38%	39%	37%	-	27%	38%	-	-
	2018	41%	42%	36%	*	27%	40%	-	*
At Masters Grade Level	2019	14%	15%	13%	-	12%	12%	-	-
	2018	13%	13%	9%	*	7%	9%	-	*
All Grades Science									
At Approaches Grade Level or Above	2019	81%	82%	84%	*	89%	84%	-	*
At Meets Grade Level or Above	2018	80%	80%	80%	*	82%	80%	*	-
	2019	54%	55%	53%	*	49%	55%	-	*
	2018	51%	52%	48%	*	36%	49%	*	-
At Masters Grade Level	2019	25%	27%	20%	*	17%	21%	-	*
	2018	23%	24%	18%	*	16%	18%	*	-
All Grades Social Studies									
At Approaches Grade Level or Above	2019	81%	81%	85%	80%	85%	86%	-	*
At Meets Grade Level or Above	2018	78%	79%	80%	-	84%	80%	-	-
	2019	55%	57%	67%	80%	63%	68%	-	*
	2018	53%	54%	58%	-	68%	57%	-	-
At Masters Grade Level	2019	33%	36%	49%	60%	41%	50%	-	*
	2018	31%	32%	36%	-	40%	35%	-	-

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders	2019	35%	36%	21%	-	15%	22%	*	-
Reading and Mathematics	2018	34%	34%	29%	-	15%	30%	-	-
Reading and Mathematics Including EOC	2019	35%	36%	21%	-	15%	22%	*	-
	2018	34%	34%	29%	-	15%	30%	-	-
Reading Including EOC	2019	45%	45%	33%	-	30%	34%	*	-
	2018	43%	44%	37%	-	15%	40%	-	-
Math Including EOC	2019	49%	48%	31%	-	25%	32%	*	-
	2018	47%	48%	46%	-	50%	45%	-	-
4th Graders	2019	35%	36%	30%	-	32%	29%	-	-
Reading and Mathematics	2018	36%	37%	38%	*	19%	43%	-	*
Reading and Mathematics Including EOC	2019	35%	36%	30%	-	32%	29%	-	-
	2018	36%	37%	38%	*	19%	43%	-	*
Reading Including EOC	2019	44%	45%	38%	-	37%	38%	-	-
	2018	46%	46%	48%	*	25%	52%	-	*
Math Including EOC	2019	48%	49%	47%	-	42%	49%	-	-
	2018	49%	51%	55%	*	59%	57%	-	*
5th Graders	2019	44%	44%	46%	*	39%	49%	-	*
Reading and Mathematics	2018	44%	44%	44%	-	48%	44%	*	-
Reading and Mathematics Including EOC	2019	44%	44%	46%	*	39%	49%	-	*
	2018	44%	44%	44%	-	48%	44%	*	-
Reading Including EOC	2019	54%	54%	58%	*	50%	62%	-	*
	2018	54%	54%	51%	-	52%	51%	*	-
Math Including EOC	2019	58%	59%	65%	*	72%	65%	-	*
	2018	58%	59%	62%	-	67%	61%	*	-
6th Graders	2019	31%	32%	20%	-	21%	20%	*	-
Reading and Mathematics	2018	31%	33%	22%	*	25%	21%	-	-
Reading and Mathematics Including EOC	2019	31%	32%	20%	-	21%	20%	*	-
	2018	31%	33%	22%	*	25%	21%	-	-
Reading Including EOC	2019	37%	38%	25%	-	25%	25%	*	-
	2018	39%	41%	31%	*	25%	31%	-	-
Math Including EOC	2019	48%	49%	33%	-	39%	31%	*	-
	2018	45%	47%	47%	*	58%	44%	-	-

2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section

7th Graders	2019	36%	39%	39%	-	50%	37%	-	-
Reading and Mathematics	2018	35%	37%	25%	*	23%	26%	-	*
Reading and Mathematics Including EOC	2019	37%	40%	39%	-	50%	37%	-	-
	2018	36%	38%	25%	*	23%	26%	-	*
Reading Including EOC	2019	49%	51%	45%	-	50%	44%	-	-
	2018	48%	50%	37%	*	31%	39%	-	*
Math Including EOC	2019	48%	50%	59%	-	71%	56%	-	-
	2018	45%	46%	38%	*	38%	38%	-	*
8th Graders	2019	34%	35%	33%	*	10%	38%	-	*
Reading and Mathematics	2018	28%	30%	28%	-	21%	29%	-	-
Reading and Mathematics Including EOC	2019	47%	48%	43%	*	36%	46%	-	*
	2018	41%	43%	35%	-	35%	35%	-	-
Reading Including EOC	2019	55%	56%	48%	*	43%	51%	-	*
	2018	50%	51%	42%	-	41%	43%	-	-
Math Including EOC	2019	62%	64%	70%	*	64%	72%	-	*
	2018	58%	60%	61%	-	59%	61%	-	-
3rd - 8th Graders	2019	36%	37%	31%	*	28%	32%	*	*
Reading and Mathematics	2018	35%	36%	31%	*	26%	32%	*	*
Reading and Mathematics Including EOC	2019	38%	39%	33%	*	30%	33%	*	*
	2018	37%	38%	33%	*	28%	33%	*	*
Reading Including EOC	2019	47%	48%	41%	*	37%	42%	*	*
	2018	47%	48%	41%	*	32%	43%	*	*
Math Including EOC	2019	52%	53%	50%	*	50%	50%	*	*
	2018	50%	52%	52%	*	56%	52%	*	*

2021 STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	944	833	215	350	255	2,597	
Approaches GL or Above	633	637	143	264	197	1,874	72%

2021 STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Meets GL or Above	378	375	63	148	144	1,108	43%
Masters GL	127	147	15	64	85	438	17%
Total Percentage Points							132%
Component Score							44

Texas Education Agency

2021 STAAR Performance

TARKINGTON ISD (146907)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)
All Subjects											
Percent of Tests											
At Approaches GL Standard or Above	72%	0%	71%	72%	71%	*	*	75%	65%	61%	63%
At Meets GL Standard or Above	43%	0%	39%	43%	57%	*	*	43%	36%	32%	35%
At Masters GL Standard	17%	0%	15%	17%	29%	*	*	18%	14%	14%	15%
Number of Tests											
At Approaches GL Standard or Above	1,874	0	286	1,529	5	*	*	49	836	71	82
At Meets GL Standard or Above	1,108	0	159	914	4	*	*	28	466	38	46
At Masters GL Standard	438	0	60	364	2	*	*	12	179	16	19
Total Tests	2,597	6	405	2,109	7	*	*	65	1,288	117	130
Participation											
% participation 2018-19	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	86%	99%	100%	100%	60%	*	100%	99%	100%	100%
ELA/Reading											
Percent of Tests											
At Approaches GL Standard or Above	67%	*	69%	67%	*	*	*	72%	60%	59%	60%
At Meets GL Standard or Above	40%	*	37%	40%	*	*	*	40%	34%	29%	33%
At Masters GL Standard	13%	*	9%	14%	*	*	*	16%	10%	10%	9%

Texas Education Agency

Number of Tests											
At Approaches GL Standard or Above	633	*	96	516	*	*	*	18	286	24	27
At Meets GL Standard or Above	378	*	52	313	*	*	*	10	160	12	15
At Masters GL Standard	127	*	12	111	*	*	*	4	47	4	4
Total Tests	944	*	139	773	*	*	*	25	473	41	45
Participation											
% participation 2018-19	100%	*	99%	100%	*	*	*	100%	100%	100%	100%
% participation 2020-21	100%	*	99%	100%	*	*	*	100%	99%	100%	100%
Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	76%	*	74%	77%	*	*	*	83%	71%	68%	70%
At Meets GL Standard or Above	45%	*	42%	46%	*	*	*	44%	40%	40%	41%
At Masters GL Standard	18%	*	16%	18%	*	*	*	28%	15%	20%	20%
Number of Tests											
At Approaches GL Standard or Above	637	*	95	523	*	*	*	15	297	27	31
At Meets GL Standard or Above	375	*	54	310	*	*	*	8	169	16	18
At Masters GL Standard	147	*	21	120	*	*	*	5	65	8	9
Total Tests	833	*	128	681	*	*	*	18	420	40	44
Participation											
% participation 2018-19	100%	*	99%	100%	*	*	*	100%	100%	100%	100%
% participation 2020-21	100%	*	99%	100%	*	*	*	100%	100%	100%	100%
Writing											
Percent of Tests											
At Approaches GL Standard or Above	67%	-	62%	68%	-	*	-	50%	59%	40%	50%
At Meets GL Standard or Above	29%	-	24%	30%	-	*	-	33%	20%	20%	25%
At Masters GL Standard	7%	-	3%	7%	-	*	-	17%	6%	0%	0%
Number of Tests											
At Approaches GL Standard or Above	143	-	18	121	-	*	-	**	64	2	4
At Meets GL Standard or Above	63	-	7	54	-	*	-	**	22	1	2
At Masters GL Standard	15	-	1	13	-	*	-	**	7	0	0
Total Tests	215	-	29	179	-	*	-	**	108	5	8
Participation											
% participation 2018-19	99%	-	100%	99%	*	-	*	100%	99%	100%	100%
% participation 2020-21	100%	-	100%	100%	-	*	-	100%	100%	100%	100%
Science											
Percent of Tests											
At Approaches GL Standard or Above	75%	*	67%	77%	*	-	-	82%	65%	55%	57%
At Meets GL Standard or Above	42%	*	35%	44%	*	-	-	45%	33%	20%	24%
At Masters GL Standard	18%	*	16%	19%	*	-	-	18%	15%	5%	10%
Number of Tests											
At Approaches GL Standard or Above	264	*	42	212	*	-	-	9	115	11	12
At Meets GL Standard or Above	148	*	22	120	*	-	-	5	59	4	5

Texas Education Agency											
At Masters GL Standard	64	*	10	51	*	-	-	2	27	1	2
Total Tests	350	*	63	274	*	-	-	11	177	20	21
Participation											
% participation 2018-19	99%	*	98%	100%	-	*	-	100%	99%	100%	100%
% participation 2020-21	99%	*	99%	100%	*	-	-	100%	99%	100%	100%
Social Studies											
Percent of Tests											
At Approaches GL Standard or Above	77%	*	76%	78%	*	-	-	80%	67%	64%	67%
At Meets GL Standard or Above	56%	*	52%	58%	*	-	-	60%	51%	45%	50%
At Masters GL Standard	33%	*	35%	34%	*	-	-	0%	30%	27%	33%
Number of Tests											
At Approaches GL Standard or Above	197	*	35	157	*	-	-	4	74	7	8
At Meets GL Standard or Above	144	*	24	117	*	-	-	3	56	5	6
At Masters GL Standard	85	*	16	69	*	-	-	0	33	3	4
Total Tests	255	*	46	202	*	-	-	5	110	11	12
Participation											
% participation 2018-19	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%
% participation 2020-21	99%	*	98%	99%	*	-	-	100%	98%	100%	100%

Texas Education Agency

2021 Closing the Gaps

TARKINGTON ISD (146907)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+
Academic Achievement Status										
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%
Target Met	No		Yes	No				No	Yes	Yes
% at Meets GL Standard or Above	40%	*	37%	40%	*	*	*	40%	34%	33%
# at Meets GL Standard or Above	378	*	52	313	*	*	*	10	160	15
Total Tests	944	*	139	773	*	*	*	25	473	45
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%
Target Met	No		Yes	No				Yes	Yes	Yes
% at Meets GL Standard or Above	45%	*	42%	46%	*	*	*	44%	40%	41%
# at Meets GL Standard or Above	375	*	54	310	*	*	*	8	169	18

Texas Education Agency										
Total Tests	833	*	128	681	*	*	*	18	420	44
Total Indicators										
Graduation Rate Status										
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Yes (1)			Yes (1)					No	
2019 % Graduated	95.9%	-	-	96.4%	-	-	-	-	97.4%	-
2020 % Graduated	95.3%	*	86.7%	96.3%	-	-	-	*	90.6%	*
2020 # Graduated	123	*	13	105	-	-	-	*	58	*
2020 Total in Class	129	*	15	109	-	-	-	*	64	*
Total Indicators										
English Language Proficiency Status										
Target										36%
Target Met										Yes
TELPAS Progress Rate										51%
TELPAS Progress										24
TELPAS Total										47
Total Indicators										
Student Success Status										
Target	47	36	41	58	46	73	48	55	38	37
Target Met	No		Yes	No				No	Yes	Yes
STAAR Component Score	44	0	42	44	52	*	*	45	38	38
% at Approaches GL Standard or Above	72%	0%	71%	72%	71%	*	*	75%	65%	63%
% at Meets GL Standard or Above	43%	0%	39%	43%	57%	*	*	43%	36%	35%
% at Masters GL Standard	17%	0%	15%	17%	29%	*	*	18%	14%	15%
Total Tests	2,597	6	405	2,109	7	*	*	65	1,288	130
Total Indicators										
School Quality Status										
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%
Target Met	Yes			Yes					Yes	
% Students Meeting CCMR	57%	*	27%	61%	-	-	-	*	47%	20%
# Students Meeting CCMR	72	*	4	65	-	-	-	*	28	1
Total Students	126	*	15	106	-	-	-	*	60	5
Total Indicators										
Participation 2018-19										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading										
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%
# Participants	1,201	*	161	996	*	*	*	32	624	55
Total Tests	1,203	*	162	997	*	*	*	32	625	55
Mathematics										
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%

	Texas Education Agency									
# Participants	1,010	*	138	837	*	*	*	24	532	51
Total Tests	1,012	*	139	838	*	*	*	24	532	51
Participation 2020-21										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading										
% Participation	100%	*	99%	100%	*	*	*	100%	99%	100%
# Participants	1,011	*	156	817	*	*	*	31	505	59
Total Tests	1,016	*	157	820	*	*	*	31	509	59
Mathematics										
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%
# Participants	891	*	138	723	*	*	*	24	447	52
Total Tests	895	*	139	724	*	*	*	24	449	52

Distinction designations were not awarded in 2020 and 2021.

Student Achievement Strengths

The district continues to increase in all domains of accountability. Three of the four campuses had net gains in almost all domains and did improve overall. In addition, three campuses also earned distinctions. For the district, graduation rates remain high, as does overall attendance. A marked increase in improved coding for CCMR, a goal in 2018-2019, was achieved through professional development and collaborative audits.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Areas were identified for targeted support within the 2019 accountability systems. **Root Cause:** Two campuses have had STAAR scores decline in reading and math.

Problem Statement 2: Every campus did not earn distinction designations. **Root Cause:** The campus grade level STAAR scores, attendance rates, and expected growth in reading and/or math did not meet the necessary threshold for Q1 to earn distinction for multiple campuses.

Problem Statement 3: The Closing the Gaps domain shows an opportunity for growth specifically in the area of reading and math for white students as well as academic growth for

all students. **Root Cause:** Tier 1 instructional practices may have been minimized in a effort to strengthen tiers 2 and 3.

Problem Statement 4: CCMR indicators still need improvement in the areas of industry-accepted certifications and practicum classes. **Root Cause:** Current course catalog doesn't include practicum classes in all programs of study.

District Culture and Climate

District Culture and Climate Summary

Overall, district staff and students feel safe, schools are well-maintained, and the physical environment or climate is comfortable.

District Culture and Climate Strengths

Strengths

- A Crisis Plan is in place and is routinely updated and reviewed with faculty and staff.
- Entrances are secure with single door access to office areas on all campuses.
- Drills and tabletop scenarios are routinely completed.
- No violent crimes were committed on any campus.
- The District and campuses employ District Resource Officers.
- Security cameras are installed throughout the District.
- Efficiency in operation of camera equipment and door locks is progressing.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: To improve comfort and usability levels in buildings, improvements to specific rooms, halls, parking lots, and landscaping could be made. **Root Cause:** Age of some buildings, as well as technological demands, have caused issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers new to the district are assigned a mentor teacher. Both new teachers and mentors are given clearly defined roles and responsibilities and resources are provided to help them during their first year in the district.

Professional development for employees at all levels is a high priority. In an effort to improve staff quality, recruitment, and retention, the district has provided district-wide training to all professional and auxiliary staff members in Capturing Kids' Hearts. In addition, campus leadership teams have been trained in John Wink's Excellence in the Classroom in an effort to build unity and coherence in administrative practices which leads to overall teacher quality and helps to improve upon our school climate and culture.

The district continues to monitor salary rates in our area and adjust to remain competitive with surrounding districts. Incentives were offered for returning as well as new hire employees the 2021- 2022 school year.

Technology Liaisons offer professional development and technical support to our campuses to increase teachers' effectiveness in instruction using technology.

Both online and face-to-face opportunities are utilized in order to maximize opportunities for training. Tarkington ISD is geographically located in an area with easy access to ESC Regions 4, 5, and 6, and is fortunate to be able to take advantage of professional development opportunities and support from each of these ESCs. The district is involved in grants that offer professional development in lesson planning and data driven instruction for our Primary, Middle School and High School Campuses. Our Primary and Intermediate campuses are completing coursework about the Science of Teaching Reading through the Texas Reading Academy.

Teachers by Experience (2019 - 2020 TAPR):

Beginning Teachers 5.2%, 1-5 Years of Experience 26.7%, 6-10 Years Experience 18.4%, 11-20 Years Experience 28.4%, Over 20 Years Experience 21.4%

Teams of campus and district administrators attend at least 2 teacher job fairs per semester.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Data-driven decision making
- Collaborative decision making
- Increased teacher integration of technology in classrooms
- Professional development based on campus and district needs
- ESL certifications by teachers have increased
- Continue to attend 2 job fairs each semester
- The number of CPI trained teachers has increased
- New teacher mentor program
- TISD offers a stipend for secondary math teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Data shows inequity between students with experienced teachers and new teachers. **Root Cause:** Horizontal alignment in grade level teams

Problem Statement 2: Recruit and retain teachers in high need areas **Root Cause:** Competitive compensation plans

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers continue to use the District adopted curriculum. A district lesson plan template is in place that reflects critical aspects of curriculum. Teachers will continue to develop and post lesson plans that address student engagement and the rigor reflected in STAAR assessments. Teachers will develop and give CBAs/unit tests that reflect the state standards and STAAR assessment rigor using the district curriculum. Additionally, teachers received STAAR resources distributed on TEA's website, TEA-provided intervention for state assessments, and Career and Technology teachers have access to curriculum provided by TEA.

The CTE program has been updated and provides eight Programs of Study: Agriculture, Food and Natural Resources; Arts, Audio Video Technology & Communications; Business Management and Administration; Finance; Health Science; Hospitality & Tourism; Manufacturing; and Transportation, Distribution and Logistics. As the state changes its CCMR requirements, a need for more Practicum classes in all programs of study are needed.

The State Compensatory Program (SCE) consists of intervention teachers, funding for tutorials, intervention paraprofessionals, PreK as well as credit recovery programs.

All teachers have laptops and most have PC viewers and iPads. Teachers utilize technology in their classes.

All principals are trained in the Fundamental Five, Capturing Kids' Hearts, and Excellence in the Classroom and are responsible for implementation and monitoring at the campus level.

District horizontal alignment meetings by subject will continue.

Instructional coaches have been added to the Middle School and High School campuses to facilitate teacher and student growth.

Curriculum, Instruction, and Assessment Strengths

Student achievement data is available through web-based programs and data is used by teachers to gauge students' needs and drive instruction with some fidelity. Progress monitoring is achieved through benchmarks, regularly scheduled curriculum-based assessments, progress monitoring programs, and campus PLCs.

Teachers use all components of the district curriculum. Vertical alignment of curriculum will be accomplished through the District adopted curriculum and horizontal alignment will be strengthened via organized planning meetings with a collaborative focus.

Core subject vertical and horizontal alignment meetings continue.

The Lead4ward module is used within DMAC and Eduphoria.

Online professional development has been introduced and used in the district.

Most classrooms have PC viewers.

Most teachers have iPads for progress monitoring and for instructional use.

All certified teachers have laptops.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Areas were identified as targets within the 2021 accountability systems. **Root Cause:** The District has identified opportunities for growth in academic achievement in English Language Arts.

Problem Statement 2: The CCMR indicators need extensive research and supervision to maintain coding accuracy. **Root Cause:** Data entry, professional development, and software issues needed auditing and improvement.

Problem Statement 3: STAAR Performance indicates opportunities for growth in Closing the Gaps at the Middle School. **Root Cause:** Middle School students in White and Two or More Races subgroups did not meet targets. Targeted professional development is needed to assist teachers with implementing research-based strategies for addressing the needs of all student groups, but especially students in the groups mentioned.

Parent and Community Engagement

Parent and Community Engagement Summary

Tarkington ISD reaches parents and all community stakeholders through multiple forms of media and works with community organizations to promote the well-being of students and the community as a whole; however, increased parent involvement and communication would be of benefit to our students.

Parent and Community Engagement Strengths

Our district supports programs that help our students with food and materials, through Brown Bag Buddies, Houston Food Bank, and the Christmas gift distribution.

The Tarkington Student Foundation, Lions Club, Masonic Lodge, and Rotary Clubs continue to support our graduates with scholarships for postsecondary education or training.

The district works with community organizations, such as the Lions Club and Rotary Club, to provide glasses, camps, and other opportunities for its students.

Face-to-face parental involvement is encouraged through Meet the Teacher Night, Family Fun Nights, PTO, Middle School assemblies, elementary awards programs, Open Houses, and other informational meetings.

Communication to parents and the community is disseminated through the district website, district newsletters, e-mails from teachers and administrators, Facebook, online surveys, Tarkington ISD, TX app, Remind, campus bulletins, and other print media sent home with students.

The district works closely with the community library to promote summer reading and other programs offered.

A summer feeding program is available for TISD students.

An English to Spanish translation program is available at all campuses to provide materials in the parent's and student's home language.

The Apptegy Alert system is utilized to inform parents of emergencies.

All campuses have a parent organization, PTO/Parent Support Group.

The following needs have been identified:

- Increase district-wide opportunities for parent and community engagement.
- Encourage timely communication from campuses and teachers.
- Expand opportunities for communication with families in Spanish and other languages as needed.
- Continue the use of the yearly parent involvement survey and encourage more parent participation.
- Encourage scheduling special parent involvement events/activities after the regular workday to accommodate working parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and community turn out for campus events needs improvement. **Root Cause:** Various methods of communication indirect and/or passive thus doing little to engage parents and build relationships.

Problem Statement 2: School to home communication needs improvement. **Root Cause:** Various methods of communication indirect and/or passive thus doing little to engage parents and build relationships.

Problem Statement 3 (Prioritized): District parent survey participation level needs improvement. **Root Cause:** Use various means of publicizing the parent survey and encouraging

participation including the alert system, newsletters, and other media.

Technology

Technology Summary

Tarkington ISD is committed to improving the quality and value of education and understands the importance of technology integration in teaching and learning. Our focus is to provide students with educationally appropriate, accessible, high-quality resources designed to facilitate and enhance learning and assist in developing students' higher order thinking skills. To support teachers in these areas, the district organized an Instructional Technology Department in 2018-2019 consisting of a Coordinator and 4 liaisons, increasing that number to 6 for 2019-2020. The Instructional Technology Department has planned monthly meetings with a focus of improving teacher and student technology usability.

In addition, in order to encourage teachers to integrate technology into their daily curriculum, our Technology Director and Computer Technician work to improve infrastructure, hardware issues, and software needs and provides support for data automation with assessments, curriculum, and PEIMS reporting.

Technology Strengths

Technology strengths include:

- Online, readily accessible professional development is available and utilized by teachers and staff
- Google access and Google classroom has increased in availability for students and teachers
- Technology programs are utilized in assessment and curriculum delivery
- The Technology Department and the Instructional Technology Department support training and accessibility throughout the district.
- Technology is used to enhance communication with parents, students, and community.
- Campus technology specialists were added at campuses to facilitate instructional technology integration.

Technology needs include:

- Continue adding iPads and Chrome Books to classrooms for instruction, intervention, assessment, and progress monitoring.
- Increase migration to Google applications.
- Increase availability of updated infrastructure and hardware to meet online assessment requirements.
- Increase the use of Swivl for improving instructional practices

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology integration is perceived as unreliable and more time-consuming than traditional methods. **Root Cause:** Wireless traffic is ever-increasing and bandwidth needs continue to grow. Keeping pace with continuous updates and increasing needs for hardware and software presents challenges. Teachers need more time to familiarize themselves in a practical manner in order to adapt to new technologies.

Priority Problem Statements

Problem Statement 1: Data shows inequity between students with experienced teachers and new teachers.

Root Cause 1: Horizontal alignment in grade level teams

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Areas were identified as targets within the 2021 accountability systems.

Root Cause 2: The District has identified opportunities for growth in academic achievement in English Language Arts.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: District parent survey participation level needs improvement.

Root Cause 3: Use various means of publicizing the parent survey and encouraging participation including the alert system, newsletters, and other media.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Employee Data

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Discipline management program is enforced and provides prevention and education concerning unwanted physical/verbal aggression, sexual harassment and other forms of bullying in schools, school grounds, and school vehicles. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Dating violence awareness and bully prevention education programs are presented to students, parents, and staff. These programs will include definitions, safety planning, protective orders, training for teachers, counseling for affected students, and anonymous bullying reporting methods. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Secondary Counselors, Principals, and Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: All staff are trained on the prevention and recognition of sexual harassment, child abuse (including children with the most significant cognitive disabilities), suicide awareness, and bullying and conflict resolution through professional development and/or online modules. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Ex Dir of Curriculum; Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Two district resource officers are employed to assist with safety, truancy checks, criminal discipline incidents, as well as all emergencies. Strategy's Expected Result/Impact: Decrease truancy and violent discipline referrals to improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campus discipline of special education students is monitored for PBMAS/RDA. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Exe Dir of Cur, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				

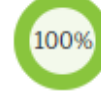
Strategy 6 Details	Reviews			
Strategy 6: Freedom from Bullying School Board Policy Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. See attached policy FFI Legal and Local. Staff Responsible for Monitoring: School Board	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Facilities are well-kept and promote learning. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Assistant Superintendent, Maintenance Supervisor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Explore optional methods for anonymous crisis / crime reporting, including the use of student committees. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and district success. Staff Responsible for Monitoring: District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Ensure all staff are using Capturing Kids' Hearts and monitor the implementation of best practices in positive environments conducive to learning. Strategy's Expected Result/Impact: Positive campus and classroom environment conducive to learning Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Improve district security by adding video cameras to campuses with minimal security camera coverage. Adding a few each year in order to have sufficient security footage for the entire district by December 2023. Strategy's Expected Result/Impact: Provide a safe school district, capable of providing video footage to law enforcement and school district administrators. Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				

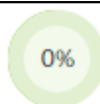
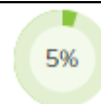
Strategy 11 Details	Reviews			
Strategy 11: Gather information on the available outlets in classrooms and if surge protectors are needed on outlets. Strategy's Expected Result/Impact: Availability of technology within classrooms Staff Responsible for Monitoring: Maintenance, Director of School Safety and Auxillary Operations	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.

Performance Objective 2: Implementation of crisis management efforts in district.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: District will appoint a District Safety Coordinator to review, revise, and update the Emergency Operation Plan (to include a multi-hazard plan for responding to an active-shooter), as well as coordinate crisis response training for staff. Strategy's Expected Result/Impact: Improved student and staff safety. Staff Responsible for Monitoring: District Safety Coordinator; Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Each campus will practice various crisis drills including drills that require students and staff to practice responding to crisis when they are outside the school building such as recess or secondary schools changing classes. Table top scenarios are discussed with faculty and staff members. Campus drills are monitored monthly. All staff members and students receive emergency preparedness training. Strategy's Expected Result/Impact: Improved student and staff safety. Staff Responsible for Monitoring: Principals, Assistant Principals, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Each campus will continue the practice of maintaining secure entrances and the requirement that all visitors use the check-in computer program. Strategy's Expected Result/Impact: Improved student and staff safety. Staff Responsible for Monitoring: Principals, Campus Secretaries	Formative			Summative
	Nov	Jan	Mar	June
				

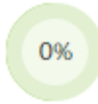
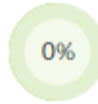
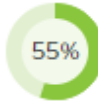
Strategy 4 Details	Reviews			
Strategy 4: The district conducts a facility safety and security audit every three years and an annual review of recommendations set forth in the written audit report. Audit findings will be presented to the Board of Trustees, and submitted to the Texas School Safety Center on a web-enabled form. Strategy's Expected Result/Impact: Improved student and staff safety. Staff Responsible for Monitoring: Superintendent, Exec. Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: District will perform campus security checks, including the use of well-known and unknown individuals attempting building entry. Strategy's Expected Result/Impact: Improved student and staff safety. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase coordination & pre-planning with local law enforcement, fire, and EMS and provide campus maps for emergency agencies, preferably including all rooms in the entire building. Strategy's Expected Result/Impact: Improved student and staff safety. Staff Responsible for Monitoring: Superintendent, Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Continue use of automated phone/text messaging service. Strategy's Expected Result/Impact: Improved student and staff safety along with parent communication and involvement. Staff Responsible for Monitoring: Superintendent, Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

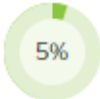
Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.

Performance Objective 3: Improve health and wellness of students and staff

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The District School Health Advisory Council (SHAC) will meet four times per year to provide advice to the district on coordinated school health programming and its impact on student health and learning. Strategy's Expected Result/Impact: Improved staff and student health and achievement. Staff Responsible for Monitoring: Exec. Director of Student Services & Auxillary Operations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Train two people on issues connected to diabetes Strategy's Expected Result/Impact: Improved staff and student health and achievement. Staff Responsible for Monitoring: District Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: CPR and training for AED units is provided each summer for required personnel, administrators, counselors, and bus drivers, with a minimum of five personnel per campus trained and certified. Strategy's Expected Result/Impact: Improved staff and student health. Staff Responsible for Monitoring: District Nurse	Formative			Summative
	Nov	Jan	Mar	June
				

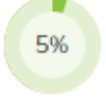
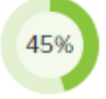
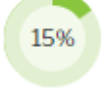
Strategy 4 Details	Reviews			
Strategy 4: District will collaborate with Elite Medical Imaging or a similar private health care provider to offer preventative screenings Strategy's Expected Result/Impact: Improved student achievement and health. Staff Responsible for Monitoring: District Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: All participants in extra-curricular activities are required to participate in the student drug testing program. See Drug Policy on website for details. Strategy's Expected Result/Impact: Improved student achievement and health. Staff Responsible for Monitoring: Secondary Principals and Assistant Principals, Athletic Director, Sponsors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Students participate in Fitness Gram assessment Strategy's Expected Result/Impact: Improved student achievement and health. Staff Responsible for Monitoring: Athletic Director, Coaches, and P.E. Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: District will coordinate annual flu shot vaccines as well as Hepatitis B shots for recommended personnel. Strategy's Expected Result/Impact: Improved health and achievement Staff Responsible for Monitoring: District Nurse	Formative			Summative
	Nov	Jan	Mar	June
				

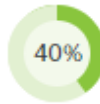
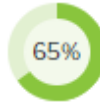
Strategy 8 Details	Reviews			
Strategy 8: Require District Nurse to complete training on managing students with seizure disorders and coordinate training of district employees. Strategy's Expected Result/Impact: Improved health and achievement Staff Responsible for Monitoring: District Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Ensuring the use of Capturing Kids' Hearts by all staff, and monitor the implementation of best practices in positive environments conducive to learning. Strategy's Expected Result/Impact: Positive work and school environment conducive to social-emotional well-being Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 1: All students will graduate from high school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Guidance will be provided for parents and students (grades 8-12) regarding graduation program requirements and course choices to achieve desired diplomas. The THS Academic Course Planning Guide is used for course selection at the HS level. All TMS students are provided career choices and endorsement opportunities instruction at the HS level. Strategy's Expected Result/Impact: Increased student certifications and post-secondary opportunities, which will also improved student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Secondary Counselors, Principals, and Assistant Principals		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Personal Graduation Plans will be created for all middle school and high school students who have failed a state assessment, and all ninth grade students will have a program of study, including a graduation program plan, which will be signed by the student and parent. Strategy's Expected Result/Impact: Increased student certifications and after high school opportunities and improved state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Secondary Counselors		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Each campus will implement individual and/or group counseling for at-risk students as needed, including those assigned to DAEP. Strategy's Expected Result/Impact: Improved student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Counselors, Principals		Formative			Summative
		Nov	Jan	Mar	June
					

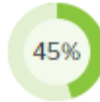
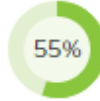
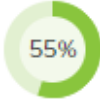
Strategy 4 Details	Reviews			
Strategy 4: Review CTE programs of study with course offerings annually and expand as needed. Students will be encouraged to participate in nontraditional CTE courses. Students are also encouraged to take and pass certification exams. Report to school board at November and June Board meetings. Strategy's Expected Result/Impact: Increased student certifications and after high school opportunities and improved state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: High School Principal, Counselors, CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Each campus will develop a plan to assist students transition from campus to campus. Strategy's Expected Result/Impact: Improved student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Ensure that all staff are using Capturing Kids' Hearts, and monitor the implementation of best practices in positive environments conducive to learning. Strategy's Expected Result/Impact: Provide a positive climate supporting students academically and emotionally and increase the graduation rate Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Each campus will continue to identify at-risk students and provide intervention strategies and accelerated instruction by using state assessments, benchmark results and progress monitoring data. Strategy's Expected Result/Impact: Improved student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: District Administrators, Principals, Assistant Principals, Counselors, and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Opportunities to recover credit will be offered through summer school and/or a credit recovery program. Tuition fees for summer programs may be charged. Strategy's Expected Result/Impact: Improve student graduation rate, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Accelerated instruction is offered during the summer and the school year as needed. Strategy's Expected Result/Impact: Improve student graduation rate, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Counselors, and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: District curriculum assessments are administered at the end of each unit in ELA, math, science, and social studies at each grade level. Strategy's Expected Result/Impact: Improved student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The district curriculum will be followed with fidelity and flexibility at each campus and grade level. Strategy's Expected Result/Impact: Improved student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus leaders will monitor student progress and teacher instruction each six weeks through the use of PLCs. Strategy's Expected Result/Impact: Improve instruction, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Assistant Principals, and Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 3: Provide career and guidance counseling to secondary students, assisting them with post-secondary preparation including college application assistance and financial aid information.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pamphlets, links to web pages, and training will be provided to inform high school and middle school students, teachers, counselors, and parents about job fairs, higher education admissions, financial aid opportunities/scholarships, Texas Grant Program, and Teach for Texas Grant Programs. Strategy's Expected Result/Impact: Increased student after high school opportunities and improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Counselors, Webpage Assistant, Principals, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Secondary campuses will provide career interest assessments to help students determine career paths and interest. Strategy's Expected Result/Impact: Increased student certifications and after high school opportunities and improved state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Counselors, Principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The district will continue to promote "Generation TX" Week to encourage students to gain information about college possibilities, as well as technical and vocational schools and union apprenticeships where applicable. Strategy's Expected Result/Impact: Increased student after high school opportunities and improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Secondary Counselors or Designees	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue dual credit opportunities through Texas Virtual School Network, as well as articulations with Lone Star College, UT Arlington, UT Permian Basin, and Lamar University. Report to school board at the November Board Meeting. Strategy's Expected Result/Impact: Increase in number of students enrolled in dual credit and student after high school opportunities and improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Superintendent, Executive Director Curriculum, Principals, High School Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to support and participate in the Tarkington Student Foundation to promote the idea that any TISD graduate who attends post-secondary education will receive a scholarship. Strategy's Expected Result/Impact: Increased student after high school opportunities and graduation rate improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: THS Principal, Exe Dir of Cur, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

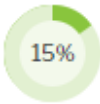
Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research-based strategies to improve student achievement.

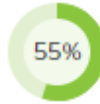
Performance Objective 1: Increase student academic performance.

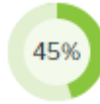
Evaluation Data Sources: attendance rates; standardized test scores; retention rates; graduation rates

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: To increase academic performance, students need to be in attendance. Each campus will address student attendance issues and communicate with parents the importance of consistent attendance at school. District Resource officer will be used to help investigate truancy issues. The automated phone call system will be used to notify parents of absent students daily. Each campus will provide student attendance incentives and advertise / promote them. Student Attendance Reports to school board at the November and April meeting. Strategy's Expected Result/Impact: Increase student attendance and improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Principals, Teachers, Attendance Clerks, Resource Officer, Assistant Principals,	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: To increase achievement on standardized tests, the district will provide prep-programs for practice and review, and to support students taking the exams, the district will provide on-site testing. Strategy's Expected Result/Impact: Increase post-secondary readiness, improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: High School Principal and Counselors; Middle School Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Each campus will encourage all students to participate in UIL competitions or subject specific contests, in particular targeting GT students, by providing clear campus sign-up timelines and enlisting teacher support in making recommendations of students' based on their strengths/aptitudes. Explore the feasibility of providing transportation from practices. Strategy's Expected Result/Impact: Increase number of UIL participants and more placing in their contests and improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: UIL Coordinators, UIL Coaches, Teachers, Principals, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement research-based practices in reading and math using the multi-tiered system of response method (MTSS) method in grades K-8, focusing on multi-sensory / hands-on / manipulatives where applicable. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Teachers, Counselors, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Each campus will provide data informed instructional placement to ensure the closure of achievement gaps and progress of all students by using the provided programs: Renaissance, Eduphoria, DMAC, etc. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Teachers, Counselors, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Each campus will disaggregate state assessment data for all students using a data analysis program and campus-developed programs, including subgroup populations as well as special education data. Strategy's Expected Result/Impact: Identification of struggling and masters level students to improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Principals, Counselors, Teachers, Assistant Superintendent, Exe Dir of Cur, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: The District will monitor staffing patterns from a district perspective, changing configuration of classes as students move through the system, keeping in mind class size--particularly at the primary and middle school level. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Executive Directors, Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: The district will continue to provide professional development in vertical and horizontal alignment within core subjects, scientifically-based research strategies that increase the core academic program, including the rigor necessary for preparation for STAAR assessments and including differentiation for struggling students. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Assistant Superintendent, Executive Director, Principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Student achievement increases when teacher attendance rates are high. The district will incentivize perfect attendance by randomly selecting two employees with perfect attendance in each 6 weeks to reward with a \$250 check. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Executive Director, Principals, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Evaluate each campus's special programs for effectiveness and compliance: CTE, GT, ELL, Dyslexia, 504, Special Ed. Report to school board at November meeting. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Principals, Assistant Superintendent, Executive Director, Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide quality instruction for ELL students in the district by ensuring ESL certified teachers, professional development as needed, and reimbursing certification fees. Strategy's Expected Result/Impact: Improve state accountability and student achievement for student, campus, and District success. Staff Responsible for Monitoring: Principals, Exe Dir of Cur, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Ensure all staff are using Capturing Kids' Hearts and monitor the implementation of best practices in positive environments conducive to learning. Strategy's Expected Result/Impact: Increase student academic performance Staff Responsible for Monitoring: District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Provide professional development via contracted services to content areas / grades with highest level of need based on campus data. Strategy's Expected Result/Impact: Increase capacity for instructional practices and command of content in professional staff in order to increase student achievement Staff Responsible for Monitoring: Asst. Superintendent ; Exec. Director	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research-based strategies to improve student achievement.

Performance Objective 2: Retain and hire quality certified professionals and paraprofessionals. District will pay a retention bonus in November 2021 for all employees retained from the previous school year, 2020-2021.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to use federal grant funds to improve classroom instruction and retain highly qualified staff. These funds are used for teacher salaries and professional development at the Primary, Intermediate, and Middle School campuses. Strategy's Expected Result/Impact: Improve recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Assistant Superintendent, Executive Director, Principals,	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will continue to provide professional development to teachers, principals, and other appropriate staff. Professional development will focus on providing knowledge and skills to help accomplish campus objectives. Strategy's Expected Result/Impact: Improve recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Executive Director, Principals,	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: First year teachers will participate in the District Mentor Program. Professional development in lesson planning, Gradebook, e-mail, attendance programs, and classroom management procedures will be provided at the beginning of the year during new teacher orientation. Each campus will provide release time for teacher and mentor for classroom observations. Mentor teachers will receive a stipend. Explore the potential of providing first-year teachers in alternative certification programs additional work days and paying a stipend. Strategy's Expected Result/Impact: Improved recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Assistant Superintendent, Executive Director	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research-based strategies to improve student achievement.

Performance Objective 3: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use available technology to provide intervention or enhance mastery of TEKS skills. Available technology programs such as Study Island, TMSDS, Discovery Ed, Renaissance, textbook online resources, OnTrack, and Think through Math. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Technology Director, Principals, Assistant Principals, Campus Instructional Technology Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will provide professional development on integrating technology into the curriculum using the Instructional Technology Liaisons. Report to school board on technology support / workshops offered by technology department at the May board meeting. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Instructional Technology Coordinator, Technology Director, Campus Instructional Technology Specialist	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: The district will provide training on TEKS Resource System curriculum plan and on Eduphoria/DMAC components as needed, with a focus on streamlining programs and data-driven instruction. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director Curriculum, Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Online opportunities for professional development will be expanded for staff. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Assistant Superintendent, Principals, Technology Director, Campus Instructional Technology Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Technology audit report to board at the January meeting. Strategy's Expected Result/Impact: Improve student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Encourage and assist all parents/guardians to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

Performance Objective 1: Maintain and increase opportunities for open communication, significant discourse between families/community/school.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The district will promote family and community involvement by notifying local media; updating TISD/Campus websites; posting on Facebook and campus marquees; use of parent surveys; providing resources on the district website; and sending mass parent/community emails of all upcoming campus events in a timely manner and in the student's home language. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Campus and District Webmasters, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Information regarding the process for signing up for TXConnect (and its app), School Cafe, and StopIt! will be included in all mass parent e-mails, appropriate report cards, home communications and placed permanently on the website. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Technology Director, Webmaster	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The District will continue to recognize a community member and a former employee by presenting them with the annual Commitment to Education Award at the Tarkington Round-Up. Strategy's Expected Result/Impact: Improve parent and community involvement. Staff Responsible for Monitoring: Superintendent, School Board, Tarkington Student Foundation members	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: The beginning of the year documentation will change to digital format. Each campus will include forms for the collection of parent emails and a form for the preferred language for written home communication. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Campus Secretaries, PEIMS Clerks	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continuous evaluation of current web hosting options, so we stay as up-to-date and current for our parents/users to have the best available/user-friendly platform. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and district success. Staff Responsible for Monitoring: Asst Supt; Ex Dir; Technology Dept; Webmaster	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: We will work toward a district level account that includes texting features and voice calling for teachers and administrators to better communicate with more parents/stakeholders. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and district success. Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Encourage and assist all parents/guardians to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

Performance Objective 2: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Each campus will actively encourage family involvement through events at the campuses designed specifically for parent-school connections, such as Open House, parent orientation, informational events, Beginning of the Year Meet the Teacher, and other family oriented events facilitating parental involvement in student achievement. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Staff Responsible for Monitoring: Principals, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will seek community involvement on district and campus activities, such as site-based decision making, improvement planning, and School Health Advisory Council or (SHAC). Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Agendas, sign-in sheets Staff Responsible for Monitoring: Principals, Assistant Superintendent, Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increased use of grade-level emails by each campus along with information about TISD website and TX-Connect will be disseminated to parents and the community. Strategy's Expected Result/Impact: Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Increase number of email addresses, number of parents using TXConnect, increased parent participation, and increased number of mass emails sent out by campuses Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)