

**Tarkington Independent School District**  
**Middle School**  
**2024-2025 Campus Improvement Plan**

# Mission Statement

The mission of Tarkington Middle School is to provide opportunities to ensure each student achieves his or her greatest potential through support of these academic and citizenship elements:

Solutions to problems in preparation for the future  
**H**igh standards of achievement; mastery beyond curricular basics  
**O**pportunities for learning and growing in a holistic atmosphere  
Responsible members of the community  
Thoughtful actions, "think twice before you act"  
Honesty in all situations  
Organization skills to meet the needs of today's students  
Respect for all, for yourself, and for what you do  
Never losing sight of goals  
Spirit to achieve and never give up

## Vision

Tarkington Middle School 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

TMS is a small 6th-8th grade Texas public middle school located in southeast TX. The enrollment is 425 students. Our campus demographics are as follows:

White: 78%; Hispanic: 19%

SPED - 92 (21.6%)

504 - 41 (9.6%)

EB - 33 (7.8%)

GT - 32 (7.5%)

Free/Reduced Lunch - 257 (60%)

We currently have 26 teachers on staff. Eight teachers (31%) are new to the campus this year. Six teachers (23%) are working on their degrees and all are scheduled to be degreed and/or certified by the end of the 2024-2025 school year.

During the 2023-2024 school year, approximately 620 discipline referrals were processed on campus. Of those, 214 (35%) were for Class Disruption, 13 (2%) were for tobacco possession or use, 31 (5%) were for physical contact with a student, 22 (3.5%) were for threatening, rude/profane language toward a student, and 56 (9%) were for misbehavior on the bus.

### Demographics Strengths

Of the 18 returning teachers on campus, most are fully certified and experienced.

More serious disciplinary issues were not numerous on campus last year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Classroom disruption referrals represented the majority of disciplinary referrals for the 2023-2024 school year. **Root Cause:** inconsistencies with discipline management and classroom management. - Lack of phones for parent contacts in various places in the building.

**Problem Statement 2 (Prioritized):** A high percentage (31%) of teachers resigned during the 2023-2024 school year. This is a higher percentage than in previous years. **Root Cause:** More Money, retirement, Family dynamic - no determinable trend

**Problem Statement 3 (Prioritized):** Almost one-quarter of teachers are not fully certified. **Root Cause:** Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.

# Student Learning

## Student Learning Summary

On the Reading STAAR Test for the 2023-2024 school year, an average of 47% of students in all grades were at the meets level and 21% of students were at the masters level.

On the Math STAAR Test for the 2023-2024 school year, an average of 25% of students in all grades were at the meets level and 8% of students were at the masters level.

On the Science STAAR Test for the 2023-2024 school year, an average of 22% of students in 8th grade were at the meets level and 4% of students were at the masters level.

On the Social Studies STAAR Test for the 2023-2024 school year, an average of 28% of students in 8th grade were at the meets level and 11% of students were at the masters level.

According to the 2022-2023 TAPR Report, Hispanic students outperformed White students in Math at all grade levels.

Students who are served in special education score well below other students in all grade levels and all courses.

## Student Learning Strengths

Reading and Math have improved or stabilized over the last three years despite sweeping changes to the STAAR format and methodology for calculating accountability ratings.

Hispanic student performance is either comparable or above other sub-populations.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students served in special education score well below their peers in all subjects. **Root Cause:** Para training and scheduling - Viable Intervention program.

**Problem Statement 2 (Prioritized):** Science and Social Studies scores are far below scores of other subjects. **Root Cause:** Courses in lower grade levels are not at the rigor of 8th Middle School  
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grade. Turnover in the department. Lack of quality instructional materials

**Problem Statement 3 (Prioritized):** Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. **Root Cause:** Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

# School Processes & Programs

## School Processes & Programs Summary

Focus on Grow-Your-Own as a strategy for recruiting new teachers.

Weekly PLC focuses on various critical topics for teachers. This is different than last year. Friday PDs once per month of in-depth planning. For new teachers - TISD KEEPS and campus mentors.

Teachers have been provided a survey in the past to gather information for the CNA and CIP.

At each grade level, we have advanced classes and shorthorn time for acceleration.

6th grade parent meeting and 8th grade promotion, campus tour, and Scheduling night.

This school year, we are on trend with the number of referrals overall, but most of the referrals are not related to classroom disruptions. Teachers are thresholding prior to students entering the rooms. Using Discipline logs. Building relationships with students and parents. Trend this year is mutual horseplay and name calling leading to more serious physical altercations.

## School Processes & Programs Strengths

Visibility of administrators in hallway, classrooms, and lunch duty.

Streamlined processes and scheduled topics for PLC.

TISD Keeps program providing mentorship and PD for new teachers.

Teachers know that Admin is responsive to requests for assistance/removal.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Mutual Horseplay/Name calling leading to more serious physical altercations. **Root Cause:** Students inability to respond appropriately to perceived physical or verbal "attacks".

**Problem Statement 2 (Prioritized):** PLCs were used to manage topics that were timely during certain times during the year. This year, the PLC focus is more clearly defined to include a wider variety of teacher instructional needs. **Root Cause:** Lack of instructional focus and clarity on campus



# Perceptions

## Perceptions Summary

Overall, students and staff are pleased with the environment. Staff members feel TMS has a family feel and that they are supported overall but have voiced some concerns with support regarding campus discipline in past years.

Previously, department chairs would support teachers in their everyday instructional needs.

Community stakeholders generally trust TMS and the administration, however there is a vocal minority who have the propensity to voice their distrust of the school. Some of the recurring complaints center around a perception of bullying on campus.

PTO leadership has dwindled due to attrition. There is a lack of parent involvement at campus functions.

## Perceptions Strengths

New Position - Instructional Coach is helping teachers on a campus-wide basis.

TMS prides itself on its family feel amongst staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of parent involvement at school functions and PTO that are not related to academics. **Root Cause:** Students have moved to high school. Lack of variety in purposes for school functions. The school needs to diversify parent involvement programs. (DAD Squad, CIC, PTO, Curriculum Nights)

**Problem Statement 2 (Prioritized):** Some parents believe that bullying is an issue on campus that has gone unchecked in the past. **Root Cause:** Previous investigations may have gone undocumented or undercommunicated.

# Priority Problem Statements

**Problem Statement 1:** Classroom disruption referrals represented the majority of disciplinary referrals for the 2023-2024 school year.

**Root Cause 1:** inconsistencies with discipline management and classroom management. - Lack of phones for parent contacts in various places in the building.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Mutual Horseplay/Name calling leading to more serious physical altercations.

**Root Cause 2:** Students inability to respond appropriately to perceived physical or verbal "attacks".

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Some parents believe that bullying is an issue on campus that has gone unchecked in the past.

**Root Cause 3:** Previous investigations may have gone undocumented or undercommunicated.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Lack of parent involvement at school functions and PTO that are not related to academics.

**Root Cause 4:** Students have moved to high school. Lack of variety in purposes for school functions. The school needs to diversify parent involvement programs. (DAD Squad, CIC, PTO, Curriculum Nights)

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** PLCs were used to manage topics that were timely during certain times during the year. This year, the PLC focus is more clearly defined to include a wider variety of teacher instructional needs.

**Root Cause 5:** Lack of instructional focus and clarity on campus

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels.

**Root Cause 6:** Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Science and Social Studies scores are far below scores of other subjects.

**Root Cause 7:** Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Students served in special education score well below their peers in all subjects.

**Root Cause 8:** Para training and scheduling - Viable Intervention program.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Almost one-quarter of teachers are not fully certified.

**Root Cause 9:** Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** A high percentage (31%) of teachers resigned during the 2023-2024 school year. This is a higher percentage than in previous years.

**Root Cause 10:** More Money, retirement, Family dynamic - no determinable trend

**Problem Statement 10 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

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

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

Revised/Approved: October 21, 2024


**Goal 1:** Tarkington ISD will recruit, support, and retain high quality teachers and staff (District Priority Guiding Statement). Staff retention will increase by 10%.






**Performance Objective 1:** Tarkington ISD will recruit high quality teachers that hold the appropriate certifications per TEA guidelines.

High Priority

HB3 Goal

**Evaluation Data Sources:** Employee certification records for all staff, recruitment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide quality, frequent feedback to teachers using an informal walkthrough form aligned to the adopted campus instructional framework. <b>Strategy's Expected Result/Impact:</b> Teacher's skillset will improve. <b>Staff Responsible for Monitoring:</b> Admin Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in weekly campus PLCs focusing on increasing knowledge of high-priority TEKS, lesson design, and instructional delivery. <b>Strategy's Expected Result/Impact:</b> Teachers will provide better quality Tier 1 instruction and be more prepared to provide meaningful interventions. <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Regular teacher incentives, rewards, and recognition for attendance, student growth, classroom instruction will be implemented. <b>Strategy's Expected Result/Impact:</b> Staff morale and campus culture will improve. <b>Staff Responsible for Monitoring:</b> Admin Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> - District Budget	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> A high percentage (31%) of teachers resigned during the 2023-2024 school year. This is a higher percentage than in previous years. <b>Root Cause:</b> More Money, retirement, Family dynamic - no determinable trend

Demographics
<b>Problem Statement 3:</b> Almost one-quarter of teachers are not fully certified. <b>Root Cause:</b> Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.
Student Learning
<b>Problem Statement 1:</b> Students served in special education score well below their peers in all subjects. <b>Root Cause:</b> Para training and scheduling - Viable Intervention program.
<b>Problem Statement 2:</b> Science and Social Studies scores are far below scores of other subjects. <b>Root Cause:</b> Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials
<b>Problem Statement 3:</b> Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. <b>Root Cause:</b> Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.
School Processes & Programs
<b>Problem Statement 2:</b> PLCs were used to manage topics that were timely during certain times during the year. This year, the PLC focus is more clearly defined to include a wider variety of teacher instructional needs. <b>Root Cause:</b> Lack of instructional focus and clarity on campus









**Goal 1:** Tarkington ISD will recruit, support, and retain high quality teachers and staff (District Priority Guiding Statement). Staff retention will increase by 10%.

**Performance Objective 2:** Tarkington ISD will support and retain high quality teachers through a district-wide mentor program and provide on-going professional development to improve student learning and teacher performance.

**High Priority**  
**HB3 Goal**

**Evaluation Data Sources:** Maintain records of observation logs, mentor reports, sign-in sheets, and PD agendas/calendar, classroom walkthrough data, teacher evaluation data, staff retention data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> New and growing teachers will participate in the TISD Keeps program for mentorship and training specific to the needs of 1-3 year teachers. <b>Strategy's Expected Result/Impact:</b> New teachers will have the support needed to provide quality Tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 2, 3 <b>Funding Sources:</b> - District Budget		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be provided access to individualized coaching rounds provided by campus instructional leaders. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction and teacher retention will improve. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Admin  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	 5%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


### Performance Objective 2 Problem Statements:



Demographics
<b>Problem Statement 2:</b> A high percentage (31%) of teachers resigned during the 2023-2024 school year. This is a higher percentage than in previous years. <b>Root Cause:</b> More Money, retirement, Family dynamic - no determinable trend
<b>Problem Statement 3:</b> Almost one-quarter of teachers are not fully certified. <b>Root Cause:</b> Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.

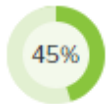




**Goal 2:** By August 2024, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

**Performance Objective 1:** Students will read on grade level or higher by the beginning of the 3rd grade and will remain on grade level or higher until graduation (District Priority Guiding Statement).

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** TISD assessment data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> A streamlined assessment and data analysis system including Renaissance, Writing Samples, CBAs, and Benchmarks will be implemented. Student data analysis from various assessments will be utilized to determine reading performance and drive intervention results. <b>Strategy's Expected Result/Impact:</b> Student reading fluency and comprehension will improve. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> IXL will be implemented and regularly monitored to provide reading intervention for students on a regular rotation during Shorthorn Time <b>Strategy's Expected Result/Impact:</b> Students' reading fluency and comprehension will increase. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - District Budget	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement writing across the curriculum with specific writing expectations and writing strategies in all classes. <b>Strategy's Expected Result/Impact:</b> Students' writing proficiency will increase. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Student growth on CBAs will be incentivized for staff and students through special recognition and rewards. <b>Strategy's Expected Result/Impact:</b> Student performance will increase. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - District Budget		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					


### Performance Objective 1 Problem Statements:




Demographics
<b>Problem Statement 1:</b> Classroom disruption referrals represented the majority of disciplinary referrals for the 2023-2024 school year. <b>Root Cause:</b> inconsistencies with discipline management and classroom management. - Lack of phones for parent contacts in various places in the building. <b>Problem Statement 3:</b> Almost one-quarter of teachers are not fully certified. <b>Root Cause:</b> Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.
Student Learning
<b>Problem Statement 1:</b> Students served in special education score well below their peers in all subjects. <b>Root Cause:</b> Para training and scheduling - Viable Intervention program. <b>Problem Statement 2:</b> Science and Social Studies scores are far below scores of other subjects. <b>Root Cause:</b> Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials <b>Problem Statement 3:</b> Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. <b>Root Cause:</b> Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.
School Processes & Programs
<b>Problem Statement 1:</b> Mutual Horseplay/Name calling leading to more serious physical altercations. <b>Root Cause:</b> Students inability to respond appropriately to perceived physical or verbal "attacks". <b>Problem Statement 2:</b> PLCs were used to manage topics that were timely during certain times during the year. This year, the PLC focus is more clearly defined to include a wider variety of teacher instructional needs. <b>Root Cause:</b> Lack of instructional focus and clarity on campus

**Goal 2:** By August 2024, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

**Performance Objective 2:** Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SpEd, EB, 504, homeless, GT, migrant, foster care, and at-risk).

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Intervention/tutoring documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a targeted and systematic intervention program that provides differentiated intervention and enrichment for all students.  <b>Strategy's Expected Result/Impact:</b> Students will show academic growth through the use of intentional intervention time <b>Staff Responsible for Monitoring:</b> Admin Team, Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement regular (every six weeks) data talks focusing on the growth of individual students. <b>Strategy's Expected Result/Impact:</b> Teachers will be aware of individual student progress to plan targeted interventions in the classroom. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Admin  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement regular (every six weeks) student-driven goal-setting and data tracking. <b>Strategy's Expected Result/Impact:</b> Students will be aware of individual student progress to plan for self-monitoring <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coach, Admin  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide inclusion paraprofessionals with professional development at the beginning and throughout the school year. <b>Strategy's Expected Result/Impact:</b> Improvement in classroom provided interventions and SPED support <b>Staff Responsible for Monitoring:</b> Admin, Instructional coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Classroom disruption referrals represented the majority of disciplinary referrals for the 2023-2024 school year. **Root Cause:** inconsistencies with discipline management and classroom management. - Lack of phones for parent contacts in various places in the building.

**Problem Statement 3:** Almost one-quarter of teachers are not fully certified. **Root Cause:** Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.

### Student Learning

**Problem Statement 1:** Students served in special education score well below their peers in all subjects. **Root Cause:** Para training and scheduling - Viable Intervention program.

**Problem Statement 2:** Science and Social Studies scores are far below scores of other subjects. **Root Cause:** Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials

**Problem Statement 3:** Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. **Root Cause:** Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

### School Processes & Programs

**Problem Statement 1:** Mutual Horseplay/Name calling leading to more serious physical altercations. **Root Cause:** Students inability to respond appropriately to perceived physical or verbal "attacks".

**Problem Statement 2:** PLCs were used to manage topics that were timely during certain times during the year. This year, the PLC focus is more clearly defined to include a wider variety of teacher instructional needs. **Root Cause:** Lack of instructional focus and clarity on campus




**Goal 2:** By August 2024, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

**Performance Objective 3:** Tarkington ISD will provide career exploration opportunities for students so they have a better idea of opportunities after graduation (District Priority Guiding Statement).

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Copies of parent flyers, parent communications, presentations from presenters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in 8th grade will have an opportunity to explore work skills and pathways in high school through the General Employability course.  <b>Strategy's Expected Result/Impact:</b> Students will gain further interest in career/college readiness <b>Staff Responsible for Monitoring:</b> Admin team  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> TMS will implement Tomorrow Tuesdays (monthly themed college and career exploration days) in partnership with community members and local businesses to give students opportunities to explore various careers. <b>Strategy's Expected Result/Impact:</b> Students will be more prepared to make choices about pathway opportunities in high school. <b>Staff Responsible for Monitoring:</b> Admin, Counselor  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2, 3 <b>Funding Sources:</b> - District Budget	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				






Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Science and Social Studies scores are far below scores of other subjects. <b>Root Cause:</b> Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials
<b>Problem Statement 3:</b> Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. <b>Root Cause:</b> Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

**Goal 2:** By August 2024, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

**Performance Objective 4:** The students at Tarkington ISD will graduate college, and / or career, and life ready (District Priority Guiding Statement).

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** College acceptance, Programs of Study completion

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tarkington Middle School has implemented three courses to spark CTE interest. All courses provide a foundation for students to explore various fields of study while starting to think about career opportunities: Touch System Data Entry/ Web Communications, Career/College Explorations, Principles of Agriculture. <b>Strategy's Expected Result/Impact:</b> Students will gain an impacted interest in career and college readiness  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Science and Social Studies scores are far below scores of other subjects. <b>Root Cause:</b> Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials <b>Problem Statement 3:</b> Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. <b>Root Cause:</b> Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

**Goal 2:** By August 2024, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

**Performance Objective 5:** Instructional technology will be incorporated to increase the effectiveness of teaching and learning.

**HB3 Goal**  
**Evaluation Data Sources:** Campus technology inventory, purchase orders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be exposed to online learning systems through iXL, Google Classroom, and online textbooks. <b>Strategy's Expected Result/Impact:</b> Students will be more prepared to engage responsibly with technology applications <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 3 <b>Funding Sources:</b> - District Budget	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**





Student Learning
<b>Problem Statement 2:</b> Science and Social Studies scores are far below scores of other subjects. <b>Root Cause:</b> Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials
<b>Problem Statement 3:</b> Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. <b>Root Cause:</b> Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

**Goal 3:** By August 2025, Tarkington ISD will provide a safe, disciplined and healthy environment on all campuses and district facilities to promote and support student learning resulting in an increase of attendance rate, successful safety audits, and decrease in discipline referrals and/or DAEP placements.

**Performance Objective 1:** Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

**High Priority**  
**Evaluation Data Sources:** Safety audit reports, exterior door check spreadsheet, Raptor reports, discipline data, attendance data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student behavior and attendance will be incentivized through privilege cards, prize drawings, and other campus rewards. <b>Strategy's Expected Result/Impact:</b> Student attendance will increase. Student behavior referrals will decrease. <b>Staff Responsible for Monitoring:</b> Admin, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> - District Budget	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a multi-directional (staff, students, parents, programming) approach to the integration of 6th graders to the Middle School. <b>Strategy's Expected Result/Impact:</b> 6th graders will be more successful in transitioning to middle school <b>Staff Responsible for Monitoring:</b> Admin, Counselor  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A volunteer program specifically tailored to fathers will be created to address the specific needs of middle school boys. <b>Strategy's Expected Result/Impact:</b> Discipline referrals will decrease. <b>Staff Responsible for Monitoring:</b> Admin, Counselor  <b>Title I:</b> 2.5, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Mutual Horseplay/Name calling leading to more serious physical altercations. <b>Root Cause:</b> Students inability to respond appropriately to perceived physical or verbal "attacks".

Perceptions

**Problem Statement 1:** Lack of parent involvement at school functions and PTO that are not related to academics. **Root Cause:** Students have moved to high school. Lack of variety in purposes for school functions. The school needs to diversify parent involvement programs. (DAD Squad, CIC, PTO, Curriculum Nights)

**Problem Statement 2:** Some parents believe that bullying is an issue on campus that has gone unchecked in the past. **Root Cause:** Previous investigations may have gone undocumented or undercommunicated.

**Goal 3:** By August 2025, Tarkington ISD will provide a safe, disciplined and healthy environment on all campuses and district facilities to promote and support student learning resulting in an increase of attendance rate, successful safety audits, and decrease in discipline referrals and/or DAEP placements.

**Performance Objective 2:** Tarkington ISD will continue to provide guidance and counseling services as outlined in the Texas Model for For Comprehensive School Counseling Programs, 5th Edition, specifically covering the areas of trauma informed care for both students and staff.

**High Priority**

**Evaluation Data Sources:** Counselor case management as documented in counseling time-management program SCUTA  
Guidance lesson documentation, Quaver SEL program lesson plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide early intervention in student conflicts through restorative practices and counseling groups. <b>Strategy's Expected Result/Impact:</b> Fewer student conflicts will result in disciplinary issues. <b>Staff Responsible for Monitoring:</b> Admin, Counselor  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Results Driven Accountability</b> <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Mutual Horseplay/Name calling leading to more serious physical altercations. <b>Root Cause:</b> Students inability to respond appropriately to perceived physical or verbal "attacks".



**Goal 3:** By August 2025, Tarkington ISD will provide a safe, disciplined and healthy environment on all campuses and district facilities to promote and support student learning resulting in an increase of attendance rate, successful safety audits, and decrease in discipline referrals and/or DAEP placements.

**Performance Objective 3:** Create and utilize a Threat Assessment Team to assess and address the seriousness of violent threats when students make a violent or terroristic threat.

**Evaluation Data Sources:** Violent threat assessment procedures and documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tarkington Middle School will utilize their Threat Assessment team to meet the needs to students in need <b>Strategy's Expected Result/Impact:</b> The Threat Assessment team will make sure to identify students in need of help, analyze severity and put plans in place <b>Staff Responsible for Monitoring:</b> Admin Team/ Threat Assessment team  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Mutual Horseplay/Name calling leading to more serious physical altercations. <b>Root Cause:</b> Students inability to respond appropriately to perceived physical or verbal "attacks".

**Goal 3:** By August 2025, Tarkington ISD will provide a safe, disciplined and healthy environment on all campuses and district facilities to promote and support student learning resulting in an increase of attendance rate, successful safety audits, and decrease in discipline referrals and/or DAEP placements.

**Performance Objective 4:** Campus staff will continue to provide training and support to address the following topics; bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness.

**High Priority**  
**Evaluation Data Sources:** EduHero training certificates, publications

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Tarkington Middle School will continue to receive training through Eduhero Modules and provide education to students on the following: bullying, drug prevention, human trafficking, teen dating, violence and suicide awareness through our SEL Renaissance program.  <b>Strategy's Expected Result/Impact:</b> Students will develop an understanding and awareness for the bullying, drug prevention, human trafficking, teen dating, violence and suicide awareness <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 1, 3 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Classroom disruption referrals represented the majority of disciplinary referrals for the 2023-2024 school year. <b>Root Cause:</b> inconsistencies with discipline management and classroom management. - Lack of phones for parent contacts in various places in the building.
<b>Problem Statement 3:</b> Almost one-quarter of teachers are not fully certified. <b>Root Cause:</b> Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.

Perceptions

**Problem Statement 2:** Some parents believe that bullying is an issue on campus that has gone unchecked in the past. **Root Cause:** Previous investigations may have gone undocumented or undercommunicated.

**Goal 4:** TISD will provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection.

**Performance Objective 1:** Promote and support parent and family engagement to strengthen the home and school connection.

**Evaluation Data Sources:** Event flyers, sign-in sheets, feedback surveys/forms, attendance numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TMS will encourage parent participation through a variety of parent education, communication, and volunteer programs including curriculum night, career fair, AG Science Festival, monthly newsletters, PTO, CIC, and DAD Squad. <b>Strategy's Expected Result/Impact:</b> Parent involvement will increase <b>Staff Responsible for Monitoring:</b> Admin Team, Counselor  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Lack of parent involvement at school functions and PTO that are not related to academics. <b>Root Cause:</b> Students have moved to high school. Lack of variety in purposes for school functions. The school needs to diversify parent involvement programs. (DAD Squad, CIC, PTO, Curriculum Nights)

## RDA Strategies

Goal	Objective	Strategy	Description
2	2	4	Provide inclusion paraprofessionals with professional development at the beginning and throughout the school year.
3	1	1	Student behavior and attendance will be incentivized through privilege cards, prize drawings, and other campus rewards.
3	1	2	Implement a multi-directional (staff, students, parents, programming) approach to the integration of 6th graders to the Middle School.
3	1	3	A volunteer program specifically tailored to fathers will be created to address the specific needs of middle school boys.
3	2	1	Provide early intervention in student conflicts through restorative practices and counseling groups.
3	4	1	Tarkington Middle School will continue to receive training through Eduhero Modules and provide education to students on the following: bullying, drug prevention, human trafficking, teen dating, violence and suicide awareness through our SEL Renaissance program.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	4	Provide inclusion paraprofessionals with professional development at the beginning and throughout the school year.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide quality, frequent feedback to teachers using an informal walkthrough form aligned to the adopted campus instructional framework.
1	1	2	Teachers will participate in weekly campus PLCs focusing on increasing knowledge of high-priority TEKS, lesson design, and instructional delivery.
2	1	2	IXL will be implemented and regularly monitored to provide reading intervention for students on a regular rotation during Shorthorn Time
2	1	4	Student growth on CBAs will be incentivized for staff and students through special recognition and rewards.
2	2	1	Implement a targeted and systematic intervention program that provides differentiated intervention and enrichment for all students.
2	2	3	Implement regular (every six weeks) student-driven goal-setting and data tracking.
2	5	1	Students will be exposed to online learning systems through iXL, Google Classroom, and online textbooks.

# Campus Funding Summary

District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	3	2			\$0.00
2	5	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00



# Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Counselors, Campus Administrators	6/2/2023	Ami Potts	9/4/2024
Child Abuse and Neglect	Counselors	11/5/2021	Ami Potts	9/4/2024