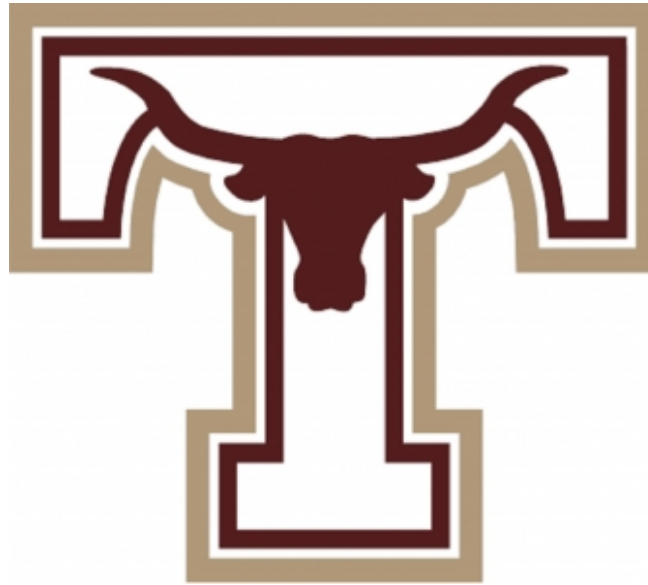


Tarkington Independent School District
District Improvement Plan
2024-2025 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated



Board Approval Date: October 21, 2024
Public Presentation Date: October 21, 2024

Mission Statement

Tarkington ISD's mission is to empower, support, and inspire our students to achieve academic success and to pursue excellence in all aspects of learning so they may live purposeful and productive lives.

Core Values

1. Integrity: The quality of being honest, respectful and having strong moral principles
2. Accountability: Accept responsibility for your own actions
3. Pursuit of Excellence: To give your best effort at all times
4. Courage: Having the strength to do the right thing

Priority Guiding Statements

1. TISD will recruit, support, and retain high quality teachers and staff.
2. Our students will read on grade level or higher by the beginning of 3rd grade and will remain on grade level or higher until graduation.
3. TISD will provide career exploration opportunities for students so they have a better idea of opportunities after graduation.
4. TISD students will graduate college and or career, and life ready.

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



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Goals

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.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: District and campus staff will attend at least 2 job fairs per semester with the goal of teacher recruitment.</p> <p>Strategy's Expected Result/Impact: Increase in teacher recruitment efforts</p> <p>Staff Responsible for Monitoring: Director of Human Resources, Campus Administrators</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate Elevate initiatives to develop current and prospective staff into certified teachers</p> <p>Strategy's Expected Result/Impact: Increased teacher recruitment from TISD community</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. Root Cause: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.</p>







Student Learning









Problem Statement 2: TISD currently employs 32 ESL certified teachers, 11 at the secondary level and 21 elementary teachers. In year 23-24, TISD provided ESL test tutoring and reimbursement for successful testing in that area to all teachers in the District. **Root Cause:** Historically the district's demographics have not mandated an urgent need for all teachers to be ESL certified, however this trend is changing and we need to provide additional incentives to teachers for ESL testing and training in order to provide quality services to EB/EL students.

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.

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			
<p>Strategy 1: Develop and implement a district-wide mentor program for new teachers and teachers new to the district</p> <p>Strategy's Expected Result/Impact: Increase in staff retention, teacher performance and student achievement</p> <p>Staff Responsible for Monitoring: Director of Human Resources, KEEPS Coordinator, Campus Administrators</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development sessions to teachers based on district/campus data, student needs and teacher data on designated Fridays</p> <p>Strategy's Expected Result/Impact: Increase in staff retention, teacher performance and student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - District Processes & Programs 2, 3, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Review salaries/pay scales to ensure they are comparable and competitive with like, neighboring districts</p> <p>Strategy's Expected Result/Impact: Increase in staff retention and recruitment efforts</p> <p>Staff Responsible for Monitoring: Chief Financial Officer, Director of Human Resources</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Adopt a four-day school week for students to allow time for teachers to plan and attend professional development on designated Fridays</p> <p>Strategy's Expected Result/Impact: Increase in staff retention and recruitment efforts</p> <p>Staff Responsible for Monitoring: Director of Human Resources, Elementary and Secondary Directors of Curriculum, Instruction and Assessment</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:




Demographics
<p>Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. Root Cause: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.</p>
Student Learning
<p>Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.</p>
<p>Problem Statement 2: TISD currently employs 32 ESL certified teachers, 11 at the secondary level and 21 elementary teachers. In year 23-24, TISD provided ESL test tutoring and reimbursement for successful testing in that area to all teachers in the District. Root Cause: Historically the district's demographics have not mandated an urgent need for all teachers to be ESL certified, however this trend is changing and we need to provide additional incentives to teachers for ESL testing and training in order to provide quality services to EB/EL students.</p>
<p>Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.</p>
District Processes & Programs
<p>Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. Root Cause: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.</p>
<p>Problem Statement 3: Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct." Root Cause: Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents.</p>
<p>Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.</p>

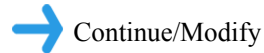
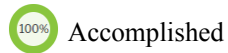
Goal 2: By August 2025, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

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).

HB3 Goal

Evaluation Data Sources: TISD assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement early reading assessments in grades PK-2nd (Circle, TX-KEA, TPRI). Strategy's Expected Result/Impact: Improved literacy and reading levels of students Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Elementary Director of Curriculum, Instruction and Assessment, Chief of Schools Problem Statements: Demographics 1 - Student Learning 1, 3 - District Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create aligned benchmarks and Curriculum Based Assessments (CBAs) district-wide for students in grades 3-8 and EOC tested subjects. Strategy's Expected Result/Impact: Increased student achievement and academic growth for each student Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Chief of Schools Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Professional Learning Communities (PLC) to review data, strategically plan and design lessons that incorporate best practices and strategies. Strategy's Expected Result/Impact: Structured support for instructional planning and implementation of strategies, planning days built into the school calendar Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Chief of Schools Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increase in EB/EL students. **Root Cause:** Limited demand for ESL certification due to a smaller population of English learners (EBs), resulting in fewer professional development opportunities or incentives for teachers to pursue the certification and/or lack of awareness or urgency about the benefits of ESL strategies for all learners, including native English speakers.

Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. **Root Cause:** Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.

Student Learning

Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. **Root Cause:** Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.

Problem Statement 3: Growth in ELA and math needs to increase. **Root Cause:** Students and teachers may be unaware of students' prior assessment scores and the accountability system.

District Processes & Programs

Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. **Root Cause:** Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.

Problem Statement 4: Increase the number of students earning IBCs. **Root Cause:** Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.







Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. **Root Cause:** Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

Goal 2: By August 2025, 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).

HB3 Goal

Evaluation Data Sources: Intervention/tutoring documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement data review process to guide instructional adjustments/interventions in the classroom after each curriculum based assessment and reading leveling window (elementary only).</p> <p>Strategy's Expected Result/Impact: Increased student achievement and academic growth for each student</p> <p>Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Chief of Schools</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campuses with supplemental programs and resources to address individual student needs.</p> <p>Strategy's Expected Result/Impact: Purchase of programs needed to increase student achievement, student progress in reading and math</p> <p>Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Increase in EB/EL students. **Root Cause:** Limited demand for ESL certification due to a smaller population of English learners (EBs), resulting in fewer professional development opportunities or incentives for teachers to pursue the certification and/or lack of awareness or urgency about the benefits of ESL strategies for all learners, including native English speakers.

Student Learning

Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. **Root Cause:** Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.







Problem Statement 3: Growth in ELA and math needs to increase. **Root Cause:** Students and teachers may be unaware of students' prior assessment scores and the accountability system.

Goal 2: By August 2025, 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).

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will schedule at least one career day activity on all four campuses</p> <p>Strategy's Expected Result/Impact: Students will experience various future career options.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Director of Special Programs</p> <p>Problem Statements: Student Learning 1, 3 - District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: TISD students from all four campuses, will participate in the annual "Generation Texas Week" designed to motivate students to pursue higher education and training after high school.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in colleges</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Director of Special Programs</p> <p>Problem Statements: Student Learning 1, 3 - District Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.</p> <p>Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.</p>

District Processes & Programs

Problem Statement 4: Increase the number of students earning IBCs. **Root Cause:** Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.







Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. **Root Cause:** Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

Goal 2: By August 2025, 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).

HB3 Goal

Evaluation Data Sources: Students will have a post-secondary plan

Strategy 1 Details	Reviews			
<p>Strategy 1: College Readiness Assessment Preparation: Provide training and materials for TSI/SAT/ACT preparation for all high school students.</p> <p>Strategy's Expected Result/Impact: Improved average TSI/SAT/ACT scores</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Secondary Curriculum, Instruction, and Assessment</p> <p>Problem Statements: District Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of Industry Based Certifications students earn by securing testing commitments and actively monitoring to ensure IBC's are being administered according to their plan.</p> <p>Strategy's Expected Result/Impact: Increased CTE completers</p> <p>Staff Responsible for Monitoring: High School Administrators, CTE Coordinator, Director of Secondary Curriculum, Instruction, and Assessment, Chief of Schools</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 4 Problem Statements:






District Processes & Programs
<p>Problem Statement 4: Increase the number of students earning IBCs. Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.</p>
<p>Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.</p>

Goal 2: By August 2025, 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			
<p>Strategy 1: Update and improve technology hardware and software applications for teaching and learning. Strategy's Expected Result/Impact: increased technology usage and effectiveness of teaching and learning Staff Responsible for Monitoring: Campus Administrators, Director of Technology</p> <p>Results Driven Accountability Problem Statements: Student Learning 1, 3 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.</p>
<p>Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.</p>
District Processes & Programs
<p>Problem Statement 1: The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes. Root Cause: Facility safety and security upgrades are hindered due to a lack of available funds.</p>

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 effective student management and safety frameworks to reduce discipline referrals, increase attendance rates, and ensure safe environments to maximize student success.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement Raptor program and replace/update security cameras to provide safe school environments. Strategy's Expected Result/Impact: Safe schools and district facilities Staff Responsible for Monitoring: Campus Administrators, Director of Technology, Director of School and Student Services Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 2 Details	Reviews			
Strategy 2: Complete monthly safety drills for emergency preparedness. Strategy's Expected Result/Impact: Safety and emergency preparedness Staff Responsible for Monitoring: Campus Administrators, Director of School and Student Services Problem Statements: Demographics 2, 3 - Student Learning 1, 3 - District Processes & Programs 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 3 Details	Reviews			
Strategy 3: Develop, implement, and train all staff on the Emergency Management Operations Plan. Strategy's Expected Result/Impact: Emergency preparedness Staff Responsible for Monitoring: Director of School and Student Services, Campus Administrators Problem Statements: Demographics 2, 3 - Student Learning 1, 3 - District Processes & Programs 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. **Root Cause:** Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.

Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. **Root Cause:** Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.

Student Learning

Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. **Root Cause:** Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.

Problem Statement 3: Growth in ELA and math needs to increase. **Root Cause:** Students and teachers may be unaware of students' prior assessment scores and the accountability system.

District Processes & Programs

Problem Statement 1: The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes. **Root Cause:** Facility safety and security upgrades are hindered due to a lack of available funds.



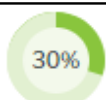




Problem Statement 4: Increase the number of students earning IBCs. **Root Cause:** Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.

Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. **Root Cause:** Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

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 Comprehensive School Counseling Programs, 5th Edition, specifically covering the areas of trauma informed care for both students and staff.

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			
<p>Strategy 1: Counselors provide trauma informed care and services as necessary to enable teachers and students to de-escalate.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents and threat assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs, Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of campus staff members will continue to receive training regarding crisis management, specifically trauma informed care through EduHero modules.</p> <p>Strategy's Expected Result/Impact: All campus staff will be familiar with trauma informed care practices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Texas Child Health Access through Telemedicine (TCHAT) to refer students for trauma informed care.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents and threat assessments</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. **Root Cause:** Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.

Student Learning

Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. **Root Cause:** Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.

Problem Statement 3: Growth in ELA and math needs to increase. **Root Cause:** Students and teachers may be unaware of students' prior assessment scores and the accountability system.

District Processes & Programs

Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. **Root Cause:** Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.






Problem Statement 4: Increase the number of students earning IBCs. **Root Cause:** Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.

Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. **Root Cause:** Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

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			
<p>Strategy 1: Streamline district-wide procedures and processes for the campus Threat Assessment Teams.</p> <p>Strategy's Expected Result/Impact: Emergency procedure preparedness</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of School and Student Services</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5</p>	Formative			Summative
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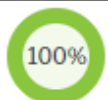
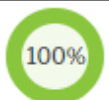
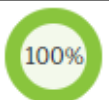





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.</p>
Student Learning
<p>Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.</p>
<p>Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.</p>
District Processes & Programs
<p>Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. Root Cause: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.</p>
<p>Problem Statement 4: Increase the number of students earning IBCs. Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.</p>
<p>Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.</p>

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.

Evaluation Data Sources: EduHero training certificates, publications

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of campus staff will receive training through the EduHero modules addressing the following topics; bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness.</p> <p>Strategy's Expected Result/Impact: Campus staff will have a thorough understanding of bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will schedule and implement annual "Drug Awareness Week" with a specific focus area each year, on all four campuses. This week will be conducted annually according to the state/national calendar dates.</p> <p>Strategy's Expected Result/Impact: Students, staff, parents, and community members will be presented with the latest information about the area of focus for that year.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs, Counselors</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize STOPit, an online anonymous reporting system that is designed to deter bullying, discrimination and other inappropriate or unsafe behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in harmful and inappropriate behavior</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of School and Student Services</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				







Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.</p>
Student Learning
<p>Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.</p>
<p>Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.</p>
District Processes & Programs
<p>Problem Statement 1: The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes. Root Cause: Facility safety and security upgrades are hindered due to a lack of available funds.</p>
<p>Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. Root Cause: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.</p>
<p>Problem Statement 3: Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct." Root Cause: Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents.</p>
<p>Problem Statement 4: Increase the number of students earning IBCs. Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.</p>
<p>Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.</p>

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			
<p>Strategy 1: All campuses will engage parents/families in at least 2 workshops/educational nights to provide opportunities to support student learning.</p> <p>Strategy's Expected Result/Impact: Stronger parent/school connection, parents have a better understanding how to support their child(ren) at home in academia</p> <p>Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Director of Special Programs</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
Strategy 2 Details	Reviews			
<p>Strategy 2: All campuses will encourage all staff and parents to join the Parent Teacher Organization (PTO).</p> <p>Strategy's Expected Result/Impact: Stronger parent/school connection</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.</p>
Student Learning
<p>Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.</p>

Student Learning

Problem Statement 3: Growth in ELA and math needs to increase. **Root Cause:** Students and teachers may be unaware of students' prior assessment scores and the accountability system.

District Processes & Programs

Problem Statement 4: Increase the number of students earning IBCs. **Root Cause:** Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.

Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. **Root Cause:** Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.