

**Tarkington Independent School District**  
**Early Childhood School**  
**2024-2025 Goals/Performance Objectives/Strategies**

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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><b>Strategy 1:</b> Attending job fairs, recruit over social media and screening applicants that hold appropriate certifications per TEA guidelines</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit high quality teachers that hold the appropriate certifications per TEA guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Associate Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in weekly campus PLCs focusing on increase knowledge of essential learning standards, lesson execution, lesson design and instructional strategies</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will improve their Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Regular teacher incentives, rewards and recognition for attendance, student growth, classroom instruction, participation in TGA.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus culture and staff morale will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 59% of teachers have between 1- 5 years or less of teaching experience <b>Root Cause:</b> Teachers are retiring, resigning, and many teachers are new to the profession. Some paras do an effective job teaching and are eligible for district recruitment programs, "Grow your Own."</p>

### Demographics

**Problem Statement 4:** Administration turnover: Three principals in the last 3 years. 7 assistant/associate principals in the last three years **Root Cause:** TISD is a lower paying district compared to surrounding cities.

### Student Learning

**Problem Statement 4:** Teachers' lack of targeted professional development on using data to drive instruction limits their ability to design lessons and interventions that effectively address specific student learning needs. As a result, instructional practices are not sufficiently responsive to student data, contributing to gaps in student achievement and hindering overall academic progress. **Root Cause:** Teachers lack targeted professional development on using data to drive instruction, limiting their ability to design lessons and interventions that address specific student learning needs.

**Problem Statement 5:** The need for further professional development and support in differentiating instruction is hindering teachers' ability to meet the diverse learning needs of students, particularly those in special education and other low-performing subgroups. This lack of effective differentiation contributes to persistent achievement gaps and prevents these students from reaching their full academic potential. **Root Cause:** Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.

### School Processes & Programs


**Problem Statement 1:** Additional new teachers need training in order to continue to grow in their practice. **Root Cause:** New teachers do not receive adequate or timely training, limiting their effectiveness and professional growth, as they are not fully prepared to meet instructional and classroom management demands.







**Problem Statement 2:** Time constraints for Professional Learning Communities (PLCs) limit meaningful collaboration among educators, hindering effective discussions, best practice sharing, and student data analysis. This lack of adequate time restricts the development of targeted instructional strategies, negatively impacting the overall quality of teaching and learning. **Root Cause:** Time constraints during PLCs prevent teachers from fully engaging in collaborative discussions, data analysis, and lesson planning, resulting in inconsistent instructional practices across the 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.

**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><b>Strategy 1:</b> To recruit, retain, and support high-quality teachers and staff, we will support the TISD KEEPS mentoring program and implement the Tarkington Growth Academy, providing new teachers with ongoing mentorship and targeted professional development. Additionally, weekly after-school one-hour professional development sessions will equip educators with the necessary skills and resources to excel in their roles, fostering a supportive and collaborative learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain highly qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly walk-through observation system where administrators and instructional coaches provide concise feedback on instruction to every teacher in the building. Additionally, teacher will be given instructional coaching cycles based on the observation data.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain Teachers and Train Teachers</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weekly walk-through observation system where administrators and instructional coaches provide concise feedback on instruction to every teacher in the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain effective teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</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 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 59% of teachers have between 1- 5 years or less of teaching experience <b>Root Cause:</b> Teachers are retiring, resigning, and many teachers are new to the profession. Some paras do an effective job teaching and are eligible for district recruitment programs, "Grow your Own."</p>

## Demographics

**Problem Statement 4:** Administration turnover: Three principals in the last 3 years. 7 assistant/associate principals in the last three years **Root Cause:** TISD is a lower paying district compared to surrounding cities.

## Student Learning

**Problem Statement 1:** Students in special education score well below their peers in all subjects. **Root Cause:** Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.

**Problem Statement 2:** The inconsistent rigor and lack of alignment in foundational Tier 1 instruction are preventing students from mastering essential concepts, which leads to inadequate preparation for Tier 2 and 3 interventions. This deficiency is reflected in low mastery levels on the STAAR assessments, indicating that many students are not receiving the foundational skills necessary to succeed at higher levels of 1 **Root Cause:** Foundational Tier 1 instruction is not consistently rigorous or aligned with student needs, resulting in students not mastering essential concepts before moving to Tier 2 and 3 interventions, as evidenced by low STAAR mastery levels.

**Problem Statement 4:** Teachers' lack of targeted professional development on using data to drive instruction limits their ability to design lessons and interventions that effectively address specific student learning needs. As a result, instructional practices are not sufficiently responsive to student data, contributing to gaps in student achievement and hindering overall academic progress. **Root Cause:** Teachers lack targeted professional development on using data to drive instruction, limiting their ability to design lessons and interventions that address specific student learning needs.






**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><b>Strategy 1:</b> Implement a transparent reporting system that displays the percentage of students performing at grade level in each grade, as well as the whole school, while highlighting which specific grade, class, and students demonstrate the most significant growth between leveling assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers can track progress toward their reading and STAR Ren 360 goals and celebrate achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Intentional Professional Learning Community (PLC) sessions on Wednesdays and Fridays, allowing teachers dedicated time to collaborate, share best practices, and engage in focused discussions focusing on the essential learning standards to enhance instructional effectiveness and student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement through the improvement of teacher pedagogy.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implementing a 30-minute Literacy Launch at the beginning of each school day, during which all students engage in targeted literacy activities designed to enhance their reading skills and increase their reading levels, fostering a strong foundation for academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students who read on grade-level from 52% to 70% by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Providing students with daily take-home reading bags that include books tailored to their reading levels, along with sight words and decodable texts, to encourage regular practice and enhance their reading fluency. By utilizing reading logs to track their progress, students will develop accountability for their reading habits and foster a love for literacy outside the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students who read on grade-level from 52% to 70% by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Student growth on tested metrics reading levels will be incentivized for staff and students through special recognition and rewards.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** 59% of teachers have between 1- 5 years or less of teaching experience **Root Cause:** Teachers are retiring, resigning, and many teachers are new to the profession. Some paras do an effective job teaching and are eligible for district recruitment programs, "Grow your Own."

## Student Learning

**Problem Statement 1:** Students in special education score well below their peers in all subjects. **Root Cause:** Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.

**Problem Statement 2:** The inconsistent rigor and lack of alignment in foundational Tier 1 instruction are preventing students from mastering essential concepts, which leads to inadequate preparation for Tier 2 and 3 interventions. This deficiency is reflected in low mastery levels on the STAAR assessments, indicating that many students are not receiving the foundational skills necessary to succeed at higher levels of 1 **Root Cause:** Foundational Tier 1 instruction is not consistently rigorous or aligned with student needs, resulting in students not mastering essential concepts before moving to Tier 2 and 3 interventions, as evidenced by low STAAR mastery levels.

**Problem Statement 3:** The lack of consistent incorporation of rigorous, higher-order thinking tasks in classroom instruction is contributing to low student achievement at the "meets" and "masters" levels on STAAR tests in reading, math, and science. This gap in instructional quality is limiting students' ability to develop critical thinking skills and reach higher levels of academic performance. **Root Cause:** Classroom instruction does not consistently incorporate rigorous, higher-order thinking tasks, contributing to low student achievement at the "meets" and "masters" levels on STAAR tests in reading, math, and science.

**Problem Statement 4:** Teachers' lack of targeted professional development on using data to drive instruction limits their ability to design lessons and interventions that effectively address specific student learning needs. As a result, instructional practices are not sufficiently responsive to student data, contributing to gaps in student achievement and hindering overall academic progress. **Root Cause:** Teachers lack targeted professional development on using data to drive instruction, limiting their ability to design lessons and interventions that address specific student learning needs.

**Problem Statement 5:** The need for further professional development and support in differentiating instruction is hindering teachers' ability to meet the diverse learning needs of students, particularly those in special education and other low-performing subgroups. This lack of effective differentiation contributes to persistent achievement gaps and prevents these students from reaching their full academic potential. **Root Cause:** Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.

## School Processes & Programs

**Problem Statement 1:** Additional new teachers need training in order to continue to grow in their practice. **Root Cause:** New teachers do not receive adequate or timely training, limiting their effectiveness and professional growth, as they are not fully prepared to meet instructional and classroom management demands.

**Problem Statement 2:** Time constraints for Professional Learning Communities (PLCs) limit meaningful collaboration among educators, hindering effective discussions, best practice sharing, and student data analysis. This lack of adequate time restricts the development of targeted instructional strategies, negatively impacting the overall quality of teaching and learning. **Root Cause:** Time constraints during PLCs prevent teachers from fully engaging in collaborative discussions, data analysis, and lesson planning, resulting in inconsistent instructional practices across the campus.

## Perceptions

**Problem Statement 1:** Improvement of communication between stakeholders. **Root Cause:** Electronic newsletters versus paper newsletters. Inconsistent feedback from families around how much communication is too much or not enough.


**Problem Statement 2:** Lack of parent involvement at school functions and PTO events that are academically focused. **Root Cause:** Limited participation in academically focused school functions and PTO events indicates a disconnect between the school and parents, reducing opportunities for collaboration that could support student achievement.


**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><b>Strategy 1:</b> Implement daily intervention sessions known as "WIN time" for all students on campus, spanning from those below grade level to those in enrichment programs, coupled with six-week "kid chats" and "grade level teaming/staffing" sessions to discuss and track student achievement and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase access to targeted intervention for all students. Increase in students reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Lead Interventionist, Instructional Coaches, Counselors, Success Instructional Coordinator and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide ICS para professionals and Special Education Resource teachers with training in the beginning of the school year and at least two times throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in classroom in class support and Special Education Support</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**


Student Learning
<p><b>Problem Statement 1:</b> Students in special education score well below their peers in all subjects. <b>Root Cause:</b> Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.</p> <p><b>Problem Statement 2:</b> The inconsistent rigor and lack of alignment in foundational Tier 1 instruction are preventing students from mastering essential concepts, which leads to inadequate preparation for Tier 2 and 3 interventions. This deficiency is reflected in low mastery levels on the STAAR assessments, indicating that many students are not receiving the foundational skills necessary to succeed at higher levels of 1 <b>Root Cause:</b> Foundational Tier 1 instruction is not consistently rigorous or aligned with student needs, resulting in students not mastering essential concepts before moving to Tier 2 and 3 interventions, as evidenced by low STAAR mastery levels.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Additional new teachers need training in order to continue to grow in their practice. <b>Root Cause:</b> New teachers do not receive adequate or timely training, limiting their effectiveness and professional growth, as they are not fully prepared to meet instructional and classroom management demands.</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 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><b>Strategy 1:</b> We are providing students with opportunities for career exploration through a Careers on Wheels Job Fair scheduled for the spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to experience and learn about various career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselors</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Generation Texas Week where students are exposed to a week of activities that educate and highlight the importance of higher education and other post-secondary options November 18th-November 23rd.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to experience and learn about various career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselors</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students in special education score well below their peers in all subjects. <b>Root Cause:</b> Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.</p>
Perceptions
<p><b>Problem Statement 1:</b> Improvement of communication between stakeholders. <b>Root Cause:</b> Electronic newsletters versus paper newsletters. Inconsistent feedback from families around how much communication is too much or not enough.</p>
<p><b>Problem Statement 2:</b> Lack of parent involvement at school functions and PTO events that are academically focused. <b>Root Cause:</b> Limited participation in academically focused school functions and PTO events indicates a disconnect between the school and parents, reducing opportunities for collaboration that could support student achievement.</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 4:** The students at Tarkington ISD will graduate college, and / or career, and life ready (District Priority Guiding Statement).

**HB3 Goal**

**Evaluation Data Sources:** College acceptance, Programs of Study completion

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We are ensuring that students graduate college, career, and life ready by incorporating Social and Emotional Learning (SEL) time during lunches every two weeks and before announcement from 7:20-7:50 through Quaver.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can forge collaborative relationships with peers and authority figures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We are enhancing our support system by integrating guidance counseling lessons into our CLAMP rotations, ensuring students have regular interactions with counselors at least three times per month.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can forge collaborative relationships with peers and authority figures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Counselors</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 4 Problem Statements:

#### Demographics

**Problem Statement 4:** Administration turnover: Three principals in the last 3 years. 7 assistant/associate principals in the last three years **Root Cause:** TISD is a lower paying district compared to surrounding cities.

#### Student Learning

**Problem Statement 1:** Students in special education score well below their peers in all subjects. **Root Cause:** Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.

**Problem Statement 5:** The need for further professional development and support in differentiating instruction is hindering teachers' ability to meet the diverse learning needs of students, particularly those in special education and other low-performing subgroups. This lack of effective differentiation contributes to persistent achievement gaps and prevents these students from reaching their full academic potential. **Root Cause:** Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.

#### Perceptions

**Problem Statement 1:** Improvement of communication between stakeholders. **Root Cause:** Electronic newsletters versus paper newsletters. Inconsistent feedback from families around how much communication is too much or not enough.






**Problem Statement 2:** Lack of parent involvement at school functions and PTO events that are academically focused. **Root Cause:** Limited participation in academically focused school functions and PTO events indicates a disconnect between the school and parents, reducing opportunities for collaboration that could support student achievement.

**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><b>Strategy 1:</b> Utilize Amira, an AI-powered reading platform (at least 40 minutes per week for each student), to enhance reading skills and comprehension among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to enhance reading skills through quality IT resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students in special education score well below their peers in all subjects. <b>Root Cause:</b> Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.</p>


## Student Learning


**Problem Statement 2:** The inconsistent rigor and lack of alignment in foundational Tier 1 instruction are preventing students from mastering essential concepts, which leads to inadequate preparation for Tier 2 and 3 interventions. This deficiency is reflected in low mastery levels on the STAAR assessments, indicating that many students are not receiving the foundational skills necessary to succeed at higher levels of 1 **Root Cause:** Foundational Tier 1 instruction is not consistently rigorous or aligned with student needs, resulting in students not mastering essential concepts before moving to Tier 2 and 3 interventions, as evidenced by low STAAR mastery levels.


**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 (PBIS) to reduce discipline referrals and increase attendance rates to ensure student success.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a safety audit log to document door checks and safety drills on all campuses and district facilities. Conduct safety audits regularly, with a semester-based schedule, to ensure compliance with safety protocols and identify areas for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular safety audits contribute to a safe and secure environment, fostering a positive atmosphere for student learning. A systematic approach to safety checks ensures that potential concerns are identified and addressed promptly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, SRO Officers</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




**Performance Objective 1 Problem Statements:**


Demographics
<p><b>Problem Statement 1:</b> 59% of teachers have between 1- 5 years or less of teaching experience <b>Root Cause:</b> Teachers are retiring, resigning, and many teachers are new to the profession. Some paras do an effective job teaching and are eligible for district recruitment programs, "Grow your Own."</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 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.

**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><b>Strategy 1:</b> Facilitate a school-wide training session delivered by school counselors for teachers and staff at the start of the school year, focusing on trauma-informed practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop a structured training program covering key principles of trauma-informed care, recognizing signs of trauma in students, and providing strategies for creating a supportive environment. Incorporate case studies, real-life scenarios, and interactive discussions to enhance participants' understanding and application of trauma-informed approaches. Distribute relevant resources and reference materials to support ongoing implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate bi-monthly guidance lessons into the CLAMP (Specials) schedules delivered by school counselors to support students exposed to trauma and improve social emotional skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize age-appropriate activities, discussions, and resources to engage students in meaningful conversations. Collaborate with teachers to align guidance lessons with classroom content, fostering a seamless integration of trauma-informed principles into the overall curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue




**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Students in special education score well below their peers in all subjects. <b>Root Cause:</b> Lack of differentiated instruction and targeted support that effectively meets their individual needs. This includes insufficient training for teachers on implementing specialized instructional strategies, inadequate resources, or a lack of consistent collaboration between general education and special education staff to address gaps in learning effectively.</p> <p><b>Problem Statement 5:</b> The need for further professional development and support in differentiating instruction is hindering teachers' ability to meet the diverse learning needs of students, particularly those in special education and other low-performing subgroups. This lack of effective differentiation contributes to persistent achievement gaps and prevents these students from reaching their full academic potential. <b>Root Cause:</b> Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.</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 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><b>Strategy 1:</b> Establish a dedicated Threat Assessment Team consisting of trained professionals to promptly and effectively assess and address violent or terroristic threats made by students.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and appoint key personnel, including school administrators, mental health professionals, law enforcement liaisons, and counseling staff, to form the Threat Assessment Team. Provide specialized training for team members on threat assessment protocols, behavioral indicators, risk factors, and legal considerations related to violent threats. Develop clear guidelines and procedures for the Threat Assessment Team's operation, emphasizing collaboration, confidentiality, and timely response.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Associate Principal, Counselors, Instructional Coaches</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 59% of teachers have between 1- 5 years or less of teaching experience <b>Root Cause:</b> Teachers are retiring, resigning, and many teachers are new to the profession. Some paras do an effective job teaching and are eligible for district recruitment programs, "Grow your Own."</p>




## Student Learning


**Problem Statement 5:** The need for further professional development and support in differentiating instruction is hindering teachers' ability to meet the diverse learning needs of students, particularly those in special education and other low-performing subgroups. This lack of effective differentiation contributes to persistent achievement gaps and prevents these students from reaching their full academic potential. **Root Cause:** Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.


**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><b>Strategy 1:</b> Ensure that campus staff is well-equipped to address critical topics such as bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> By leveraging online staff training through EduHero, the school ensures that campus staff remains informed and well-prepared to address critical issues affecting students' well-being. This action step promotes a proactive approach to key topics such as bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness, aligning with the commitment to creating a safe and supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principals, Associate principals</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


**Performance Objective 4 Problem Statements:**


Student Learning
<p><b>Problem Statement 5:</b> The need for further professional development and support in differentiating instruction is hindering teachers' ability to meet the diverse learning needs of students, particularly those in special education and other low-performing subgroups. This lack of effective differentiation contributes to persistent achievement gaps and prevents these students from reaching their full academic potential. <b>Root Cause:</b> Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.</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><b>Strategy 1:</b> The school aims to enhance communication through regular parent newsletters sharing updates on events and achievements. To strengthen the home-school connection, engaging events like Curriculum Night, Reading Night Boo Bash, Math Night (Nachos with Numbers), Science Night, Specials Night, and Game Night with Grams will showcase curriculum, promote literacy and math engagement, and foster intergenerational connections. Diversifying engagement opportunities, such as art nights and science fairs, will celebrate the school community's talents and encourage parent involvement through clubs and committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Bolster parent and family engagement by blending traditional approaches like newsletters and curriculum nights with innovative events. By fostering regular and diverse communication channels, the school aims to build trust and fortify the home-school partnership, ultimately enhancing the overall success and well-being of students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team &amp; Team Leaders</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Improvement of communication between stakeholders. <b>Root Cause:</b> Electronic newsletters versus paper newsletters. Inconsistent feedback from families around how much communication is too much or not enough.</p>

## Perceptions

**Problem Statement 2:** Lack of parent involvement at school functions and PTO events that are academically focused. **Root Cause:** Limited participation in academically focused school functions and PTO events indicates a disconnect between the school and parents, reducing opportunities for collaboration that could support student achievement.