

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

Mission Statement

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

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

Vision

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

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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: Provide quality, frequent feedback to teachers using an informal walkthrough form aligned to the adopted campus instructional framework.</p> <p>Strategy's Expected Result/Impact: Teacher's skillset will improve.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>10%</p>			

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

Performance Objective 1 Problem Statements:

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

Demographics

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

Student Learning

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

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

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



School Processes & Programs

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

Goal 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: New and growing teachers will participate in the TISD Keeps program for mentorship and training specific to the needs of 1-3 year teachers.</p> <p>Strategy's Expected Result/Impact: New teachers will have the support needed to provide quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 2, 3</p> <p>Funding Sources: - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be provided access to individualized coaching rounds provided by campus instructional leaders.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction and teacher retention will improve.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

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

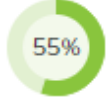
Problem Statement 3: Almost one-quarter of teachers are not fully certified. **Root Cause:** Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.



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






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

HB3 Goal

Evaluation Data Sources: TISD assessment data

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

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

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

Performance Objective 1 Problem Statements:



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







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

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

HB3 Goal

Evaluation Data Sources: Intervention/tutoring documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a targeted and systematic intervention program that provides differentiated intervention and enrichment for all students.</p> <p>Strategy's Expected Result/Impact: Students will show academic growth through the use of intentional intervention time</p> <p>Staff Responsible for Monitoring: Admin Team, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>55%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement regular (every six weeks) data talks focusing on the growth of individual students.</p> <p>Strategy's Expected Result/Impact: Teachers will be aware of individual student progress to plan targeted interventions in the classroom.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>50%</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement regular (every six weeks) student-driven goal-setting and data tracking.</p> <p>Strategy's Expected Result/Impact: Students will be aware of individual student progress to plan for self-monitoring</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide inclusion paraprofessionals with professional development at the beginning and throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improvement in classroom provided interventions and SPED support</p> <p>Staff Responsible for Monitoring: Admin, Instructional coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</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>Problem Statement 1: Classroom disruption referrals represented the majority of disciplinary referrals for the 2023-2024 school year. Root Cause: inconsistencies with discipline management and classroom management. - Lack of phones for parent contacts in various places in the building.</p>
<p>Problem Statement 3: Almost one-quarter of teachers are not fully certified. Root Cause: Some paras do an outstanding job and are eligible for district recruitment programs - grow your own.</p>

Student Learning

- Problem Statement 1:** Students served in special education score well below their peers in all subjects. **Root Cause:** Para training and scheduling - Viable Intervention program.
- Problem Statement 2:** Science and Social Studies scores are far below scores of other subjects. **Root Cause:** Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials
- Problem Statement 3:** Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. **Root Cause:** Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.

School Processes & Programs


- Problem Statement 1:** Mutual Horseplay/Name calling leading to more serious physical altercations. **Root Cause:** Students inability to respond appropriately to perceived physical or verbal "attacks".
- Problem Statement 2:** PLCs were used to manage topics that were timely during certain times during the year. This year, the PLC focus is more clearly defined to include a wider variety of teacher instructional needs. **Root Cause:** Lack of instructional focus and clarity on campus

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in 8th grade will have an opportunity to explore work skills and pathways in high school through the General Employability course.</p> <p>Strategy's Expected Result/Impact: Students will gain further interest in career/college readiness</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: TMS will implement Tomorrow Tuesdays (monthly themed college and career exploration days) in partnership with community members and local businesses to give students opportunities to explore various careers.</p> <p>Strategy's Expected Result/Impact: Students will be more prepared to make choices about pathway opportunities in high school.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

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






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

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

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

HB3 Goal

Evaluation Data Sources: College acceptance, Programs of Study completion

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


Performance Objective 4 Problem Statements:


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


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


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


Evaluation Data Sources: Campus technology inventory, purchase orders

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be exposed to online learning systems through iXL, Google Classroom, and online textbooks.</p> <p>Strategy's Expected Result/Impact: Students will be more prepared to engage responsibly with technology applications</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



Performance Objective 5 Problem Statements:


Student Learning
<p>Problem Statement 2: Science and Social Studies scores are far below scores of other subjects. Root Cause: Courses in lower grade levels are not at the rigor of 8th grade. Turnover in the department. Lack of quality instructional materials</p>
<p>Problem Statement 3: Math scores across all grade levels are not at a level that is conducive to success in math in future grade levels. Root Cause: Lack of alignment between grade levels with methods of teaching math concepts that scaffold to next grade level.</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 an effective student management framework 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>Strategy 1: Student behavior and attendance will be incentivized through privilege cards, prize drawings, and other campus rewards.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase. Student behavior referrals will decrease.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a multi-directional (staff, students, parents, programming) approach to the integration of 6th graders to the Middle School.</p> <p>Strategy's Expected Result/Impact: 6th graders will be more successful in transitioning to middle school</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: A volunteer program specifically tailored to fathers will be created to address the specific needs of middle school boys.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease.</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Mutual Horseplay/Name calling leading to more serious physical altercations. Root Cause: Students inability to respond appropriately to perceived physical or verbal "attacks".</p>
Perceptions
<p>Problem Statement 1: Lack of parent involvement at school functions and PTO that are not related to academics. Root Cause: Students have moved to high school. Lack of variety in purposes for school functions. The school needs to diversify parent involvement programs. (DAD Squad, CIC, PTO, Curriculum Nights)</p>
<p>Problem Statement 2: Some parents believe that bullying is an issue on campus that has gone unchecked in the past. Root Cause: Previous investigations may have gone undocumented or undercommunicated.</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>Strategy 1: Provide early intervention in student conflicts through restorative practices and counseling groups. Strategy's Expected Result/Impact: Fewer student conflicts will result in disciplinary issues. Staff Responsible for Monitoring: Admin, Counselor</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Mutual Horseplay/Name calling leading to more serious physical altercations. Root Cause: Students inability to respond appropriately to perceived physical or verbal "attacks".</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>Strategy 1: Tarkington Middle School will utilize their Threat Assessment team to meet the needs to students in need</p> <p>Strategy's Expected Result/Impact: The Threat Assessment team will make sure to identify students in need of help, analyze severity and put plans in place</p> <p>Staff Responsible for Monitoring: Admin Team/ Threat Assessment team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 3 Problem Statements:


School Processes & Programs
<p>Problem Statement 1: Mutual Horseplay/Name calling leading to more serious physical altercations. Root Cause: Students inability to respond appropriately to perceived physical or verbal "attacks".</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: Tarkington Middle School will continue to receive training through Eduhero Modules and provide education to students on the following: bullying, drug prevention, human trafficking, teen dating, violence and suicide awareness through our SEL Renaissance program.</p> <p>Strategy's Expected Result/Impact: Students will develop an understanding and awareness for the bullying, drug prevention, human trafficking, teen dating, violence and suicide awareness</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

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


Perceptions


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


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


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


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

Strategy 1 Details	Reviews			
<p>Strategy 1: TMS will encourage parent participation through a variety of parent education, communication, and volunteer programs including curriculum night, career fair, AG Science Festival, monthly newsletters, PTO, CIC, and DAD Squad.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase</p> <p>Staff Responsible for Monitoring: Admin Team, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

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