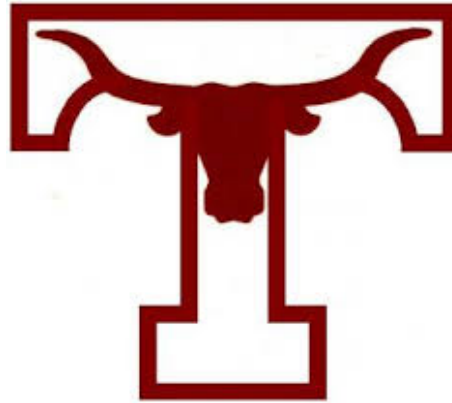


Tarkington Independent School District High School

2024-2025 Campus Improvement Plan



Mission Statement

Empowering students with skills to compete in an ever-evolving global community within a safe, supportive, and diverse learning environment.

Vision

To guide our students successfully both academically and socially through the 21st century.

Core Beliefs

- * Exhibit school pride
- * Fostering professional & personal growth
- * Believe in all students
- * Fairness, honesty and respect for all stakeholders
 - * Celebrate & support student success
- * Promote rigorous and relevant instruction
 - * Expect high achievement for all
 - * Collaboration with all stakeholders
- * Consistent & equitable classroom management
- * Technological advancement and integration for all stakeholders
 - * Student-centered decision making
 - * Protection of instructional time

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The school community: students, staff, & community. All student groups by race/ethnicity, gender, attendance, & mobility. Graduation/completion rates & dropouts. Discipline. Enrollment in CCMR, advanced course enrollment, special education & all other special programs. Teacher retention/recruitment/experience & teacher-student ratios. Paraprofessional qualifications. Other.

	Campus	District	State
Attendance Rate (2020-21)			
	94.5%	94.9%	95.0%
Enrollment by Race/Ethnicity			
African American	0.2%	0.4%	12.8%
Hispanic	14.3%	13.0%	52.8%
White	82.8%	83.6%	26.3%
American Indian	0.6%	0.2%	0.3%
Asian	0.2%	0.2%	4.8%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	1.9%	2.4%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	42.1%	49.9%	60.7%
Special Education	13.5%	15.0%	11.6%
Emergent Bilingual/EL	4.6%	5.4%	21.7%
Mobility Rate (2020-21)			
	14.8%	18.8%	13.6%

Demographics Strengths

Demographic Strengths are attributed to the Tarkington rural area. Students have avoided the unfounded growth in Cleveland, Texas. The class population is still fairly small about 17 to 20 on average. Students are able to still get one-to-one attention from instructors.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economic Disadvantage consistently score 10 or more point below to state average on STAAR. **Root Cause:** Eco Dis students in general have more discipline issues that cause removal from class. This student's group attendance percentage contributes to the loss of instruction. Seat time and Tutorial time are vital to the success of our Eco Dis students.

Priority Problem Statements

Problem Statement 1: THS teacher retention is low with over 10% of teachers having 1-5 years of teaching experience.

Root Cause 1: Teachers need additional support and mentoring through years 2 and 3 to increase teacher retention.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Economic Disadvantage consistently score 10 or more point below to state average on STAAR.

Root Cause 2: Eco Dis students in general have more discipline issues that cause removal from class. This student's group attendance percentage contributes to the loss of instruction. Seat time and Tutorial time are vital to the success of our Eco Dis students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 23-24 STAAR growth was considerably below the state.

Root Cause 3: Lack of intentional tracking, intervention and lesson planning

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: THS must increase the number of students performing in the Meets and Masters category through all tested subjects

Root Cause 4: Lack of intentional planning, intervention and student tracking

Problem Statement 4 Areas: Student Learning

Problem Statement 5: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready

Root Cause 5: Lack of intentional planning and promotion

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: THS will create and implement systems to meet the socio-emotional needs of students, build capacity within leader ship to improve a safe-school environment and assemble as a team to analyze and implement interventions to deter behavior.

Root Cause 6: THS needs to do more to create a safe, supportive school environment

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: THS must create opportunities for parent and student involvement in order to emphasize the success of learning starts at home.

Root Cause 7: THS has created little opportunities for parent/student involvement.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

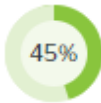
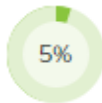
Revised/Approved: October 21, 2024

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: THS campus staff will attend at least 2 job fairs per semester with the goal of teacher recruitment. Strategy's Expected Result/Impact: Recruit teachers that already have their certifications per TEA guidelines. Staff Responsible for Monitoring: Human Resources Supervisor, Campus Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: THS administrative staff will network with teachers and staff as well as colleagues from other districts to learn and recruit highly qualified teachers. Strategy's Expected Result/Impact: Teachers and staff will promote THS as a place to work. THS will attract high qualified applicants based on rapport, word of mouth and desire. Administrators will seek highly qualified applicants through networking with neighboring districts and colleagues. Staff Responsible for Monitoring: THS Administrative staff. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: THS teacher retention is low with over 10% of teachers having 1-5 years of teaching experience. **Root Cause:** Teachers need additional support and mentoring through years 2 and 3 to increase teacher retention.

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

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

High Priority

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			
Strategy 1: THS will create a weekly PLC, professional learning community, to further develop and support teachers. Strategy's Expected Result/Impact: Teacher support will lead to increase in pedagogy skills and an increase in performance. Staff Responsible for Monitoring: ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: THS will create a streamline communication system to keep teachers and staff in understanding of what is expected of their day and what to look ahead to. Strategy's Expected Result/Impact: Teacher retention will increase due to teachers having understanding of happenings consistently and constantly. Staff Responsible for Monitoring: ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: THS teacher retention is low with over 10% of teachers having 1-5 years of teaching experience. Root Cause: Teachers need additional support and mentoring through years 2 and 3 to increase teacher retention.

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 & will remain on grade level or higher until graduation (District Priority Guiding Statement).

High Priority
HB3 Goal
Evaluation Data Sources: TISD Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: THS will promote a culture of reading through our classrooms and library media. Teachers will continue to challenge reading levels of all students to prepare them for post secondary education. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

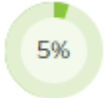
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economic Disadvantage consistently score 10 or more point below to state average on STAAR. Root Cause: Eco Dis students in general have more discipline issues that cause removal from class. This student's group attendance percentage contributes to the loss of instruction. Seat time and Tutorial time are vital to the success of our Eco Dis students.
Student Learning
Problem Statement 1: THS must increase the number of students performing in the Meets and Masters category through all tested subjects Root Cause: Lack of intentional planning, intervention and student tracking
School Processes & Programs
Problem Statement 4: 23-24 STAAR growth was considerably below the state. Root Cause: Lack of intentional tracking, intervention and lesson planning

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: THS will implement Data Chats and Data Meetings for all CBAs and Benchmarks. Meetings will be scripted focusing on individual students and moving all students forward. Teachers and ILT will collaborate on ideas to further improve lower performing TEKS. Strategy's Expected Result/Impact: Concentrating on all students moving forward will increase growth percentage across the board. Staff Responsible for Monitoring: ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economic Disadvantage consistently score 10 or more point below to state average on STAAR. Root Cause: Eco Dis students in general have more discipline issues that cause removal from class. This student's group attendance percentage contributes to the loss of instruction. Seat time and Tutorial time are vital to the success of our Eco Dis students.
Student Learning
Problem Statement 1: THS must increase the number of students performing in the Meets and Masters category through all tested subjects Root Cause: Lack of intentional planning, intervention and student tracking

School Processes & Programs
Problem Statement 4: 23-24 STAAR growth was considerably below the state. Root Cause: Lack of intentional tracking, intervention and lesson planning

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: THS will create a center for college and career preparedness and exploration "The Longhorn Launchpad" Strategy's Expected Result/Impact: Student interest for college and career readiness will rise when understanding they are supported. Staff Responsible for Monitoring: ILT TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 5 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
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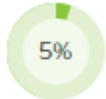
Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready Root Cause: Lack of intentional planning and promotion
Perceptions
Problem Statement 2: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready Root Cause: Lack of intentional planning and promotion

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: THS has created and implemented a CCMR tracker to ensure every student is on track to graduate College, Career and Life ready Strategy's Expected Result/Impact: All seniors will graduate CCMR ready due to students being consistently tracked from their freshman year to senior year. Staff Responsible for Monitoring: THS Administrative Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 5 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 5: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready Root Cause: Lack of intentional planning and promotion
Perceptions
Problem Statement 2: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready Root Cause: Lack of intentional planning and promotion

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.

High Priority

Evaluation Data Sources: Campus technology inventory, purchase orders

Strategy 1 Details	Reviews			
Strategy 1: THS provides classrooms with the classroom sets of Chromebooks and also offers an optional checkout device plan. Strategy's Expected Result/Impact: Students will use technology to increase instructional performance Staff Responsible for Monitoring: ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

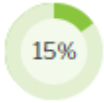
Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: THS must increase the number of students performing in the Meets and Masters category through all tested subjects Root Cause: Lack of intentional planning, intervention and student tracking

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: THS will implement a discipline "Check-In" program. THS will have a list of students who are endangered of becoming discipline issues. These students will be assigned a member on the discipline team. Members will have the responsibility of checking-in with these students, contacting parents. Strategy's Expected Result/Impact: Discipline issues will decrease and academic performance will increase Staff Responsible for Monitoring: ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: THS will create and implement systems to meet the socio-emotional needs of students, build capacity within leader ship to improve a safe-school environment and assemble as a team to analyze and implement interventions to deter behavior. Root Cause: THS needs to do more to create a safe, supportive school environment

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.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: THS will hold a series of professional development sessions targeting student support guidance via the THS counselor and administrative team. Strategy's Expected Result/Impact: The socio-emotional culture of THS will be supportive and understanding with students understanding various avenues to seek help Staff Responsible for Monitoring: Administrative team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6	Formative			Summative
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0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

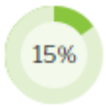
School Processes & Programs
Problem Statement 6: THS will create and implement systems to meet the socio-emotional needs of students, build capacity within leader ship to improve a safe-school environment and assemble as a team to analyze and implement interventions to deter behavior. Root Cause: THS needs to do more to create a safe, supportive school environment

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 & Utilize a Threat Assessment Team to access & address the seriousness of violent threats when students make a violent or terroristic threat.

High Priority

Evaluation Data Sources: Violent threat assessment procedures & documentation.

Strategy 1 Details	Reviews			
Strategy 1: THS will create and utilize a campus threat assessment team. This team will address student issues concerning violent and terroristic threats. Strategy's Expected Result/Impact: As a result of a created threat assessment, student issues of a violent or terroristic nature will reduce due to the teams investigating root causes and implementing interventions to prevent such incidents. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

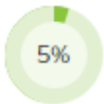
Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 6: THS will create and implement systems to meet the socio-emotional needs of students, build capacity within leader ship to improve a safe-school environment and assemble as a team to analyze and implement interventions to deter behavior. Root Cause: THS needs to do more to create a safe, supportive school environment

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

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

High Priority
Evaluation Data Sources: EduHero training certificates, publications

Strategy 1 Details		Reviews			
Strategy 1: THS will train all teachers, staff and students on how to use the StopIt app, identify and report bullying and identify and report students with other socio/emotional needs. Strategy's Expected Result/Impact: Students will feel their socio and emotional needs are supported. Attendance rates will increase TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6		Formative			Summative
		Nov	Jan	Mar	June
					
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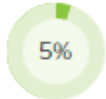
Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 6: THS will create and implement systems to meet the socio-emotional needs of students, build capacity within leader ship to improve a safe-school environment and assemble as a team to analyze and implement interventions to deter behavior. Root Cause: THS needs to do more to create a safe, supportive school environment

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			
Strategy 1: Counselors will conduct two senior parent information nights to discuss scholarships, FASFA, and the college entry process. Strategy's Expected Result/Impact: Parents will become more engaged with their child's academics, aware of school happenings and want to be involved with school happenings. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: THS will host an ASVAB informational session for all Seniors and Juniors. Strategy's Expected Result/Impact: Students will learn taking the ASVAB does not mean they have to enlist in the Military. They will learn this is a career aptitude assessment. This will generate more interest in taking the ASVAB Staff Responsible for Monitoring: Administrative team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 5: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready **Root Cause:** Lack of intentional planning and promotion

Problem Statement 7: THS must create opportunities for parent and student involvement in order to emphasize the success of learning starts at home. **Root Cause:** THS has created little opportunities for parent/student involvement.

Perceptions

Problem Statement 2: THS must provide more opportunities for students to explore college and career interests. THS must implement an intentional tracking system to ensure students are graduating CCM Ready **Root Cause:** Lack of intentional planning and promotion

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Glen Kennedy	SpEd
Parent	Tiffany Robinson	Parent
Parent	Michelle Welch	Parent
Administrator	Michael McDonald	Asst. Principal
Administrator	Sean McCabe	Principal
Classroom Teacher	Kerry Bentley	English Teacher
Community Rep	Jonathan Sanford	Community Member
Classroom Teacher	Stanley Garza	Spanish Teacher

Policies, Procedures, and Requirements

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

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