Tarkington Independent School District

Early Childhood School

2024-2025 Campus Improvement Plan

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Table of Contents

Comprehensive Needs Assessment 3
Demographics 3
Demographics 3
Student Learning 4
School Processes & Programs 6
Perceptions 7
Priority Problem Statements 8
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: Tarkington ISD will recruit, support, and retain high quality teachers and staff (District Priority Guiding Statement). Staff retention will increase by 10%. 12
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). 18
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. 30
Goal 4: TISD will provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. 37
Campus Funding Summary 39
Policies, Procedures, and Requirements 40
Addendums 41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

TES and TECS serve a diverse population of 949 students. The demographic breakdown is as follows: 76.24% White, 19.35% Hispanic, 2.94% Two or more races, 0.84% African American, 0.32% Pacific Islander, 0.21% Asian, and 0.11% American Indian. Additionally, 16.61% of students are in special education, 4.1% have 504 plans, and 6.49% are classified as English learners or gifted and talented. Gender distribution is nearly equal, with 49.95% male and 50.05% female students.

Demographics Strengths

Tarkington Elementary School (TES) is a large public elementary campus in Texas, serving 1st through 5th grade, with an enrollment of 739 students. Tarkington Early Childhood School (TECS) is a large early childhood campus with an enrollment of 210 students, bringing our total campus enrollment to 949 students. The demographics of TECS and TES are as follows: 76.24% White, 19.35% Hispanic, 2.94% identifying as two or more races, 0.84% African American, 0.32% Pacific Islander, 0.21% Asian, and 0.11% American Indian. The student population includes 16.61% receiving special education services, 4.1% identified under Section 504, 6.49% English learners (EB), 6.49% in the Gifted and Talented (GT) program, and 15.88% identified as at-risk. The gender breakdown is nearly even, with 49.95% male and 50.05% female students.

We currently have 54 teachers on staff, of which 18 are not yet certified. Additionally, 11 teachers are new to the campus this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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."

Problem Statement 2: Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site.
Root Cause: Inconsistencies with administrative teams. TISD is a lower paying district compared to surrounding cities.

Problem Statement 3: Violation of established rules/procedures referrals made up the majority of the disciplinary referrals for the 2023-2024 school year.
Root Cause: Inconsistencies with discipline management and classroom management.

Problem Statement 4 (Prioritized): 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

Student Learning Summary

For the 2023-2024 school year, an average of 38% of students across all grades achieved the "meets" level and 13% achieved the "masters" level on the reading STAAR test. In math, 29% of students reached the "meets" level, while 9% reached the "masters" level. For the 5th-grade science STAAR test, 25% of students were at the "meets" level, and 9% were at the "masters" level. According to the TAPR Report, certain student groups outperformed others in specific subjects across all grade levels. However, students in special education consistently scored well below grade level in all subjects.

Student Learning Strengths

With 43 returning teachers, Tarkington Elementary School benefits from continuity and expertise, fostering stability in instructional practices and deeper relationships with students. This stability allows for more effective teaching strategies and tailored support for student needs. Housing all STAAR-tested grades on the same campus promotes collaboration and consistency in instruction, ensuring that students build on prior knowledge and receive cohesive, data-driven support across 3rd-5th grades. This alignment provides additional opportunities for teachers to organically vertically align their instruction, leading to higher student academic performance. The implementation of WIN (What I Need) time ensures that students in Tiers 1, 2, and 3 receive timely and specific interventions in both reading and math, addressing learning gaps and enhancing overall academic performance. The availability of interventionists who push into classrooms supports both struggling teachers and students, ultimately improving student learning and teaching practices. Additionally, the Literacy Launch schedule allows intervention teachers to provide timely and focused support throughout the day, further boosting overall student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 l
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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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

School Processes & Programs Summary

To address teacher recruitment challenges, Tarkington Elementary School and Tarkington Early Childhood is focusing on a Grow-Your-Own strategy that aims to recruit new teachers by tapping into the potential of highly qualified paraprofessionals. Additionally, the school is enhancing professional development by implementing weekly PLCs on various critical topics, which is an improvement from last year's plan, and conducting in-depth planning sessions during Friday PDs once per month. For new teachers, TISD KEEPS provides support with meetings once per six weeks along with bi-weekly meetings with campus mentors. The school is also increasing family involvement with 18 parent engagement events, including ELAR Night, Math Night, Science Night, and Specials/CLAMPS Nights. To promote a positive school culture, Positive Behavioral Interventions and Supports (PBIS) are being implemented to reduce referrals by addressing challenges like physical contact, adult compliance, and work refusal. This proactive approach involves setting clear behavior expectations and reinforcing positive actions, fostering a supportive and respectful learning environment while building students' self-regulation and responsibility.

School Processes & Programs Strengths

Tarkington Elementary School and Tarkington Early Childhood is committed to supporting both students and teachers through job-embedded 1:1 coaching during the instructional day, providing targeted assistance where it is most needed. The school has streamlined its PLC processes, focusing on scheduled topics such as unpacking TEKS, lesson demonstrations, and analyzing data to enhance instructional practices. The TISD KEEPS Program offers ongoing mentorship and professional development for new teachers, fostering their growth and success. School administration remains responsive to the needs of students and teachers, ensuring a supportive environment. Administrators are also highly visible throughout the school, including during lunch, which promotes a sense of connection and accessibility. Additionally, real-time feedback is provided through walkthrough forms grounded in the four T-TESS instructional domains, supporting teachers in their professional development and growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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

Perceptions Summary

Tarkington Elementary School (TES) and Tarkington Early Childhood School (TECS) serve a diverse student body of 949, predominantly White (76.24%) and Hispanic (19.35%). Key demographics include 16.61% of students receiving special education services, 6.49% English learners, and 6.49% gifted and talented students. The schools face challenges with teacher certifications, as 18 out of 54 teachers are not certified, resulting in only 57% of all teachers being fully certified, with 3rd and 4th grades having the lowest certification rates. Discipline is a concern, evidenced by 1,164 referrals processed during the 2023-2024 school year, underscoring the need for behavior management strategies like Positive Behavioral Interventions and Supports (PBIS). Academically, STAAR test results indicate areas for improvement, particularly in math, where only 29% of students met grade-level expectations. To strengthen both instruction and community involvement, the schools are implementing strategies such as the "Grow-Your-Own" recruitment program, frequent Professional Learning Communities (PLCs), and hosting 18 parent engagement events.

Perceptions Strengths

Tarkington Elementary School and Tarkington Early Childhood fosters a positive working relationship between the school staff, the community, and the School Board, enhancing collaboration and support for educational initiatives. The introduction of two new instructional coaches is a significant step forward, as they provide dedicated support to teachers in core content areas, assist with curriculum implementation, facilitate data dives, and offer professional development. This collaborative approach not only empowers teachers to refine their instructional practices but also strengthens the overall educational experience for students, ensuring that the community’s needs and expectations are met effectively.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: 59% of teachers have between 1- 5 years or less of teaching experience

Root Cause 1: 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."

Problem Statement 1 Areas: Demographics

Problem Statement 2: Administration turnover: Three principals in the last 3 years. 7 assistant/associate principals in the last three years

Root Cause 2: TISD is a lower paying district compared to surrounding cities.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in special education score well below their peers in all subjects.

Root Cause 3: 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 3 Areas: Student Learning

Problem Statement 4: 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 l

Root Cause 4: 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 Areas: Student Learning

Problem Statement 5: 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 5: 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 5 Areas: Student Learning

Problem Statement 6: 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 6: 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 6 Areas: Student Learning

Problem Statement 7: 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 7: Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 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 8: 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.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Additional new teachers need training in order to continue to grow in their practice.

Root Cause 9: 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 9 Areas: School Processes & Programs

Problem Statement 10: Improvement of communication between stakeholders.

Root Cause 10: Electronic newsletters versus paper newsletters. Inconsistent feedback from families around how much communication is too much or not enough.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Lack of parent involvement at school functions and PTO events that are academically focused.

Root Cause 11: 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.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: There were only two resignations. One is being filled by a candidate from the Grow Your Own program, and the district is still looking for a bilingual PK teacher.

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will participate in weekly campus PLCs focusing on increase knowledge of essential learning standards, lesson execution, lesson design and instructional strategies **Strategy's Expected Result/Impact:** Teacher will improve their Tier 1 Instruction **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Regular teacher incentives, rewards and recognition for attendance, student growth, classroom instruction, participation in TGA. **Strategy's Expected Result/Impact:** Campus culture and staff morale will improve. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 4, 5 - School Processes & Programs 1 **Funding Sources:** - District Budget	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify

 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."

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.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Two teachers resigned, and we are looking at replacements. (One may be bilingual)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Retain highly qualified teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 **Funding Sources:** - District Budget	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Retain Teachers and Train Teachers **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 4	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Weekly walk-through observation system where administrators and instructional coaches provide concise feedback on instruction to every teacher in the building. **Strategy's Expected Result/Impact:** Retain effective teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Student Learning 1, 2	Some Progress	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 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."

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 l **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).

High Priority

HB3 Goal

Evaluation Data Sources: TISD assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: This campus only has PK and kinder, but all teachers are working toward students reading on grade level by 3rd grade.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Students and teachers can track progress toward their reading and STAR Ren 360 goals and celebrate achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increase in student achievement through the improvement of teacher pedagogy. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2 **Funding Sources:** - District Budget	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Increase in students who read on grade-level from 52% to 70% by the end of the school year. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	 Some Progress	 Considerable	 Considerable	 Discontinue

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Increase in students who read on grade-level from 52% to 70% by the end of the school year. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1, 2 **Funding Sources:** - District Budget	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Student growth on tested metrics reading levels will be incentivized for staff and students through specail recognition and rewards. **Strategy's Expected Result/Impact:** Student performance will increase. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 5 **Funding Sources:** - District Budget	Some Progress	Considerable	Considerable	Continue/ Modify

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 l **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).

High Priority

HB3 Goal

Evaluation Data Sources: Intervention/tutoring documentation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The counselor provided SEL for students, and she completed all GT testing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increase access to targeted intervention for all students. Increase in students reading on grade level. **Staff Responsible for Monitoring:** Administrators, Lead Interventionist, Instructional Coaches, Counselors, Success Instructional Coordinator and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Improvement in classroom in class support and Special Education Support **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - District Budget	Some Progress	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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 l **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.

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.

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).

High Priority

HB3 Goal

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

Summative Evaluation: Met Objective

Next Year's Recommendation: The campus had Generation Week as well as Careers on Wheels.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We are providing students with opportunities for career exploration through a Careers on Wheels Job Fair scheduled for the spring. **Strategy's Expected Result/Impact:** Students are able to experience and learn about various career opportunities **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselors **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 1, 2 **Funding Sources:** - District Budget	Some Progress	Some Progress	Some Progress	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Students are able to experience and learn about various career opportunities **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** - District Budget	Accomplished	Accomplished	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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.
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 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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The counselor provided SEL, but guidance lessons weren't possible due to scheduling and staffing with Counselors.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Students can forge collaborative relationships with peers and authority figures. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Counselors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Perceptions 1, 2	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Students can forge collaborative relationships with peers and authority figures. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 5	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify

 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.

High Priority

HB3 Goal

Evaluation Data Sources: Campus technology inventory, purchase orders

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The teachers use Technology in the classroom, but Amira will be discontinued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Amira, an AI-powered reading platform (at least 40 minutes per week for each student), to enhance reading skills and comprehension among students. **Strategy's Expected Result/Impact:** Students are able to enhance reading skills through quality IT resources. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - District Budget	Some Progress	Some Progress	Some Progress	Discontinue

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

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 l **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.

High Priority

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

Summative Evaluation: Met Objective

Next Year's Recommendation: We did complete all safety drills and door checks. However, the strategy is not aligned with the Performance Objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, SRO Officers **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1	Some Progress	Considerable	Considerable	Accomplished

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."

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

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

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Training took place with staff, but guidance lessons did not take place due to there only being one guidance counselor.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 5	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 5	 Some Progress	 Some Progress	 Considerable	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

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.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The campus is trained in these topics at the beginning of the year, but a follow-up for the Spring semester would be beneficial.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a dedicated Threat Assessment Team consisting of trained professionals to promptly and effectively assess and address violent or terroristic threats made by students. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Counselors, Instructional Coashes **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 5	Considerable	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 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 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.

High Priority

Evaluation Data Sources: EduHero training certificates, publications

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The campus is trained in these topics at the beginning of the year, but a follow-up for the Spring semester would be beneficial.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure that campus staff is well-equipped to address critical topics such as bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Assistant principals, Associate principals **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	Considerable	Considerable	Considerable	Continue/ Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

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 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

Summative Evaluation: Met Objective

Next Year's Recommendation: The parent newsletter was reinstated in the Spring semester. There were multiple family engagement nights throughout the school year. Moving forward, some nights could be combined and include more active student participation in order to increase attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Leadership Team & Team Leaders **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** - District Budget	 Considerable	 Considerable	 Considerable	 Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

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.

Campus Funding Summary

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

Policies, Procedures, and Requirements

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

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

Addendums

Campus Improvement Committee (CIC)
Meeting Agenda
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, January 30, 2025
Time: 4:30-5:30 PM
Location: Room 102

Agenda Items

TISD Board Policy Related to CIC:
https://pol.tasb.org/PolicyOnline/PolicyDetails?key=819&code=BQB#localTabContent

☐Review progress of all strategies under the Goals and Performance Objectives. Discuss any challenges and successes we have experienced.

☐Complete the January Formative Review in Plan4Learning under Goals.

☐The CIC will determine dates, times, and purposes for future CIC meetings.

Campus Improvement Committee (CIC)
Meeting MINUTES
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, January 30, 2025
Time: 4:30-5:30 PM
Location: Room 102

MINUTES: CIC January 30, 2025 Meeting

The Campus Improvement Committee reviewed the goals and the progress for the Campus Improvement Plan. Committee members discussed various ideas for goals, incentives, and more.

Goal 1:
Need to add more incentives for teachers,
Ideas:
Luncheons - provide food for teachers
Covering lunch duty - let the community know when it is needed
Parents come to volunteer for specific events and then are able to stay and have lunch with their students (Ex: volunteer for lunch duty, then get to stay and have lunch with their student)

Goal 2:
***The actual goal needs to be revised as it still states August 2024**
Community members were concerned about the way data was projected in the schools. This concern was discussed and explained that teacher and student names are no longer displayed. We also discussed using the data to incentivize instead of as a consequence. Discussions also around take home book baggies and the importance of the home-school commitment to help students grow in their literacy skills.
Need to ensure that teachers are sending home new books at least every 3 days.

Discussions about curriculum night ideas so that parents can help at home
*Possible Youtube videos to show how to decode words for each grade level and the expectations for each grade level for the year.

Concerns were discussed about reading levels being posted in the main hallway. Most teachers have them posted, and no student names are used. Just a number with the teacher's name.

Find other ways to incorporate more SEL lessons through Quaver (Ex: CLAMP, Lunch time, etc)

Discussion over Amira usage… Still being used, just in more purposeful/effective ways.

Goal 3:
***What about incentivizing teachers who are using CHAMPS effectively in the classroom.

Can we take off (Instructional Coaches) from the threat assessment strategy because ICs

have not been trained in this strategy/response.

Goal 4:
Only discussed the parent engagement nights coming up.

Also discussed how the CIC is open to ALL community members and how to best distribute the necessary information for the meetings.

The meeting adjourned.

Campus Improvement Committee (CIC)
Meeting Agenda
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, January 30, 2025
Time: 4:30-5:30 PM
Location: Room 102

Name	Role (Staff, Parent, Admin, etc…)	Signature
Alicia Cox	Staff	Alicia Cox
Ryan Smith	Community member	
Jake Hawthorne	Community	
Deanna Hawthorne	Staff/Admin	Deanna Hawthorne
Rhonda Lastor	Parent/Business Owner	R Lastor
Sarah Stokes	Staff	S Stokes
Wendy Kenny	parent	Wendy Kenny
Edie Lang	admin	E Lang
Jennifer Anderson	Admin	Jennifer L Anderson

ryanhsmith@outlook.com

Tarkington Independent School District

Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Comprehensive Support and Improvement (CSI)

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

Mission Statement

Our mission is to provide a quality instructional program that will enable each student to attain mastery of academic skills to the maximum level of his or her potential with a focus on early literacy and math, while developing in our students a positive attitude toward education and its importance to their future, instilling high expectations for academic success, and encouraging each student to become a responsible member of society.

Vision

S.T.A.R.S.

***S**tudents **T**aking **A** **R**ight **S**tep...*

Toward Excellence!

Core Beliefs

It is our core belief that we strive to be better people today than we were yesterday. faculty, staff, and students strive to improve themselves so that we are progressing in academia and how we handle our relationships with others.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Demographics 4
4
Student Learning 6
School Processes & Programs 8
Perceptions 9
Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 12
Goals 14
Goal 1: Tarkington ISD will recruit, support, and retain high quality teachers and staff (District Priority Guiding Statement). Staff retention will increase by 10%. 14
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). 19
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. 33
Goal 4: TISD will provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. 39

RDA Strategies 41
Targeted Support Strategies 42
Additional Targeted Support Strategies 43
Title I 44
2.4: Opportunities for all children to meet State standards 44
2.5: Increased learning time and well-rounded education 44
2.6: Address needs of all students, particularly at-risk 44
4.1: Develop and distribute Parent and Family Engagement Policy 44
4.2: Offer flexible number of parent involvement meetings 44
Campus Funding Summary 45
Policies, Procedures, and Requirements 46
Addendums 47

Comprehensive Needs Assessment

Revised/Approved: September 30, 2024

Demographics

Demographics Summary

Demographics

TES and TECS serve a diverse population of 949 students. The demographic breakdown is as follows: 76.24% White, 19.35% Hispanic, 2.94% Two or more races, 0.84% African American, 0.32% Pacific Islander, 0.21% Asian, and 0.11% American Indian. Additionally, 16.61% of students are in special education, 4.1% have 504 plans, and 6.49% are classified as English learners or gifted and talented. Gender distribution is nearly equal, with 49.95% male and 50.05% female students.

Demographics Strengths

Tarkington Elementary School (TES) is a large public elementary campus in Texas, serving 1st through 5th grade, with an enrollment of 739 students. Tarkington Early Childhood School (TECS) is a large early childhood campus with an enrollment of 210 students, bringing our total campus enrollment to 949 students. The demographics of TECS and TES are as follows: 76.24% White, 19.35% Hispanic, 2.94% identifying as two or more races, 0.84% African American, 0.32% Pacific Islander, 0.21% Asian, and 0.11% American Indian. The student population includes 16.61% receiving special education services, 4.1% identified under Section 504, 6.49% English learners (EB), 6.49% in the Gifted and Talented (GT) program, and 15.88% identified as at-risk. The gender breakdown is nearly even, with 49.95% male and 50.05% female students.

We currently have 54 teachers on staff, of which 18 are not yet certified. Additionally, 11 teachers are new to the campus this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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."

Problem Statement 2: Violation of established rules/procedures referrals made up the majority of the disciplinary referrals for the 2023-2024 school year.
Root Cause: Inconsistencies with discipline management and classroom management.

Problem Statement 3: 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.

Problem Statement 4 (Prioritized): Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site.

Root Cause: Inconsistencies with administrative teams. TISD is a lower paying district compared to surrounding cities.

Student Learning

Student Learning Summary

For the 2023-2024 school year, an average of 38% of students across all grades achieved the "meets" level and 13% achieved the "masters" level on the reading STAAR test. In math, 29% of students reached the "meets" level, while 9% reached the "masters" level. For the 5th-grade science STAAR test, 25% of students were at the "meets" level, and 9% were at the "masters" level. According to the TAPR Report, certain student groups outperformed others in specific subjects across all grade levels. However, students in special education consistently scored well below grade level in all subjects.

Student Learning Strengths

With 43 returning teachers, Tarkington Elementary School benefits from continuity and expertise, fostering stability in instructional practices and deeper relationships with students. This stability allows for more effective teaching strategies and tailored support for student needs. Housing all STAAR-tested grades on the same campus promotes collaboration and consistency in instruction, ensuring that students build on prior knowledge and receive cohesive, data-driven support across 3rd-5th grades. This alignment provides additional opportunities for teachers to organically vertically align their instruction, leading to higher student academic performance. The implementation of WIN (What I Need) time ensures that students in Tiers 1, 2, and 3 receive timely and specific interventions in both reading and math, addressing learning gaps and enhancing overall academic performance. The availability of interventionists who push into classrooms supports both struggling teachers and students, ultimately improving student learning and teaching practices. Additionally, the Literacy Launch schedule allows intervention teachers to provide timely and focused support throughout the day, further boosting overall student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 l
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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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

School Processes & Programs Summary

To address teacher recruitment challenges, Tarkington Elementary School is focusing on a Grow-Your-Own strategy that aims to recruit new teachers by tapping into the potential of highly qualified paraprofessionals. Additionally, the school is enhancing professional development by implementing weekly PLCs on various critical topics, which is an improvement from last year's plan, and conducting in-depth planning sessions during Friday PDs once per month. For new teachers, TISD KEEPS provides support with meetings once per six weeks along with bi-weekly meetings with campus mentors. The school is also increasing family involvement with 18 parent engagement events, including ELAR Night, Math Night, Science Night, and Specials/CLAMPS Nights. To promote a positive school culture, Positive Behavioral Interventions and Supports (PBIS) are being implemented to reduce referrals by addressing challenges like physical contact, adult compliance, and work refusal. This proactive approach involves setting clear behavior expectations and reinforcing positive actions, fostering a supportive and respectful learning environment while building students' self-regulation and responsibility.

School Processes & Programs Strengths

Tarkington Elementary School is committed to supporting both students and teachers through job-embedded 1:1 coaching during the instructional day, providing targeted assistance where it is most needed. The school has streamlined its PLC processes, focusing on scheduled topics such as unpacking TEKS, lesson demonstrations, and analyzing data to enhance instructional practices. The TISD KEEPS Program offers ongoing mentorship and professional development for new teachers, fostering their growth and success. School administration remains responsive to the needs of students and teachers, ensuring a supportive environment. Administrators are also highly visible throughout the school, including during lunch, which promotes a sense of connection and accessibility. Additionally, real-time feedback is provided through walkthrough forms grounded in the four T-TESS instructional domains, supporting teachers in their professional development and growth.

Problem Statements Identifying School Processes & Programs Needs

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 (Prioritized): 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

Perceptions Summary

Tarkington Elementary School (TES) and Tarkington Early Childhood School (TECS) serve a diverse student body of 949, predominantly White (76.24%) and Hispanic (19.35%). Key demographics include 16.61% of students receiving special education services, 6.49% English learners, and 6.49% gifted and talented students. The schools face challenges with teacher certifications, as 18 out of 54 teachers are not certified, resulting in only 57% of all teachers being fully certified, with 3rd and 4th grades having the lowest certification rates. Discipline is a concern, evidenced by 1,164 referrals processed during the 2023-2024 school year, underscoring the need for behavior management strategies like Positive Behavioral Interventions and Supports (PBIS). Academically, STAAR test results indicate areas for improvement, particularly in math, where only 29% of students met grade-level expectations. To strengthen both instruction and community involvement, the schools are implementing strategies such as the "Grow-Your-Own" recruitment program, frequent Professional Learning Communities (PLCs), and hosting 18 parent engagement events.

Perceptions Strengths

Tarkington Elementary School fosters a positive working relationship between the school staff, the community, and the School Board, enhancing collaboration and support for educational initiatives. The introduction of two new instructional coaches is a significant step forward, as they provide dedicated support to teachers in core content areas, assist with curriculum implementation, facilitate data dives, and offer professional development. This collaborative approach not only empowers teachers to refine their instructional practices but also strengthens the overall educational experience for students, ensuring that the community’s needs and expectations are met effectively.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: 59% of teachers have between 1- 5 years or less of teaching experience

Root Cause 1: 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."

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site.

Root Cause 2: Inconsistencies with administrative teams. TISD is a lower paying district compared to surrounding cities.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 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 l

Root Cause 3: 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 Areas: Student Learning

Problem Statement 4: 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 4: 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 Areas: Student Learning

Problem Statement 5: 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 5: 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 Areas: Student Learning

Problem Statement 6: Students in special education score well below their peers in all subjects.

Root Cause 6: 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 6 Areas: Student Learning

Problem Statement 7: 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 7: Teachers require further professional development and support to effectively differentiate instruction, particularly for students in special education and those in other low-performing subgroups.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 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 8: 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.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Improvement of communication between stakeholders.

Root Cause 9: Electronic newsletters versus paper newsletters. Inconsistent feedback from families around how much communication is too much or not enough.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Lack of parent involvement at school functions and PTO events that are academically focused.

Root Cause 10: 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.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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%.

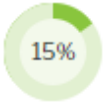
Performance Objective 1: Tarkington ISD will recruit high quality teachers that hold the appropriate certifications per TEA guidelines.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attending job fairs, recruit over social media and screening applicants that hold appropriate certifications per TEA guidelines **Strategy's Expected Result/Impact:** Recruit high quality teachers that hold the appropriate certifications per TEA guidelines. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1, 4 **Funding Sources:** - District Budget	50%	50%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will participate in weekly campus PLCs focusing on increase knowledge of essential learning standards, lesson execution, lesson design and instructional strategies **Strategy's Expected Result/Impact:** Teacher will improve their Tier 1 Instruction **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Regular teacher incentives, rewards and recognition for attendance, student growth, classroom instruction, participation in TGA. **Strategy's Expected Result/Impact:** Campus culture and staff morale will improve. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 4 **Funding Sources:** - District Budget				

 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."

Demographics

Problem Statement 4: Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site. **Root Cause**: Inconsistencies with administrative teams. TISD is a lower paying district compared to surrounding cities.

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 l **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.

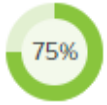
Problem Statement 4: Teachers' lack of targeted professional development on using data to drive instruction limits their ability to design lessons and interventions that effectively address specific student learning needs. As a result, instructional practices are not sufficiently responsive to student 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 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Retain highly qualified teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 **Funding Sources:** - District Budget				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Retain effective teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselor **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Student Learning 2, 4	35%	50%	65%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 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."
Problem Statement 4: Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site. **Root Cause**: Inconsistencies with administrative teams. TISD is a lower paying district compared to surrounding cities.
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 l **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.

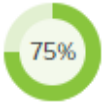
Goal 2: By August 2024, students will increase overall STAAR/EOC meets level performance by 3% in all grades and core content areas (ELA, Math, Science, SS).

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

High Priority

HB3 Goal

Evaluation Data Sources: TISD assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administer six-week CBAs to measure student progress and achievement in reading for grades 1-5. **Strategy's Expected Result/Impact:** Data available to inform intervention groups. Students able to track progress towards self-selected goals. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Interventionist, Teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Students and teachers can track progress toward their reading and STAAR goals and celebrate achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5	40%	55%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Increase in student achievement through the improvement of teacher pedagogy. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3, 5 - School Processes & Programs 2	40%	50%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Increase in students who read on grade-level from 52% to 70% by the end of the school year. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** Increase in students who read on grade-level from 52% to 70% by the end of the school year. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2 - Perceptions 1, 2 **Funding Sources:** - District Budget				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Student growth on CBAs reading levels will be incentivized for staff and students through special recognition and rewards. **Strategy's Expected Result/Impact:** Student performance will increase. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - District Budget	40%	50%	70%	

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 l **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.

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.

School Processes & Programs

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increase access to targeted intervention for all students. Increase in students reading on grade level. **Staff Responsible for Monitoring:** Administrators, Lead Interventionist, Instructional Coaches, Counselors, Success Instructional Coordinator and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	35%	55%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement six week and BOY, MOY, EOY student-driven goal-setting and data tracking around the CBAs and Reading Leveling **Strategy's Expected Result/Impact:** Students will know where they are and where they need to go academic and will be able to chart their growth. **Staff Responsible for Monitoring:** Teachers, + Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3, 4	30%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Improvement in classroom in class support and Special Education Support **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - District Budget	30%	50%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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 l **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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We are providing students with opportunities for career exploration through a Careers on Wheels Job Fair scheduled for the spring. **Strategy's Expected Result/Impact:** Students are able to experience and learn about various career opportunities **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselors **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - Perceptions 1, 2 **Funding Sources:** - District Budget	5%	10%	15%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Students are able to experience and learn about various career opportunities **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** - District Budget	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

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.
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 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 **Strategy's Expected Result/Impact:** Students can forge collaborative relationships with peers and authority figures. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Counselors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Perceptions 1, 2 **Funding Sources:** - District Budget	20%	30%	40%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site. **Root Cause**: Inconsistencies with administrative teams. TISD is a lower paying district compared to surrounding cities.

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.

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Amira, an AI-powered reading platform (at least 40 minutes per week for each student), to enhance reading skills and comprehension among students. **Strategy's Expected Result/Impact:** Students are able to enhance reading skills through quality IT resources. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** - District Budget	40%	40%	40%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

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.

Student Learning

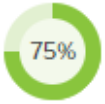
Problem Statement 3: The lack of consistent incorporation of rigorous, higher-order thinking tasks in classroom instruction is contributing to low student achievement at the "meets" and "masters" levels on STAAR tests in reading, math, and science. This gap in instructional quality is limiting students' 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.

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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, SRO Officers **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Our campus will utilize CHAMPS and PBIS to help reduce student behavior and reward and incentivize students who are meeting behavioral expectations. **Strategy's Expected Result/Impact:** Reduce referrals, increase campus morale. **Staff Responsible for Monitoring:** Admin Team + Teachers **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 4 **Funding Sources:** - District Budget				

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

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.6 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 4	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4	20%	40%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 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."
Problem Statement 4: Teacher retention is an ongoing concern each year. Over the last two years we have lost 33 teachers impacting stability at the school site. **Root Cause**: Inconsistencies with administrative teams. 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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a dedicated Threat Assessment Team consisting of trained professionals to promptly and effectively assess and address violent or terroristic threats made by students. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Associate Principal, Counselors, Instructional Coaches **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 4	50%	65%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure that campus staff is well-equipped to address critical topics such as bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Assistant principals, Associate principals **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Learning 4	50%	60%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Instructional Leadership Team & Team Leaders **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1, 2 **Funding Sources:** - District Budget	50%	65%	75%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

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.

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.

RDA Strategies

Goal	Objective	Strategy	Description
2	1	5	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.
3	1	1	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.
3	4	1	Ensure that campus staff is well-equipped to address critical topics such as bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Teachers will participate in weekly campus PLCs focusing on increase knowledge of essential learning standards, lesson execution, lesson design and instructional strategies
2	1	1	Administer six-week CBAs to measure student progress and achievement in reading for grades 1-5.
2	1	3	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.
2	1	5	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.
2	2	1	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.
2	2	2	Implement six week and BOY, MOY, EOY student-driven goal-setting and data tracking around the CBAs and Reading Leveling
2	2	3	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.
2	3	1	We are providing students with opportunities for career exploration through a Careers on Wheels Job Fair scheduled for the spring.
4	1	1	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.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Administer six-week CBAs to measure student progress and achievement in reading for grades 1-5.
4	1	1	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.

Title I

2.4: Opportunities for all children to meet State standards

Strategies aligned in the campus improvement plan.

2.5: Increased learning time and well-rounded education

Strategies aligned in the campus improvement plan.

2.6: Address needs of all students, particularly at-risk

Strategies aligned in the campus improvement plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Strategies aligned in the campus improvement plan.

4.2: Offer flexible number of parent involvement meetings

Strategies aligned in the campus improvement plan.

Campus Funding Summary

District Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	2	1			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	2	3			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	4	1			$0.00
2	5	1			$0.00
3	1	2			$0.00
4	1	1			$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

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

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

Addendums

Campus Improvement Committee (CIC)
Meeting Agenda
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, January 30, 2025
Time: 4:30-5:30 PM
Location: Room 102

Agenda Items

TISD Board Policy Related to CIC:
https://pol.tasb.org/PolicyOnline/PolicyDetails?key=819&code=BQB#localTabContent

☐Review progress of all strategies under the Goals and Performance Objectives. Discuss any challenges and successes we have experienced.

☐Complete the January Formative Review in Plan4Learning under Goals.

☐The CIC will determine dates, times, and purposes for future CIC meetings.

Campus Improvement Committee (CIC)
Meeting MINUTES
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, January 30, 2025
Time: 4:30-5:30 PM
Location: Room 102

MINUTES: CIC January 30, 2025 Meeting

The Campus Improvement Committee reviewed the goals and the progress for the Campus Improvement Plan. Committee members discussed various ideas for goals, incentives, and more.

Goal 1:
Need to add more incentives for teachers,
Ideas:
Luncheons - provide food for teachers
Covering lunch duty - let the community know when it is needed
Parents come to volunteer for specific events and then are able to stay and have lunch with their students (Ex: volunteer for lunch duty, then get to stay and have lunch with their student)

Goal 2:
***The actual goal needs to be revised as it still states August 2024**
Community members were concerned about the way data was projected in the schools. This concern was discussed and explained that teacher and student names are no longer displayed. We also discussed using the data to incentivize instead of as a consequence. Discussions also around take home book baggies and the importance of the home-school commitment to help students grow in their literacy skills.
Need to ensure that teachers are sending home new books at least every 3 days.

Discussions about curriculum night ideas so that parents can help at home
*Possible Youtube videos to show how to decode words for each grade level and the expectations for each grade level for the year.

Concerns were discussed about reading levels being posted in the main hallway. Most teachers have them posted, and no student names are used. Just a number with the teacher's name.

Find other ways to incorporate more SEL lessons through Quaver (Ex: CLAMP, Lunch time, etc)

Discussion over Amira usage… Still being used, just in more purposeful/effective ways.

Goal 3:
***What about incentivizing teachers who are using CHAMPS effectively in the classroom.

Can we take off (Instructional Coaches) from the threat assessment strategy because ICs

have not been trained in this strategy/response.

Goal 4:
Only discussed the parent engagement nights coming up.

Also discussed how the CIC is open to ALL community members and how to best distribute the necessary information for the meetings.

The meeting adjourned.

Campus Improvement Committee (CIC)
Meeting Agenda
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, January 30, 2025
Time: 4:30-5:30 PM
Location: Room 102

Name	Role (Staff, Parent, Admin, etc…)	Signature
Alicia Cox	Staff	Alicia Cox
Ryan Smith	Community member	
Jake Hawthorne	Community	
Deanna Hawthorne	Staff/Admin	Deanna Hawthorne
Rhonda Lastor	Parent/Business Owner	R Lastor
Sarah Stokes	Staff	S Stokes
Wendy Kenny	parent	Wendy Kenny
Edie Lang	admin	E Lang
Jennifer Anderson	Admin	Jennifer L Anderson

ryanhsmith@outlook.com

Campus Improvement Committee (CIC)
Meeting Agenda
Tarkington Elementary & Tarkington Early Childhood School

Date: Wednesday, March 26, 2025
Time: 4:30-5:30 PM
Location: Room 102

Agenda Items

TISD Board Policy Related to CIC:
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☑ Review progress of all strategies under the Goals and Performance Objectives. Discuss any challenges and successes we have experienced.

☑ Complete the March Formative Review in Plan4Learning under Goals.

☐ The CIC will determine dates, times, and purposes for future CIC meetings. June

Campus Improvement Committee (CIC)
Meeting Agenda
Tarkington Elementary & Tarkington Early Childhood School

Date: Thursday, March 26, 2025
Time: 4:30-5:30 PM
Location: Room 102

Name	Role (Staff, Parent, Admin, etc…)	Signature
Jennifer Anderson	Admin	Jennifer Anderson
Ryan Smith	Parent	RS
Rhonda Lastor	Parent	R Lastor
Deanna Hawthorne	Teacher/Parent	Deanna Hawthorne
Alicia Cox	Staff	Alicia K Cox
Casey Walulik	Staff	Casey Walulik
ShiSahn Landry	Staff/parent	

Campus Improvement Committee (CIC)
Meeting MINUTES
Tarkington Elementary & Tarkington Early Childhood School

Date: Wednesday, March 26, 2025
Time: 4:30-5:30 PM
Location: Room 102

MINUTES: CIC March 26 Meeting
Attendance: Jennifer Anderson - Admin Ryan Smith - Parent Rhonda Lastor - Parent Deanna Hawthorne - Teacher/Parent Alicia Cox - Staff Casey Walulik - Staff Shibahn Landry - Staff/Parent Suggestion for entering Kindergarten is to have a packet of some kind or a checklist to give parents to know some items the student could benefit from knowing/doing before getting to Kindergarten. (Mrs. Holt may already have something like this, we can check with her) Goal 1 Objective 1 Strategy 1: Recruiting high quality teachers. An intent form was sent out to staff to help determine possible openings for next year. 1 successful interview so far. Strategy 2: PLC PLC meetings more data driven. Changes made based on Region 4 feedback. Strategy 3: TGA Differentiated based on needs for those selected staff. Still providing jeans days to those who attend. Continuing to look at attendance incentives. February was very difficult for staff attendance- lots of illness across the board. Objective 2 Strategy 1: KEEPS This has been restructured to meet the individual needs of those teachers in the program. Some mentors have been restructured to better assist teachers. Strategy 2: Weekly Walkthroughs Work is continuing. More guidance has been given in PLC based on walkthrough data. Region 4 and CBLI continue to come observe and provide input. Goal 2

Objective 1
Strategy 1: CBAs in grades 1-5
Grades 1 and 2 took CBA #4 while grades 3-5 took benchmark #2. Data has been analyzed and plans put in place to help students make growth.

Strategy 2: Reading levels
MOY reading levels completed. Incentives have been given to students who have improved in reading levels.

Strategy 3: PLC
Continued teaming each 6 weeks. Region 4 and CBLI continues to come observe, model, and provide feedback for teachers.

Strategy 4: Literacy Launch
Continuing current program.

Strategy 5: Take Home Reading Bags
Just Right Readers pilot has been completed. Teachers need to continue to improve on sending out updated books.

Strategy 6: CBA incentives for growth
Ultimate Recess for those that made approaches, meets, and masters or made growth from prior assessments. Just did a Glow Party.

Objective 2
Strategy 1: WIN time & teaming
Added "Above and Beyond Tutorials" for those preparing for STAAR. Times include before school, after school, or Saturday tutorials. Spiral review occurring during WIN. All teachers participating in MTSS currently.

Strategy 2: Goal setting
Teachers continue to have them track student goals.

Strategy 3: In Class Support
Special education paraprofessionals received more training for Keyboarding Without Tears. Coop training scheduled in April.

Objective 3
Strategy 1: Careers on Wheels
Promoting career goals through dress up days in March. Future career days have been scheduled for May

Objective 4
Strategy 1: SEL
Students continue to earn Lucky Bucks. Students can receive incentives at lunch on Wednesdays. Teachers encouraged to use Quaver for SEL lessons.

Objective 5
Strategy 1: Amira
Amira has continued to have connectivity issues. Kindergarten does use it during WIN time,

small groups, and Literacy Launch.

Goal 3
Performance Objective 1
Strategy 1: Safety audit logs
Door checks continue daily. New program being used- Sentinel. Safety drills continue. Students now issued badges to be worn daily. TECS will have 2- one attached to the backpack and one for the classroom.

Strategy 2: CHAMPS and PBIS
Counselor continues to provide prizes for Lucky Bucks on Wednesdays. More teachers have started utilizing CHAMPS- evident through recent walkthroughs.

Performance Objective 2
Strategy 1: Training
Provided at BOY.

Strategy 2:
The counselor continues to pull individual students for SEL as needed. The Daybreak program has fully started seeing students for therapy services.

Strategy 3:
Threat assessment pre-screener is used consistently for real or perceived threats. Recorded in the new Sentinel program.

Performance Objective 4
Strategy 1:
Continuing to provide character traits at morning announcements.

Goal 4
Performance Objective 1
Strategy 1: Parent events
Pastries with parents, Nachos with Numbers/Open House with a 1st grade performance, PTO Daddy Daughter Dance, TECS Curriculum Night. Parent newsletters started in February. Coffee with the Admin team event.

No other concerns or thoughts with the goals.