

Tarkington Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated



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

Mission Statement

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

Other

Core Values

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

Priority Guiding Statements

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

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Comprehensive Needs Assessment

Revised/Approved: August 12, 2024

Demographics

Demographics Summary

Tarkington ISD is a 4A school district that covers approximately 238 square miles in the southern part of Liberty County, Texas. We serve nearly 2,000 students from grades PreK-12. Our mission is to empower, support, and inspire our students to achieve academic success and to pursue excellence in all aspects of learning so they may live purposeful and productive lives. We support 323 special education students, 111 gifted/talented students, and 126 English learners. Our student body consists of 978 males and 944 females, with an ethnic distribution of 74.31% White, 21.32% Hispanic, 3.12% identifying as Two or More Ethnicities, 0.62% African American, 0.36% American Indian, 0.16% Pacific Islander, and 0.10% Asian. Our economically disadvantaged percent is 62.25% and three of our campuses identify as Title 1.

The District's ADA for the 23-24 school year was 94.05%, which is a decline from the previous year.

In terms of teacher retention, our district had a 33% turnover rate, whereas the state turnover rate was 21.4%. However, the turnover rate in neighboring districts mirrors TISD. The majority of teachers in TISD have 11-20 years' experience.

In the 23-24, 2508 referrals were given across the district. THS - 604 TMS - 726 TES - 1164 TECS - 14

The top three incidents were:

-21 - Violation of Student CoC Not Covered Under Ch. 37

-Violation of established rules/procedures

-Classroom Disruption Violations

ISS placements:

THS - 164 TMS - 145 TES - 127

OSS placements:

THS - 1 TMS - 3 TES - 2

DAEP placements:

THS - 30 TMS - 31 TES - 3

The most common reason for alternative school placement involved vaping.

Demographics Strengths

TISD has been expanding alternative ways to provide certified teachers for every class. These include TISD's Elevate program and TIER 2 program for those individuals with an associate's degree or higher that will soon be eligible for ACP.

TISD initiated a KEEPS mentoring program to support new to the profession as well as new to the district teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase in EB/EL students.

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

Problem Statement 2 (Prioritized): 33% teacher turnover rate, which is higher than the state but in line with neighboring districts.

Root Cause: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.

Problem Statement 3 (Prioritized): Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year.

Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.

Student Learning

Student Learning Summary

Tarkington ISD students' overall performance in subjects such as ELA, Math, Science, and Social Studies is slightly below the state average but similar to other schools in their region. The district was rated with a "B" accountability rating for the 2021-2022 school year, indicating moderate success.

Student performance across subgroups such as race/ethnicity (White, Hispanic, African American), economic status (economically disadvantaged), gender, English proficiency, and special education (Section 504, students with disabilities) shows notable disparities. For instance, economically disadvantaged students and EB/EL students tend to perform below their peers, reflecting statewide trends.

The data includes longitudinal tracking of individual student performance, showing both growth and areas needing improvement. For many students, growth rates in Math and Reading have been modest, with individual student growth being a key area for focus in order to close achievement gaps.

**STAAR scores for 2023 and 2024 have not been released to the public due to litigation.*

Tarkington ISD Elementary and Early Childhood schools use two reading measures to determine student reading levels. These reading measures are Fountas and Pinnell and K-5 Reading Levels.

Fountas & Pinnell reading levels (commonly referred to as "Fountas & Pinnell") are a proprietary system of reading levels developed by Irene Fountas and Gay Su Pinnell and published by Heinemann to support their *Leveled Literacy Interventions* (LLI) series of student readers and teacher resource products.

K-5 Reading Levels

Kinder 61% on or above level/Growth 45%

1st Grade 42% on or above level/Growth 22%

2nd Grade 45% on or above level/Growth 9%

3rd Grade 60% on or above level/Growth 16%

4th Grade 42% on or above level/Growth 13%

5th Grade 60% on or above grade level/Growth 4%

TELPAS measures the progress that EB/ELs make in acquiring the English language. Title III, Part A of NCLB requires states to conduct annual statewide English language proficiency assessments for EB/ELs in grades K-12 in the language domains of listening, speaking, reading and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, advanced high. TELPAS measures learning in alignment with the Texas ELPS that are a part of the TEKS curriculum.

For the 23-24 school year, a total of 123 EB/EL students were administered the TELPAS. The results are below:

TELPAS

10%-12 students Beginning

44%-54 students Intermediate

35%-43 students Advanced

11%-13 students Advanced High

TELPAS Alternate

100%-1 student Imitation

Student Learning Strengths

Tarkington ISD has a robust support system for students identified as gifted/talented and students receiving special education services. Targeted programs for these groups, such as advanced coursework for gifted students and individualized instruction for special education students, have led to positive academic outcomes for these populations.

Additionally, for the 2024-2025 school year, TECS/TES have two instructional coaches and TMS has one instructional coach.

One noted strength in the 23-24 school year was an 8% increase in TELPAS students scoring in the Intermediate category over the 22-23 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers.

Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.

Problem Statement 2 (Prioritized): TISD currently employs 32 ESL certified teachers, 11 at the secondary level and 21 elementary teachers. In year 23-24, TISD provided ESL test tutoring and reimbursement for successful testing in that area to all teachers in the District.

Root Cause: Historically the district's demographics have not mandated an urgent need for all teachers to be ESL certified, however this trend is changing and we need to provide additional incentives to teachers for ESL testing and training in order to provide quality services to EB/EL students.

Problem Statement 3 (Prioritized): Growth in ELA and math needs to increase.

Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.

District Processes & Programs

District Processes & Programs Summary

As a TEA designated District of Innovation, TISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community.

The district attends multiple college job fairs to recruit high quality educators. A four-day school day calendar was implemented to aid recruitment. Mentorship programs and grow-your-own programs help supplement the district's recruitment efforts.

PBIS systems training in the lower grades are being implemented to help reduce student misbehavior in an effort to lower student referral numbers. Discipline reports show that the majority of referrals are for non-chapter 37 offenses such as tardies, classroom disruption, and non-compliant behaviors.

School safety plans and procedures have been rewritten and are in the process of being taught to stakeholders. More safety and security technology are needed to replace out of date equipment, meet telephonic and fire safety requirements in aging buildings, and supplement a lack of manpower. No campus in the district has a security vestibule located at the main entrance to the school.

Tarkington ISD's Career and Technical Education program is committed to preparing and growing our students to succeed in college and career readiness through instilling the ideals of professionalism, leadership and service. The CTE program is designed to equip students for the world outside TISD and is aligned to workforce needs in the area. CTE students are provided a unique opportunity to explore various CTE pathways and prepare them for the workforce by earning Industry-Based Certifications (IBCs).

District Processes & Programs Strengths

The number of severe misbehaviors by the students in the district is generally low.

PBIS training in the lower grade levels is expanding to help support both students and teachers.

Dual credit course offerings

District of Innovation

Specialized CTE pathways

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes.

Root Cause: Facility safety and security upgrades are hindered due to a lack of available funds.

Problem Statement 2 (Prioritized): There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students.

Root Cause: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.

Problem Statement 3 (Prioritized): Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct."

Root Cause: Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents.

Problem Statement 4 (Prioritized): Increase the number of students earning IBCs.

Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.

Problem Statement 5 (Prioritized): Many students are not meeting college level readiness on SAT, ACT or TSI.

Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

Perceptions

Perceptions Summary

Tarkington ISD staff and administrators support collaborative relationships with students, parents and community. Creating an environment conducive to learning involves all parties working together to provide resources to campuses that lead to a strong community and student success.

Campuses connect with parents and stakeholders in the community to engage them in promoting student success through Meet the Teacher, Open House, Curriculum Night, and other academic nights.

Tarkington ISD has procedures in place to address bullying on all campuses. Campuses are working towards increasing attendance through parent involvement, increasing student engagement, and providing attendance incentives.

Perceptions Strengths

Stakeholder feedback, including from parents, staff, and community members, reflects a high level of trust and support for the district's leadership and the direction in which the district is headed. The district's mission to empower and inspire students is well-communicated and valued by stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for improved assistance and information for home learning that empowers parents to assist with teaching and learning.

Root Cause: Schools need to establish strong communication and engagement with parents through academic nights, campus events, and parent newsletters.

Priority Problem Statements

Problem Statement 1: The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes.

Root Cause 1: Facility safety and security upgrades are hindered due to a lack of available funds.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students.

Root Cause 2: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Growth in ELA and math needs to increase.

Root Cause 3: Students and teachers may be unaware of students' prior assessment scores and the accountability system.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Increase in EB/EL students.

Root Cause 4: Limited demand for ESL certification due to a smaller population of English learners (EBs), resulting in fewer professional development opportunities or incentives for teachers to pursue the certification and/or lack of awareness or urgency about the benefits of ESL strategies for all learners, including native English speakers.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers.

Root Cause 5: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: TISD currently employs 32 ESL certified teachers, 11 at the secondary level and 21 elementary teachers. In year 23-24, TISD provided ESL test tutoring and reimbursement for successful testing in that area to all teachers in the District.

Root Cause 6: Historically the district's demographics have not mandated an urgent need for all teachers to be ESL certified, however this trend is changing and we need to provide additional incentives to teachers for ESL testing and training in order to provide quality services to EB/EL students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts.

Root Cause 7: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Increase the number of students earning IBCs.

Root Cause 8: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Many students are not meeting college level readiness on SAT, ACT or TSI.

Root Cause 9: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct."

Root Cause 10: Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year.

Root Cause 11: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.

Problem Statement 11 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Revised/Approved: October 21, 2024

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

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

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: District and campus staff will attend at least 2 job fairs per semester with the goal of teacher recruitment. Strategy's Expected Result/Impact: Increase in teacher recruitment efforts Staff Responsible for Monitoring: Director of Human Resources, Campus Administrators Problem Statements: Demographics 2 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Accomplished	Accomplished	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Elevate initiatives to develop current and prospective staff into certified teachers Strategy's Expected Result/Impact: Increased teacher recruitment from TISD community Staff Responsible for Monitoring: Director of Human Resources Problem Statements: Demographics 2 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Considerable	Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

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

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

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

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: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a district-wide mentor program for new teachers and teachers new to the district Strategy's Expected Result/Impact: Increase in staff retention, teacher performance and student achievement Staff Responsible for Monitoring: Director of Human Resources, KEEPS Coordinator, Campus Administrators Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development sessions to teachers based on district/campus data, student needs and teacher data on designated Fridays Strategy's Expected Result/Impact: Increase in staff retention, teacher performance and student achievement Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - District Processes & Programs 2, 3, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Review salaries/pay scales to ensure they are comparable and competitive with like, neighboring districts Strategy's Expected Result/Impact: Increase in staff retention and recruitment efforts Staff Responsible for Monitoring: Chief Financial Officer, Director of Human Resources Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Continue/Modify
Strategy 4 Details	Reviews			
Strategy 4: Adopt a four-day school week for students to allow time for teachers to plan and attend professional development on designated Fridays Strategy's Expected Result/Impact: Increase in staff retention and recruitment efforts Staff Responsible for Monitoring: Director of Human Resources, Elementary and Secondary Directors of Curriculum, Instruction and Assessment Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. Root Cause: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.
Student Learning
Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.
Problem Statement 2: TISD currently employs 32 ESL certified teachers, 11 at the secondary level and 21 elementary teachers. In year 23-24, TISD provided ESL test tutoring and reimbursement for successful testing in that area to all teachers in the District. Root Cause: Historically the district's demographics have not mandated an urgent need for all teachers to be ESL certified, however this trend is changing and we need to provide additional incentives to teachers for ESL testing and training in order to provide quality services to EB/EL students.
Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.

District Processes & Programs

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

Problem Statement 3: Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct." **Root Cause:** Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents.

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

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

Performance Objective 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement early reading assessments in grades PK-2nd (Circle, TX-KEA, TPRI). Strategy's Expected Result/Impact: Improved literacy and reading levels of students Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Elementary Director of Curriculum, Instruction and Assessment, Chief of Schools Problem Statements: Demographics 1 - Student Learning 1, 3 - District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Create aligned benchmarks and Curriculum Based Assessments (CBAs) district-wide for students in grades 3-8 and EOC tested subjects. Strategy's Expected Result/Impact: Increased student achievement and academic growth for each student Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Chief of Schools Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Continue/ Modify

Strategy 3 Details		Reviews			
Strategy 3: Utilize Professional Learning Communities (PLC) to review data, strategically plan and design lessons that incorporate best practices and strategies. Strategy's Expected Result/Impact: Structured support for instructional planning and implementation of strategies, planning days built into the school calendar Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Chief of Schools Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - District Processes & Programs 4, 5		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Some Progress	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase in EB/EL students. Root Cause: Limited demand for ESL certification due to a smaller population of English learners (EBs), resulting in fewer professional development opportunities or incentives for teachers to pursue the certification and/or lack of awareness or urgency about the benefits of ESL strategies for all learners, including native English speakers. Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. Root Cause: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage.
Student Learning
Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students. Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.
District Processes & Programs
Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. Root Cause: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges. Problem Statement 4: Increase the number of students earning IBCs. Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs. Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Intervention/tutoring documentation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement data review process to guide instructional adjustments/interventions in the classroom after each curriculum based assessment and reading leveling window (elementary only). Strategy's Expected Result/Impact: Increased student achievement and academic growth for each student Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment, Chief of Schools Results Driven Accountability Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide campuses with supplemental programs and resources to address individual student needs. Strategy's Expected Result/Impact: Purchase of programs needed to increase student achievement, student progress in reading and math Staff Responsible for Monitoring: Campus Administrators, Elementary and Secondary Directors of Curriculum, Instruction and Assessment Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Accomplished	 Accomplished	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

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

Student Learning

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

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

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

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

High Priority

HB3 Goal

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Counselors will schedule at least one career day activity on all four campuses Strategy's Expected Result/Impact: Students will experience various future career options. Staff Responsible for Monitoring: Campus Administrators, Counselors, Director of Special Programs Problem Statements: Student Learning 1, 3 - District Processes & Programs 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: TISD students from all four campuses, will participate in the annual "Generation Texas Week" designed to motivate students to pursue higher education and training after high school. Strategy's Expected Result/Impact: Increased enrollment in colleges Staff Responsible for Monitoring: Campus Administrators, Counselors, Director of Special Programs Problem Statements: Student Learning 1, 3 - District Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

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

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

District Processes & Programs

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

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

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

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

- High Priority
- HB3 Goal
- Evaluation Data Sources: Students will have a post-secondary plan
- Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: College Readiness Assessment Preparation: Provide training and materials for TSI/SAT/ACT preparation for all high school students. Strategy's Expected Result/Impact: Improved average TSI/SAT/ACT scores Staff Responsible for Monitoring: Campus Administrators, Director of Secondary Curriculum, Instruction, and Assessment Problem Statements: District Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of Industry Based Certifications students earn by securing testing commitments and actively monitoring to ensure IBC's are being administered according to their plan. Strategy's Expected Result/Impact: Increased CTE completers Staff Responsible for Monitoring: High School Administrators, CTE Coordinator, Director of Secondary Curriculum, Instruction, and Assessment, Chief of Schools Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

District Processes & Programs
Problem Statement 4: Increase the number of students earning IBCs. Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs.
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District #146907 July 9, 2025 8:49 AM

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

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

Performance Objective 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

Strategy 1 Details		Reviews			
Strategy 1: Update and improve technology hardware and software applications for teaching and learning. Strategy's Expected Result/Impact: increased technology usage and effectiveness of teaching and learning Staff Responsible for Monitoring: Campus Administrators, Director of Technology Results Driven Accountability Problem Statements: Student Learning 1, 3 - District Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

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

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

Performance Objective 1: Provide effective student management and safety frameworks to reduce discipline referrals, increase attendance rates, and ensure safe environments to maximize student success.

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement Raptor program and replace/update security cameras to provide safe school environments. Strategy's Expected Result/Impact: Safe schools and district facilities Staff Responsible for Monitoring: Campus Administrators, Director of Technology, Director of School and Student Services Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Complete monthly safety drills for emergency preparedness. Strategy's Expected Result/Impact: Safety and emergency preparedness Staff Responsible for Monitoring: Campus Administrators, Director of School and Student Services Problem Statements: Demographics 2, 3 - Student Learning 1, 3 - District Processes & Programs 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Develop, implement, and train all staff on the Emergency Management Operations Plan. Strategy's Expected Result/Impact: Emergency preparedness Staff Responsible for Monitoring: Director of School and Student Services, Campus Administrators Problem Statements: Demographics 2, 3 - Student Learning 1, 3 - District Processes & Programs 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Some Progress	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 33% teacher turnover rate, which is higher than the state but in line with neighboring districts. Root Cause: Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage. Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.
Student Learning
Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students. Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.
District Processes & Programs
Problem Statement 1: The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes. Root Cause: Facility safety and security upgrades are hindered due to a lack of available funds. Problem Statement 4: Increase the number of students earning IBCs. Root Cause: Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs. Problem Statement 5: Many students are not meeting college level readiness on SAT, ACT or TSI. Root Cause: Teachers have less awareness of the content and style of national tests and students are less familiar with the test format.

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

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

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: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Counselors provide trauma informed care and services as necessary to enable teachers and students to de-escalate. Strategy's Expected Result/Impact: Decreased behavior incidents and threat assessments Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs, Counselors Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: 100% of campus staff members will continue to receive training regarding crisis management, specifically trauma informed care through EduHero modules. Strategy's Expected Result/Impact: All campus staff will be familiar with trauma informed care practices. Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Implement Texas Child Health Access through Telemedicine (TCHAT) to refer students for trauma informed care. Strategy's Expected Result/Impact: Decreased behavior incidents and threat assessments Staff Responsible for Monitoring: Director of Special Programs, Counselors Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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

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

Performance Objective 3: Create and utilize a Threat Assessment Team to assess and address the seriousness of violent threats when students make a violent or terroristic threat.

Evaluation Data Sources: Violent threat assessment procedures and documentation

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Streamline district-wide procedures and processes for the campus Threat Assessment Teams. Strategy's Expected Result/Impact: Emergency procedure preparedness Staff Responsible for Monitoring: Director of Special Programs, Director of School and Student Services Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year. Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service.
Student Learning
Problem Statement 1: Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments, particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. Root Cause: Teachers need to gain proficiency with using classroom strategies and support for EB/EL students.
Problem Statement 3: Growth in ELA and math needs to increase. Root Cause: Students and teachers may be unaware of students' prior assessment scores and the accountability system.
District Processes & Programs
Problem Statement 2: There is a need for expanded professional development in the area of Social Emotional Learning and Wellness for students. Root Cause: Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.

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

Goal 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: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 100% of campus staff will receive training through the EduHero modules addressing the following topics; bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness. Strategy's Expected Result/Impact: Campus staff will have a thorough understanding of bullying, drug prevention, human trafficking, teen dating violence, and suicide awareness. Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Counselors will schedule and implement annual "Drug Awareness Week" with a specific focus area each year, on all four campuses. This week will be conducted annually according to the state/national calendar dates. Strategy's Expected Result/Impact: Students, staff, parents, and community members will be presented with the latest information about the area of focus for that year. Staff Responsible for Monitoring: Campus Administrators, Director of Special Programs, Counselors Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 2, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Utilize STOPit, an online anonymous reporting system that is designed to deter bullying, discrimination and other inappropriate or unsafe behaviors. Strategy's Expected Result/Impact: Decrease in harmful and inappropriate behavior Staff Responsible for Monitoring: Campus Administrators, Director of School and Student Services Problem Statements: Demographics 3 - Student Learning 1, 3 - District Processes & Programs 1, 2, 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:**Demographics**

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

Student Learning

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

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

District Processes & Programs

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

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

Problem Statement 3: Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct." **Root Cause:** Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents.

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

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

Goal 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: Some progress made toward meeting Objective

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

Performance Objective 1 Problem Statements:

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

Student Learning

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

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

District Processes & Programs

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

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

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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 District 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

Comprehensive Needs Assessment Summary
Tarkington ISD
2024-2025

Area Reviewed	Data Sources Reviewed	Summary	Summary of Strengths What were the identified strengths?	Problem Statement	Root Cause
Demographics <i>Who are we? With whom are we engaged? With what level of success? How do we know?</i>	CAD data, SIS Program, PEIMS Data	Tarkington ISD is a 4A school district that covers approximately 238 square miles in the southern part of Liberty County, Texas. We serve nearly 2,000 students from grades PreK-12. Our mission is to empower, support, and inspire our students to achieve academic success and to pursue excellence in all aspects of learning so they may live purposeful and productive lives. We support 323 special education students, 111 gifted/talented students, and 126 English learners. Our student body consists of 978 males and 944 females, with an ethnic distribution of 74.31% White, 21.32% Hispanic, 3.12% identifying as Two or More Ethnicities, 0.62% African American, 0.36% American Indian, 0.16% Pacific Islander, and 0.10% Asian. Our economically disadvantaged percent is 62.25% and three of our campuses identify as Title 1. The District's ADA for the 23-24 school year was 94.05%, which is a decline from the previous year.	TISD has been expanding alternative ways to provide certified teachers for every class. These include TISD's Elevate program and TIER 2 program for those individuals with an associate's degree or higher that will soon be eligible for ACP. TISD initiated a KEEPS mentoring program to support new to the profession as well as new to the district teachers.	33% teacher turnover rate, which is higher than the state but in line with neighboring districts Increase in EB/EL students. Student attendance decreased from the goal of 97% to 94% for the 2023-2024 school year.	Teachers are leaving the profession due to work demands and compensation leading to a statewide teacher shortage Limited demand for ESL certification due to a smaller population of English learners (EBs), resulting in fewer professional development opportunities or incentives for teachers to pursue the certification. Lack of awareness or urgency about the benefits of ESL strategies for all learners, including native English speakers.

		In terms of teacher retention, our district had a 33% turnover rate, whereas the state turnover rate was 21.4%. However, the turnover rate in neighboring districts mirrors TISD. The majority of teachers in TISD have 11-20 years' experience. In the 23-24, 2508 referrals were given across the district. THS - 604. TMS - 726. TES - 1164. TECS - 14. The top three incidents were: -21 - Violation of Student CoC Not Covered Under Ch. 37 -Violation of established rules/procedures -Classroom Disruption Violations ISS placements: THS - 164 TMS - 145 TES - 127 OSS placements: THS - 1 TMS - 3 TES - 2 DAEP placements: THS - 30 TMS - 31 TES - 3 The most common reason for alternative school placement involved vaping.			Teacher recruitment challenges due to the rural location, which may not attract candidates already certified in ESL. Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues, inequitable access to service
Student Learning <i>How well are our students doing? How do we describe the performance data beyond the numbers?</i>	Texas Assessment Research Portal	Tarkington ISD students' overall performance in subjects such as ELA, Math, Science, and Social Studies is slightly below the state average but similar to other schools in their region. The district was rated with a "B" accountability rating for the 2021-2022 school year, indicating moderate success.	Tarkington ISD has a robust support system for students identified as gifted/talented and students receiving special education services. Targeted programs for these	Students in certain subgroups, including economically disadvantaged students and English learners, are performing below grade level in state assessments,	A gap in instructional resources that address the specific needs of students in these subgroups, including access to bilingual education and targeted math interventions, may be

		Student performance across subgroups such as race/ethnicity (White, Hispanic, African American), economic status (economically disadvantaged), gender, English proficiency, and special education (Section 504, students with disabilities) shows notable disparities. For instance, economically disadvantaged students and EB/EL students tend to perform below their peers, reflecting statewide trends. The data includes longitudinal tracking of individual student performance, showing both growth and areas needing improvement. For many students, growth rates in Math and Reading have been modest, with individual student growth being a key area for focus in order to close achievement gaps. <i>*STAAR scores for 2023 and 2024 have not been released to the public due to litigation.</i> Tarkington ISD Elementary and Early Childhood schools use two reading measures to determine student reading levels. These reading measures are Fountas and Pinnell and K-5 Reading Levels. Fountas & Pinnell reading levels (commonly referred to as "Fountas & Pinnell") are a proprietary system of reading levels developed by Irene	groups, such as advanced coursework for gifted students and individualized instruction for special education students, have led to positive academic outcomes for these populations. Additionally, for the 2024-2025 school year, TECS/TES have two instructional coaches and TMS has one instructional coach. One noted strength in the 23-24 school year was an 8% increase in TELPAS students scoring in the Intermediate category over the 22-23 school year.	particularly in ELA and Math. Achievement gaps persist between these subgroups and their peers. TISD currently employs 32 ESL certified teachers, 11 at the secondary level and 21 elementary teachers. In year 23-24, TISD provided ESL test tutoring and reimbursement for successful testing in that area to all teachers in the District.	contributing to the lack of academic progress. Additionally, the current pacing and structure of interventions may not allow sufficient time for students to master foundational skills. Our teachers need to gain proficiency with using classroom strategies and support for EB/EL students. Historically the district's demographics have not mandated an urgent need for all teachers to be ESL certified, however this trend is changing and we need to provide additional incentives to teachers for ESL testing and training in order to provide quality services to EB/EL students.
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		Fountas and Gay Su Pinnell and published by Heinemann to support their <i>Leveled Literacy Interventions</i> (LLI) series of student readers and teacher resource products. <u>K-5 Reading Levels</u> Kinder 61% on or above level/Growth 45% 1st Grade 42% on or above level/Growth 22% 2nd Grade 45% on or above level/Growth 9% 3rd Grade 60% on or above level/Growth 16% 4th Grade 42% on or above level/Growth 13% 5th Grade 60% on or above grade level/Growth 4% TELPAS measures the progress that EB/ELs make in acquiring the English language. Title III, Part A of NCLB requires states to conduct annual statewide English language proficiency assessments for EB/ELs in grades K-12 in the language domains of listening, speaking, reading and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, advanced high. TELPAS measures learning in alignment with the Texas ELPS that are a part of the TEKS curriculum.		Add Instructional Coach at THS Growth in ELA and math needs to increase.	Increase student achievement Students and teachers may be unaware of students' prior assessment scores and the accountability system
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		For the 23-24 school year, a total of 123 EB/EL students were administered the TELPAS. The results are below: TELPAS 10%-12 students Beginning 44%-54 students Intermediate 35%-43 students Advanced 11%-13 students Advanced High TELPAS Alternate 100%-1 student Imitation			
Processes & Programs <i>What are our procedures, methods, and practices?</i>	HR Documentation District Calendar Discipline Data District EOP and other safety procedure documentation Technology reports and assessments	As a TEA designated District of Innovation, TISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. The district attends multiple college job fairs to recruit high quality educators. A four-day school day calendar was implemented to aid recruitment. Mentorship programs and grow-your-own programs help supplement the district's recruitment efforts. PBIS systems training in the lower grades are being implemented to help reduce student misbehavior in an effort to lower student referral numbers. Discipline reports show that the majority of referrals are for non-chapter 37 offenses such as tardies, classroom disruption, and non-compliant behaviors.	The number of severe misbehaviors by the students in the district is generally low. PBIS training in the lower grade levels is expanding to help support both students and teachers. Dual credit course offerings District of Innovation Specialized CTE pathways	The district needs significant structural, technology and telephonic upgrades on several of its campuses for safety and security purposes. Additional training and support are needed to better document the misbehaviors that are occurring in the classrooms instead of using a generic "conduct not covered under Chapter 37" or "Violation of the student code of conduct."	Facility safety and security upgrades are hindered due to a lack of available funds. Administrators need additional training in Ascender Discipline as well as best practices regarding documenting disciplinary incidents

		School safety plans and procedures have been rewritten and are in the process of being taught to stakeholders. More safety and security technology are needed to replace out of date equipment, meet telephonic and fire safety requirements in aging buildings, and supplement a lack of manpower. No campus in the district has a security vestibule located at the main entrance to the school. Tarkington ISD's Career and Technical Education program is committed to preparing and growing our students to succeed in college and career readiness through instilling the ideals of professionalism, leadership and service. The CTE program is designed to equip students for the world outside TISD and is aligned to workforce needs in the area. CTE students are provided a unique opportunity to explore various CTE pathways and prepare them for the workforce by earning Industry-Based Certifications (IBCs).		Increase the number of students earning IBCs. Many students are not meeting college level readiness on SAT, ACT or TSI. Need for expanded professional development in the area of Social Emotional Learning and Wellness for students	Students are unaware of opportunities to earn multiple IBCs and the purpose of earning IBCs. Teachers have less awareness of the content and style of national tests and students are less familiar with the test format. Pandemic learning loss has set students behind, and students do not feel confident navigating challenges.
Perceptions <i>How well do we conduct business?</i>		Tarkington ISD staff and administrators support collaborative relationships with students, parents and community. Creating an environment conducive to learning involves all parties working together to provide resources to campuses that lead to a strong community and student success.	Stakeholder feedback, including from parents, staff, and community members, reflects a high level of trust and support for the district's leadership and the direction in which the district is	Need for improved assistance and information for home learning that empowers parents to assist with teaching and learning	Schools need to establish strong communication and engagement with parents through academic nights, campus events, and parent newsletters.

		Campuses connect with parents and stakeholders in the community to engage them in promoting student success through Meet the Teacher, Open House, Curriculum Night, and other academic nights. Tarkington ISD has procedures in place to address bullying on all campuses. Campuses are working towards increasing attendance through parent involvement, increasing student engagement, and providing attendance incentives.	headed. The district's mission to empower and inspire students is well-communicated and valued by stakeholders.		
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Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

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(LOCAL)

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

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- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

CRISIS INTERVENTION
TRAUMA-INFORMED CARE

FFBA
(LOCAL)

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. The District improvement plan shall specify required training for any other District employees as applicable.

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Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name call-

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ing, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

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3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District
Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative
Reporting
Procedures**

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX

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coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

**Investigation of
Reports Other Than
Title IX**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

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District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
<i>Notification of Outcome</i>	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action <i>Prohibited Conduct</i>	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of

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	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Title IX Sexual Harassment	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to: • Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint; • Consider the complainant's wishes with respect to supportive measures; and • Explain to the complainant the option and process for filing a formal complaint. The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

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If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a

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	dismissal of a Title IX formal complaint or any allegations therein;
	9. A description of the supportive measures available to the complainant and respondent;
	10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
	11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
	12. Other local procedures as determined by the Superintendent.
Standard of Evidence	The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.
Retaliation	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.
Examples	Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.
Records Retention	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC] [For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

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**Armed Security
Officer Required**

The board shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.

For this purpose, a security officer must be:

1. A school district peace officer;
2. A school resource officer; or
3. A commissioned peace officer employed as security personnel under Education Code 37.081.

**Good Cause
Exception**

If the board is unable to comply with this requirement, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer.

**Alternative
Standard**

A board that claims a good cause exception must develop an alternative standard with which the district is able to comply, which may include providing a person to act as a security officer who is:

1. A school marshal; or
2. A school district employee or a person with whom the district contracts who:
 - a. Has completed school safety training provided by a qualified handgun instructor certified in school safety under Government Code 411.1901; and
 - b. Carries a handgun on school premises in accordance with written regulations or written authorization of the district under Penal Code 46.03(a)(1)(A).

Documentation

The board must develop and maintain documentation of the district's implementation of and compliance with this requirement, including documentation related to a good cause exception and shall, if requested by the Texas Education Agency (TEA), provide that documentation in the manner prescribed by TEA.

Education Code 37.0814

**School District
Peace Officers,
School Resource
Officers, and
Security Personnel**

To carry out Education Code Chapter 37, Subchapter C (Law and Order), the board may:

1. Employ or contract with security personnel, including contracting with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by the Department of Public Safety;

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2. Enter into a memorandum of understanding with a local law enforcement agency or a county or municipality that is the employing political subdivision of commissioned peace officers for the provision of school resource officers; and
3. Commission peace officers.

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ or contract with, as applicable, the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

Education Code 37.081(a), (a-1)

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

Education Code 37.081(d), (d-1), (d-4)

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<i>Prohibited Duties</i>	A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel: 1. Routine student discipline or school administrative tasks; or 2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel. This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to: 1. The assigned duties of the officer or security personnel; or 2. An incident involving student behavior or law enforcement. <i>Education Code 37.081(d-2), (d-3)</i>
Refusal or Removal from District Property	A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105. <i>Education Code 37.105(a); 19 TAC 103.1207 [See GKA]</i>
Active Shooter Response Training	A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period. A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263. A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training. <i>Education Code 37.0812</i>
School-Based Law Enforcement Proficiency	School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. <i>37 TAC 218.3(d)(5); Occupations Code 1701.263(b)</i>
Officer Providing Volunteer Security Services	A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may: 1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or

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2. Wear another uniform or badge that gives the person the appearance of being a peace officer.

Occupations Code 1702.333(d)

**Immunity from
Liability**

“Retired peace officer” has the meaning assigned by Occupations Code 1701.3161.

“Security personnel” includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and
4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

Education Code 37.087

**Notice of Exposure
to Communicable
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

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**Authorized
Handguns**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited).
Atty. Gen. Op. GA-1051 (2014)

Role of Persons
Carrying a Firearm

A person permitted to carry a firearm on the campus of a school district may not perform the routine law enforcement duties of a peace officer, including making arrests, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, school district employee, or other individual at the district campus.

This prohibition does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in campus and district documents describing the role of peace officers in the district as required by Education Code 37.081(d) [see Duties, above].

Education Code 37.089