Tarkington Middle School

2026-2027 DRAFT
Targeted Improvement Plan

Performance Data

	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall
2025 *Additional Targeted Support	D 69	C 70	F 59	C 70	C 70
2026 *Comprehensive Support & Improvement (1st Year)	C 70	D 60	D 66	F 51	D 64
Year-over-Year Change	+1	-10	+7	-19	-6

Accountability

Two Lowest-Performing Student Groups

- 2025: Hispanic and Two or More Races
- 2026: Hispanic and White
- Impact: White student performance now directly contributes to the Domain 3 calculation. White student group requires a higher percentage of students to reach Meets Grade Level in order for the campus to earn Domain 3 points than the Two or More Races student group.
    - (RELA - 56% to 59%; Math - 56% - 61%)

2026 Domain 3 - Calculation Changes

Accountability

English Language Proficiency Calculation

- 2025: Students earned progress credit by improving in at least two of the four TELPAS domains.
- 2026: Students earn progress credit by advancing at least one overall TELPAS composite proficiency level or achieving Advanced High/Basic Fluency.
- Impact: Growth in individual domains does not automatically result in credit unless it increases the student’s overall composite rating.

2026 Domain 3 - Calculation Changes

Accountability

Celebrations



Reading Growth:

41% meets (2025) 45% meets (2026)

22% masters (2025) 23% masters (2026)

Science Growth:

53% meets (2025) 61% meets (2026)

6% masters (2025) 10% masters (2026)

Relative Performance:

59 F (2025) 66 D (2026)

Accountability

Celebrations

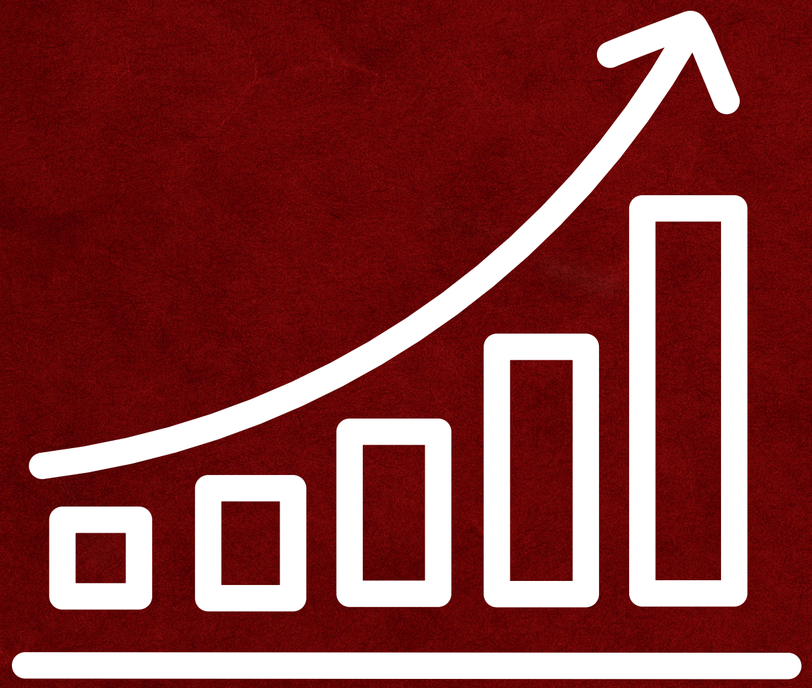


8th Grade Performance:

Reading - 42% meets (2025)	53% meets (2026)
Reading - 22% masters (2025)	25% masters (2026)
Math - 32% meets (2025)	37% meets (2026)

Accountability

Opportunities for Growth



Domain 2A Growth:

Reading - 43 students downgraded

- 23 students at meets in 2025 downgraded in 2026
- 20 students at masters in 2025 downgraded in 2026

Math - 86 students downgraded

- 20 students at meets in 2025 downgraded in 2026
- 66 students at masters in 2025 downgraded in 2026

Math:

35% meets (2025)

28% meets (2026)

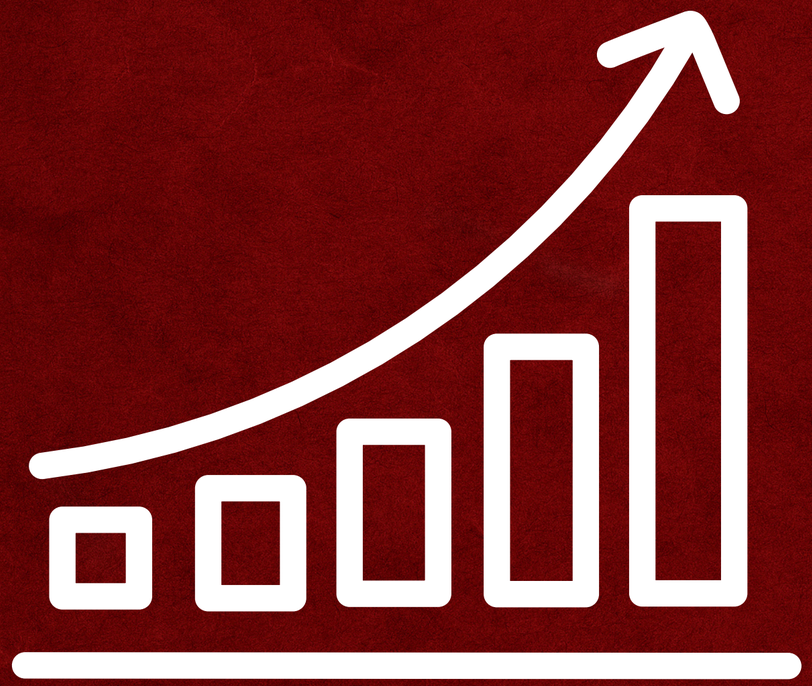
Comprehensive Support & Improvement (CSI)

- CSI designation is based on Domain III: Closing the Gaps score
- Bottom 5% of Title I campuses for school type
- Performance gaps in key student groups in 2026:
  - *All Students, Hispanic, White, Economically Disadvantaged,Emergent Bilingual, Special Education, ContinuouslyEnrolled*
- Two-Year Designation

Targeted Improvement Plan (TIP)

- Supplements the District/Campus Improvement Plans
- Required for campuses with Comprehensive Support and Improvement (CSI) Federal Designation
- Focused on areas needing targeted improvement

Goals



- TMS will achieve a minimum scaled score of 80 (B) in School Progress Domain 2A and Closing the Gaps Domain 3 by increasing RLA achievement to 55% Meets and 30% Masters, increasing mathematics achievement to 55% Meets and 20% Masters, and increasing the Academic Growth raw score from 55 to at least 68.

Strategies

Math

Aligned Math Strategies:

Math problem solving routine
Structured Warm-ups with Routines for Spiral TEKS
Transition to DESMOS calculator for 8th grade and Algebra 1
Lead4Ward Math ePLC;
Structured Math Intervention in All Grades
HQIM Consideration
Math Parent Newsletters
Math Foundations Home Practice

Reading:

Implementation of No Red Ink for Writing and Grammar
Specified Scope and Sequence for Grammar Practice

Campus-Wide:

Strategic Question Routines and Leveled-Up Answers Initiative
LiveSchool Implementation

Strategies





LiveSchool

Strategies

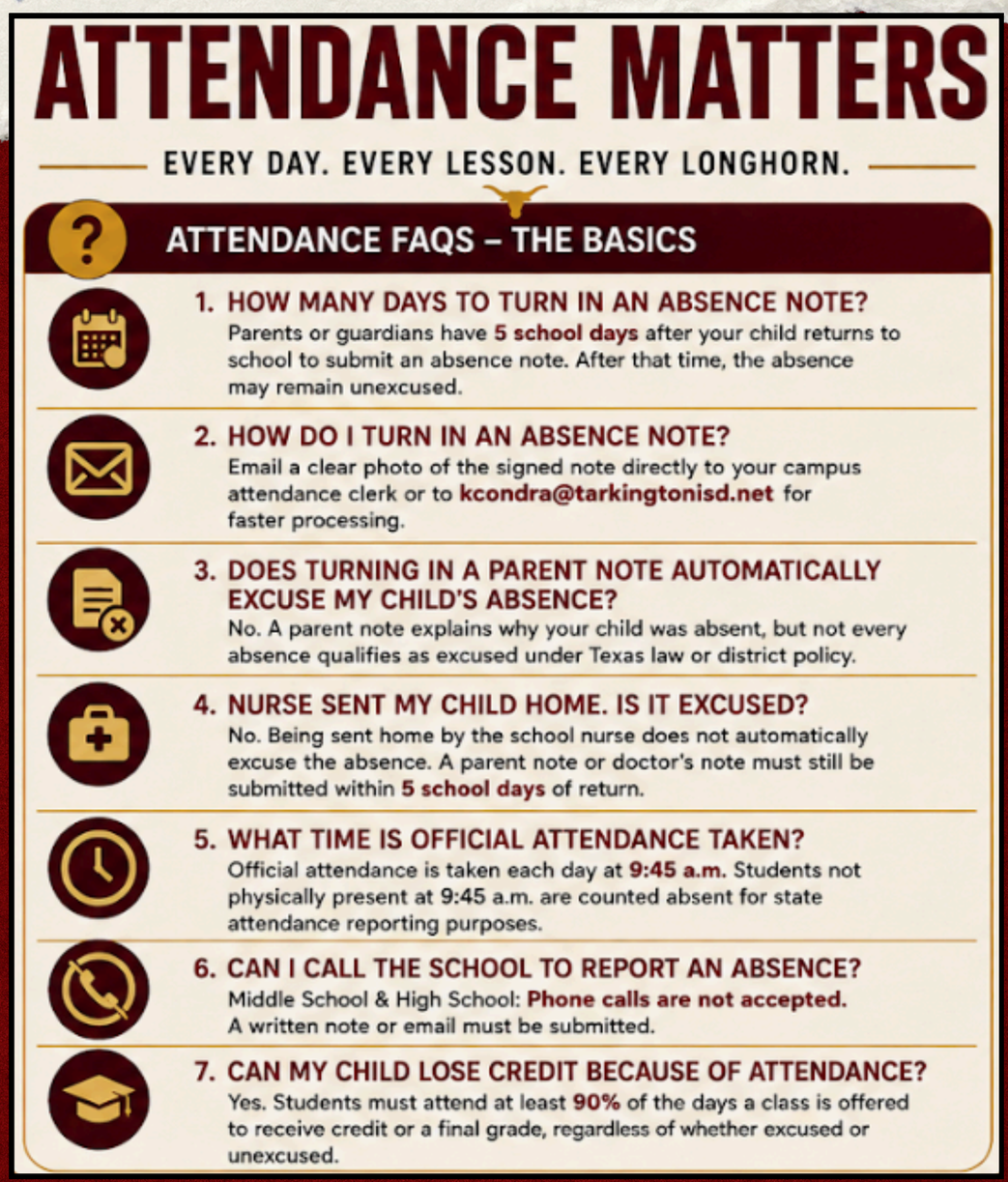




Parent Partnership

Attendace

97% Campus Attendance Goal



Parent Partnership

Tutoring/Math @ Home

- Effort Counts
- High Impact Tutoring
- Math Foundations @ home

Thank you

Parent Survey

Let's work together

