

Tarkington Middle School



2026-2027

Targeted Improvement Plan

The Plan At A Glance



What Changes for Students?

1

Stronger daily lessons

Clear learning targets, grade-level TEKS, modeling, guided practice, and checks for understanding

2

Help when students need it

Daily intervention for students below grade level, with regrouping as new data becomes available

3

Visible growth

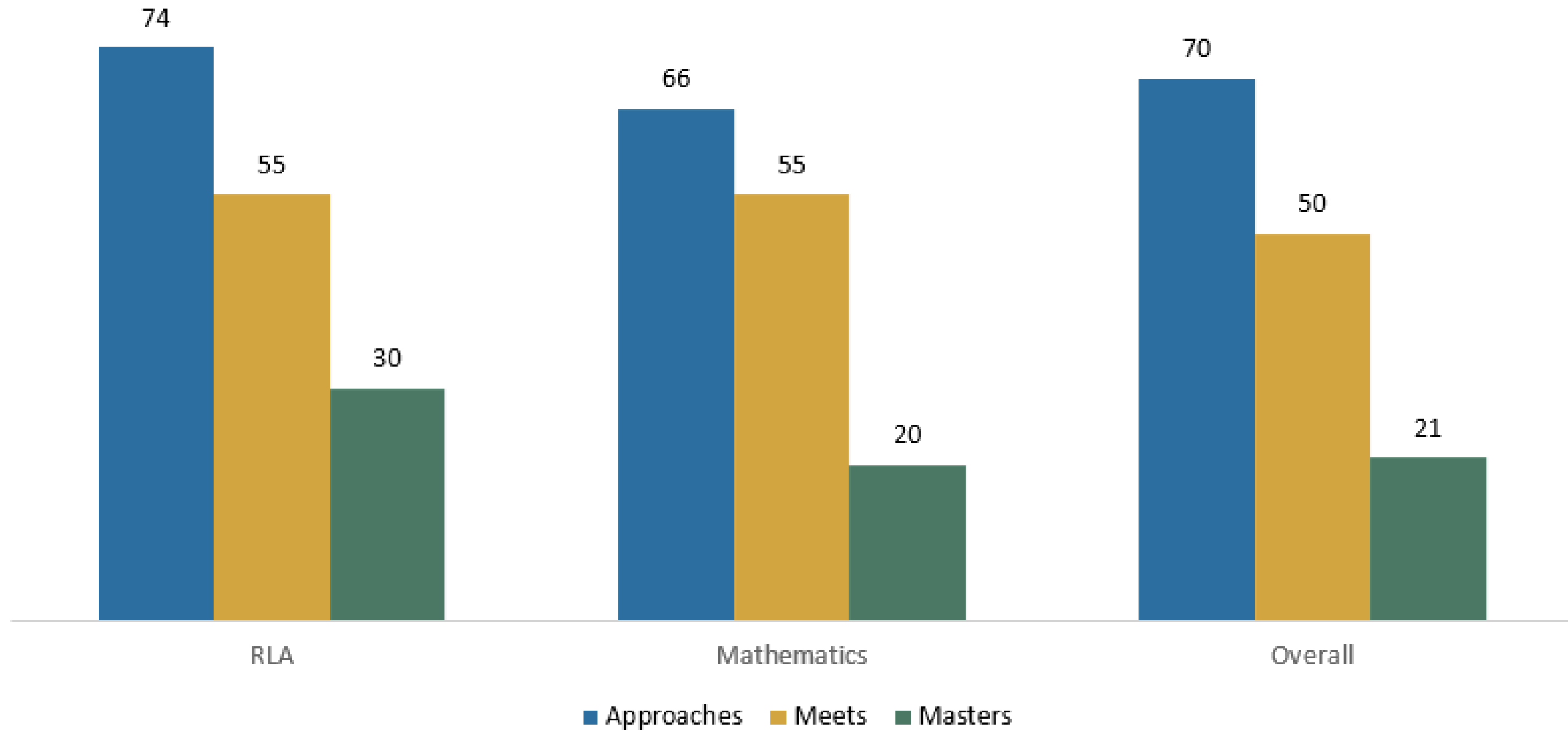
Teachers track each student from the prior STAAR baseline through every district assessment

4

Consistent support

Teachers receive weekly feedback, coaching, and protected time to plan together

2026-2027 STAAR Goals



2026-2027 Domain 3

Component Goals

20

**Academic
Achievement**

2

**English Language
Proficiency**

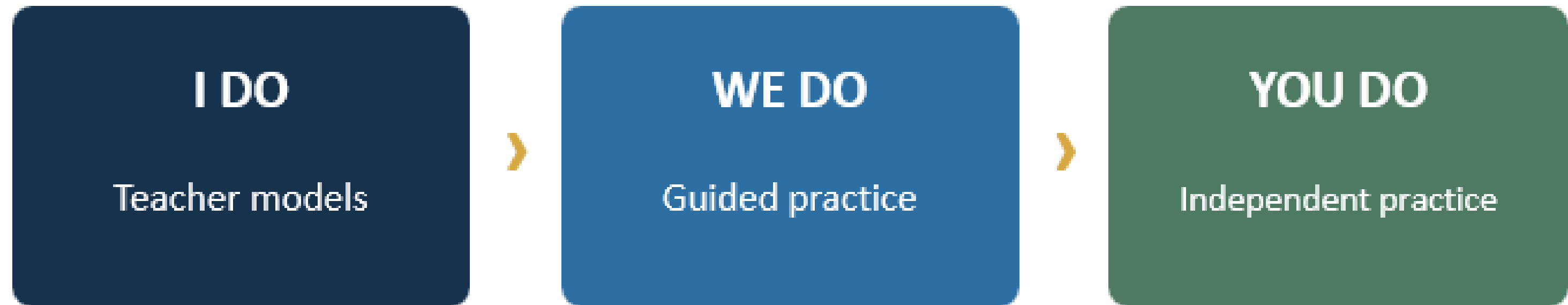
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Growth

8

Student Success

Consistent Instructional Model



What Leaders Will Look For In Classrooms

1

TEKS alignment and clear success criteria

2

Appropriate rigor and student engagement

3

Strategic questions and stronger student responses

4

Warm-ups, spiral review, and problem-solving routines

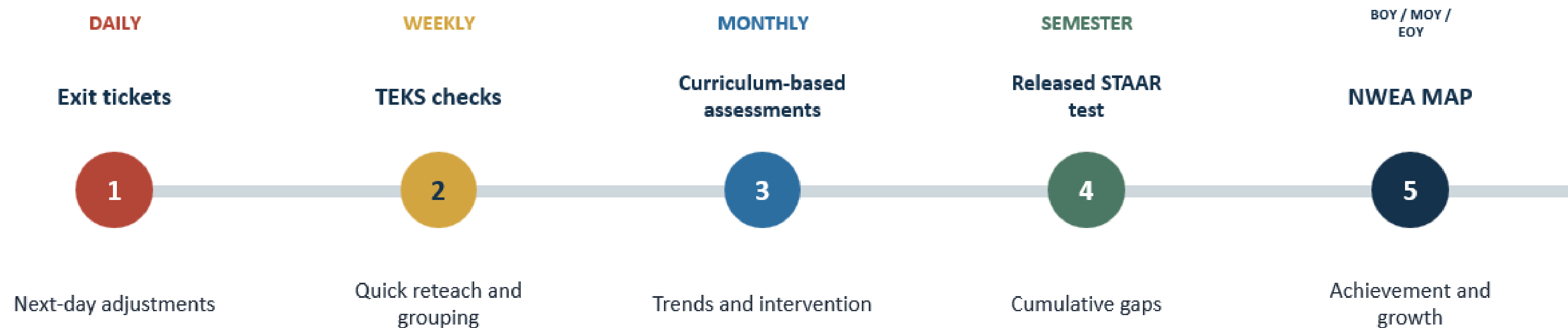
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Accommodations and language supports

6

Exit-ticket data used to adjust instruction

Check For Learning Cycle



Student Support

Students who scored Did Not Meet receive a daily mathematics or RLA intervention period in addition to grade-level instruction.



Special education

Specially designed instruction, IEP services, and progress monitoring



Emergent bilingual

Language supports, vocabulary development, and LPAC decisions



Section 504 and dyslexia

Required accommodations and instructional supports



All intervention groups

Flexible grouping based on current skill gaps and assessment evidence

Teacher Support



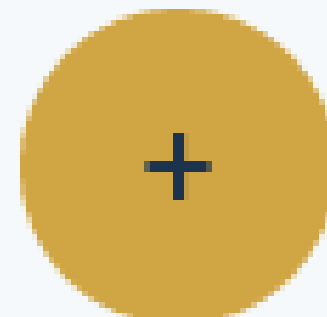
Weekly PLCs

51-55 minutes



Weekly feedback

Observation and coaching



More help where needed

Modeling, co-planning, and mentoring

Implementation Milestones



Formal checkpoints align evidence, student outcomes, staffing, and funding decisions.

Resources & Funding

\$53,000

estimated initial cost

- 1 Professional development and external support
- 2 NoRedInk and supplemental RLA materials
- 3 Math intervention, warm-ups, and spiral review
- 4 Substitutes for planning and training
- 5 Progress-monitoring resources

Funding plan

Current allowable sources

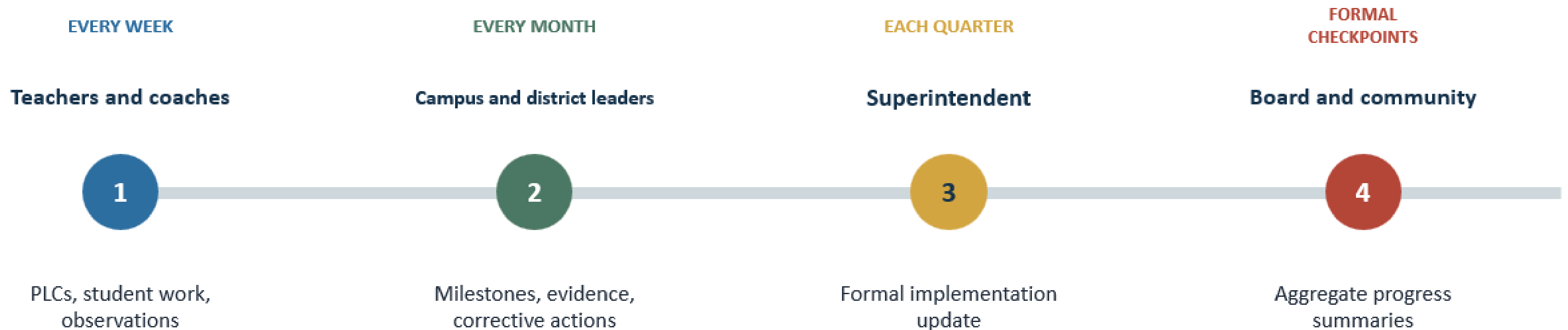
Title I, Title II, State Compensatory Education, state instructional materials funds, and local funds

Potential expansion

Mathematics HQIM for grades 6–8 and Algebra I. Cost depends on vendor, enrollment, licensing, training, and package selected.

LASO Cycle 5 could accelerate the work, but the core strategy will proceed in phases without a grant.

How Progress Will Be Monitored & Shared



If progress is insufficient, leaders will adjust coaching, professional development, intervention groups, staffing support, resources, or timelines.

Board Consideration

1

Plan focus

Intensive curriculum and instruction
improvements

2

Public commitment

Monthly review and periodic
community updates

3

Board action

Consider approval of the 2026–2027
Targeted Improvement Plan

Questions and public comment