Tarkington Independent School District Tarkington Early Childhood School

2026-2027

Campus Improvement Plan

Mission

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

Vision

S.T.A.R.S. Students Taking A Right Step... Toward Excellence!

Core Beliefs

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

2026-2027
Campus Improvement Team

Role	Name
Parent	Stephanie Koenig
Parent	Elizabeth Chapman
Community	Deann Jackson
Community	Tinia Koenig
Community	Ben Stephens
Campus	Tina Dowdell
Campus	Ryan Holt
Campus	Jan Wolcik
Campus	Stephanie Moore
Campus	Tonya Rawls
Campus	Lisa Stephens
Campus	Jackie Owens
District	Celeste Bradberry
District	Edie Lang
District	Ami Potts

Comprehensive Needs Assessment

Demographics

Tarkington Early Childhood School is one of four campuses in Tarkington Independent School District. TECS currently serves 172 students in Pre-K and kindergarten.

Current Enrollment By Grade
PK - 53
K - 119

The average daily attendance rate for the 2024-2025 school year was 94.5% and for the 2025-2026 school year was 93.4%.

2025-2026 School Report Card Data

Student	Percentage
African American	1.4%
White	68.5%
Hispanic	27.7%
American Indian	0.0%
Asian	0.0%
Pacific Islander	0.5%
Two or More Races	3.0%
Economically Disadvantaged	61.2%
Special Education	24.9%
English Language Learner	1.9%

Our Schoolwide Title I program consists of parent involvement activities along with math and reading professional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Improve student attendance rates to 97%. **Root Cause:** Educate parents and community of the importance of daily attendance and follow through with all truancy prevention measures.

Student Achievement

Student Achievement Summary - Additional Targeted Support School

2026 Accountability	Scaled Score	Rating
Overall	73	C
Student Achievement	Not Rated	
School Progress	Not Rated	
Closing the Gaps	Not rated	

2024-2025 Kindergarten Readiness	All	White	Hispanic	Eco Dis	EB/EL
Assessed in Kindergarten	34.1%	24.1%	36.6%	36.5%	*
Attended Pre-K	44.4%	44%	38.9%	44.4%	*
Eligible But Did Not Attend Pre-K	23.3%	29.2%	*	24.1%	*
Not Eligible For Pre-K	31.4%	36.4%	*	0%	0%

2025-2026 Kindergarten Readiness	All	White	Hispanic	Eco Dis	EB/EL
Assessed in Kindergarten	32.1%	35.8%	16%	31.1%	*
Attended Pre-K	41.8%	52.5%	13.3%	39.6%	*
Did Not Attend Pre-K	25.3%	26.5%	18.2%	15.4%	*

2026-2027 Kindergarten Readiness	All	White	Hispanic	Eco Dis	EB/EL	Afr Am
Assessed in Kindergarten	32.11%	29.1%	38.1%	38.6%	*	*
Attended Pre-K	54.3%	52%	57.1%	55.2%	*	*
Did Not Attend Pre-K	21.6%	18.6%	29%	21.4%	*	*

2025-2026 Kindergarten MAP Growth	Mean RIT Score	Students @ or Above Grade Level
Reading	154.3	56.92%
Math	159	60.76%

Goal 2027 Accountability	Scaled Score	Rating
Overall	80	B
Student Achievement	Not Rated	
School Progress	Not Rated	
Closing the Gaps	Not Rated	

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Kindergarten readiness will improve by 20% for all students who attend pre-k. **Root Cause**: Kindergarten students do not attend pre-k and do not begin school with the skills needed to be successful.

Problem Statement 2: Kindergarten MAP growth scores will improve by 20% for all students. **Root Cause**: Kindergarten MAP growth scores for reading and math.

School Culture and Climate

School Culture and Climate Summary

TECS actively provides culture and climate improvements through monthly incentives provided by TECS administrators and TISD.

TECS administrative staff has an open door policy for all students, staff, parents, and community members. All TECS staff members are trained in Friendzy..

School Culture and Climate Strengths

Ongoing activities are scheduled throughout the school year to promote a positive culture and climate. Examples include:

- Grade Level Team Collaboration
- Professional Development
- Supportive Staff
- Active Volunteer Program

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students and teachers feel safe at school. **Root Cause**: Nationwide increase in school safety issues

Strategic Staffing & Instructional Leadership and Recruitment, and Retention

Strategic Staffing & Instructional Leadership and Recruitment, and Retention Summary

- The most effective teachers at TECS are used as mentors for all first year teachers, teachers seeking certification, and those in the TISD Grow Your Own Program. They are provided with a campus liaison and clearly defined roles, responsibilities and resources to assist teachers in the district.
- Professional development for employees at all levels is a high priority. Both online and face-to-face opportunities are utilized in order to maximize opportunities for training.
- TECS campus administrators attend at least 2 teacher job fairs per semester.
- Hiring committees evaluate personnel to target the best fit for instruction.

2025-2026 School Report Card Information

Average Class Size

- Grade K - 19.2 students

The majority of teachers have 1-5 years of experience.

Staff Quality, Recruitment, and Retention Strengths

- Student access to effective teachers is prioritized.
- Hiring, placement, and retention decisions are student‑outcome driven.
- Data-driven decision making
- Collaborative decision making
- Professional development based on campus needs
- Continue to attend 2 job fairs each semester
- New teacher and seeking certification mentor program

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Increase the number of ESL certified teachers. **Root Cause:** District demographic changes have created the need.

Problem Statement 2: Retain highly qualified teachers. **Root Cause:** Texas teacher shortages has created the need

Tightly Aligned Instructional Core & Managed Instruction

Tightly Aligned Instructional Core & Managed Instruction Summary

- Teachers will utilize with fidelity the District adopted curriculum and resources.
- Instruction is aligned to standards,curriculum, and assessment.
- Phonics is taught explicitly at grades Pre-K - kindergarten.
- Teachers will give common assessments each six weeks that reflect the state standards.
- PLC/Data-Driven Instruction meetings are used to show student success and needs in order to adapt teaching to meet those needs.
- Instructional technology is utilized in all classes.
- All TECS staff are trained in social emotional learning.
- Instructional technology specialists are trained and facilitate all TECS staff members with instructional technology needs and professional development.

Tightly Aligned Instructional Core & Managed Instruction Strengths

- All classrooms use the adopted HQIM as designed.
- Student achievement data is available through web-based programs and data is used by teachers to gauge students' needs and drive instruction.
- Progress monitoring is achieved through scheduled common assessments and benchmarks.
- PLC/Data-Driven Instruction Meetings
- Instructional Leader and Team Leader Meetings
- Teachers participate in curriculum and instruction decision making through campus improvement teams, data-driven instruction meetings, and instructional leader meetings.
- Teachers utilize common lesson plans and are held accountable for the implementation.
- Parent conferences and training dates are built into the school calendar.
- Common unit and module assessment data is disaggregated and used in PLCs. .
- Online and virtual professional development is used.
- Teachers utilize interactive flat panels and Chromebooks.
- All grades utilize class sets of Chromebooks for instruction.
- All teachers have laptops.
- One instructional technology specialist is trained and facilitates all instructional technology needs and training.
- Administrators have been trained in state accountability.
- Progress monitoring at the beginning, middle, and end of year in reading and math for all students through MAP.
- Most teachers will complete the state required Reading Academy this school year.

Problem Statements Identifying Tightly Aligned Instructional Core & Managed Instruction Needs

Problem Statement 1: Kindergarten readiness will improve by 20% for all students who attend pre-k. **Root Cause:** All teachers follow lesson plans, district curriculum and participate in PLC/Data-Driven Instruction Meetings.

Problem Statement 2: Teachers are given the tools necessary for effective instruction. **Root Cause:** All teachers are provided instructional materials with training and a master schedule that provides uninterrupted time for reading and math instruction for all teachers.

Supported Student Intervention & Data Tracking

Supported Student Intervention & Data Tracking Summary

- MTSS teaming takes place on all students at the beginning, middle, and end of year.
- MTSS teaming on tier 3 students takes place between the beginning and middle of the year and again at the middle and end of year.
- Every kindergarten student is screened for dyslexia at the end of each school year.
- Intervention is focused on closing all academic gaps.

Supported Student Intervention & Data Tracking Strengths

- The master schedule includes an intervention block for kindergarten .
- If students are flagged on a dyslexia screener, they are monitored, provided intervention, and/or referred for testing.
- Data is tracked on all kindergarten students for beginning, middle and end of year MAP. .
- Data trackers are also used to track student goals for MAP..
- Data trackers are used for all tier 2 and 3 students at MOY to show growth and/or tier or intervention change.
- Progress monitoring is achieved through scheduled common assessments and benchmarks.
- Progress monitoring at the beginning, middle, and end of year in reading and math for all students through MAP testing.
- Kindergarten and first graders are screened for dyslexia.
- Reading and math interventionists provide tier support.
- PLC/Data Driven Instruction Meetings take place after each MAP test where student and teacher data is tracked.

Problem Statements Supported Student Intervention & Data Tracking

Problem Statement 1: Kindergarten MAP growth scores will improve by 20% for all students. **Root Cause**: Kindergarten MAP growth scores for reading and math.

Quality Observation & Feedback

Quality Observation & Feedback Summary

- Teachers identified as needing additional support observe master teachers and participate in follow-up coaching sessions. They receive specific feedback and guidance on how to apply effective instructional practices observed in the model classroom to their own classrooms.
- PLC/Data Driven Instruction Meetings are guided by the principal to show teachers student misconceptions and how best to teach each TEKS.
- All teachers are observed on a rotating basis.
- Administrators meet weekly. They discuss observations and additional feedback or supports needed.

Quality Observation & Feedback Strengths

- Instructional walk-throughs are weekly, focused on specific parts of the T-TESS rubric, and feedback-driven to ensure daily fidelity of implementation, improve teacher practice, and increase student outcomes.
- Instructional Coaches provide teachers with lesson modeling.
- Math and Reading Interventionists provide additional teacher support in classes that show need.
- The principal and assistant principals are trained and provide high-quality, actionable feedback.

Problem Statements Quality Observation & Feedback

Problem Statement 1: Kindergarten readiness will improve by 20% for all students who attend pre-k. **Root Cause**: Kindergarten students do not attend pre-k and do not begin school with the skills needed to be successful.

Problem Statement 2: Kindergarten MAP growth scores will improve by 20% for all students. **Root Cause**: Kindergarten MAP growth scores for reading and math.

Parent and Community Engagement

Parent and Community Engagement Summary

- Tarkington Early Childhood School is a Title I campus and family/community involvement is essential in the educational success of our students.
- TECS reaches parents and the community through multiple forms of media and works with community organizations to promote the well being of students and the community as a whole.
- TECS administrative staff have an open door policy for all students, staff, parents, and community members.
- TECS teachers are available to meet with or contact all parents.

Parent and Community Engagement Strengths

- Parent Volunteer Program
- Meet the Teacher
- Curriculum Night/Open House
- Family Fun Nights - Nachos with Numbers and Boo Bash
- Pastries with Parents
- Grahams with Grams/Grandparents
- Kindergarten Graduation
- TECS supports programs that help our students with food and materials, examples include Backpack Brownbag Buddies and the Christmas gift distribution for underprivileged students.
- Communication to parents and the community is disseminated through the campus website, campus and district newsletters, e-mails from teachers and administrators, Facebook, Remind, and other print media sent home with students.
- A summer feeding program is available for TECS students.
- An English to Spanish translation program is available at all campuses to provide materials in the parent's and student's home language.
- Teachers utilize Happy Grams to send positive messages to students and parents.
- Parents eat lunch with their student on a monthly schedule by grade level.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Improve school to home communication. **Root Cause:** Continue to expand communication methods and continue to build family and community

Problem Statement 2: Improve parent and community engagement. **Root Cause:** Continue to expand and improve engagement methods that build family and community relationships.

Problem Statement 3: Creation of an active PTO. **Root Cause**: Lack of parent involvement.

School Context and Organization

School Context and Organization Summary

- Providing and protecting uninterrupted instruction time is a priority at TECS.
- All students in all grades are invited to Meet the Teacher prior to the start of school. Meet the Teacher allows students and parents to meet their teacher, see their class, and drop off their school supplies before the first day.
- Student and staff safety is the number one priority at TECS.

School Context and Organization Strengths

- School safety drills and requirements are fulfilled and monitored for compliance.
- Instruction time is protected and every effort is made not to interrupt classes unnecessarily.
- Parents and students are given an opportunity to orient themselves with the campus prior to the start of school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Improve safety for all students and teachers. **Root Cause:** Nationwide increase in school safety issues.

Technology

Technology Summary

Tarkington Early Childhood School is committed to improving the quality and value of education and understands the importance of technology integration in teaching and learning. Our focus is to provide students with educationally appropriate, accessible, high quality resources designed to facilitate and enhance learning and assist in developing students' higher order thinking skills.

In order to encourage teachers to integrate technology into their daily curriculum, our technology infrastructure, hardware and software needs to be able to support our increasing technological demands.

Online and virtual professional development are utilized at TECS.

Campus instructional technology specialists facilitate instructional technology integration and training needs.

Students are provided school email accounts.

Student instructional materials are available online.

Technology Strengths

- Online, readily accessible professional development is available and utilized by teachers and staff Google access and Google classroom are utilized by all teachers
- Technology programs are utilized in assessment and curriculum delivery.
- Technology is used to enhance communication with parents, students, and community.
- Campus instructional technology specialists facilitate instructional technology integration and training needs.
- All teachers have laptops.
- All classrooms utilize flat panels.
- Online programs are used for beginning, middle, and end of year progress monitoring.
- Students utilize Chromebooks.

Problem Statement 1: Improve replacement of outdated or damaged technology. **Root Cause:** Cost and need for additional technology grants.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS
- MAP data

Student Data: Student Groups

- Federal Report Card Data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Federal Report Card data
- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Early Childhood School.
Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.
Evaluation Data Sources: Discipline and Safety Reports
Summative Evaluation: Significant progress made toward meeting Objectives

Strategy Details	Nov	Jan	Mar	June
Strategy 1: Provide daily social emotional learning lessons. **Strategy's Expected Result/Impact:** Safer campus for all and improved attendance and instruction. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals; Build a foundation of reading and math - ESF **Levers:** Lever 3: Positive School Culture				
Strategy 2: Bullying awareness activities will take place throughout the year. **Strategy's Expected Result/Impact:** Safer campus for all and improved attendance and instruction. **Staff Responsible for Monitoring:** Asst. Principal, Counselor				
Strategy 3: Increase staff duty stations. Monitor staff attendance and visibility inside and outside of the building before and after school. **Strategy's Expected Result/Impact:** Safer campus for all and increased preparedness **Staff Responsible for Monitoring:** Assistant Principal/Principal				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Early Childhood School.

Performance Objective 2: Implementation of crisis management efforts in district.

Evaluation Data Sources: Discipline and safety reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: Continue to require all visitors to show identification, register in the computer system, and wear visitor badges while on campus. **Strategy's Expected Result/Impact:** Improve safety and security of all students and staff. **Staff Responsible for Monitoring:** Office Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Student families will specify in Ascender who is allowed to pick up students at school and how they are sent home. **Strategy's Expected Result/Impact:** Improve safety and security of all students. **Staff Responsible for Monitoring:** Classroom Teachers, Office Staff **ESF Levers:** Lever 3: Positive School Culture				
Strategy 3 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 3: Continue to provide all stakeholders with training and practice in emergency preparedness. Continue to perform practice drills, tabletop scenarios and make modifications based on student and staff safety needs. Campus evacuation routes and emergency procedures are posted in each classroom, exits and office areas. **Strategy's Expected Result/Impact:** Improve safety and security of all students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Strategy 4 Details	Reviews			
	Nov	**Jan**	**Mar**	**June**
Strategy 5: Utilize School Resource Officers when needed. **Strategy's Expected Result/Impact:** Improve safety and security of all students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 5 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 6: Train core team in CPI. **Strategy's Expected Result/Impact:** Improve safety and security of all students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Trained Staff Members **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 1: Provide a safe, positive and orderly environment for students, staff, and parents of Tarkington Early Childhood School.
Performance Objective 3: Improve health and wellness of students and staff
Evaluation Data Sources: Nurse visits, Fitness Gram assessment data
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: PE teachers will implement the Fitness Gram assessment and emphasize lessons that continue student improvement. **Strategy's Expected Result/Impact:** Improve the health of all students. **Staff Responsible for Monitoring:** PE Teacher **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 2: PE teachers will utilize CATCH which stresses academic performance, school attendance, and participation in moderate to vigorous physical activity. **Strategy's Expected Result/Impact:** Improve the health of all students. **Staff Responsible for Monitoring:** PE Teacher				
Strategy 3 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 3: Offer flu shots for staff. **Strategy's Expected Result/Impact:** Improve the health and safety and security of all staff members. **Staff Responsible for Monitoring:** District and Campus Nurse **ESF Levers:** Lever 3: Positive School Culture				
Strategy 4 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 4: Participate in Red Ribbon Week activities and drug awareness activities. **Strategy's Expected Result/Impact:** Improve the health and safety of all students and staff. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 1: All students graduate from high school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: Promote transitional activities for students moving from kindergarten to first grade and 5th grade to sixth grade. **Strategy's Expected Result/Impact:** Improved student performance and adjustment. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 2: Provide instructional materials to support teachers with differentiation to meet the needs of ESL students. Additional funding is provided by Region 4 SSA Title III. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers**: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy				

Strategy 3 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 3: Provide professional development to improve reading scores and math scores. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.
Targeted or ESF High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: Reevaluate programs/assessments to determine their effectiveness. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal, District curriculum coordinators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy				

Strategy 2 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 2: Progress monitoring in reading and math for all students will be done using MAP, TX-KEA, or C.I.R.C.L.E at the beginning, middle, and end of the school year. **Strategy's Expected Result/Impact:** Improve student performance in reading and math. **Staff Responsible for Monitoring:** Principal, Classroom Teachers, Reading Specialist, Reading and Math Interventionists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				

Strategy 3 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 3: Students will be provided math and reading intervention. **Strategy's Expected Result/Impact:** Improve student performance in math and reading.				

Staff Responsible for Monitoring: Principal, Classroom Teachers, Reading and Math Interventionists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				
Strategy 4 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 4: Provide a master schedule with increased time for reading, math, and intervention instruction for all grades. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 3: Provide career and guidance counseling to students, assisting them with their unique educational needs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: Participate in Generation Texas Week activities. **Strategy's Expected Result/Impact:** Increase student awareness of college opportunities. **Staff Responsible for Monitoring:** Counselor, Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Participate in Career Day activities. **Strategy's Expected Result/Impact:** Increase student awareness of future job opportunities. **Staff Responsible for Monitoring:** Team Leaders, Classroom Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture				
Strategy 3 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 3: Participate in weekly College Shirt Day. **Strategy's Expected Result/Impact:** Increase student awareness of college opportunities. **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 2: Provide quality classroom instruction for all students.

Performance Objective 4: Utilize data-driven instruction.

Targeted or ESF High Priority

Evaluation Data Sources: PLC/DDI Meeting minutes

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: Disaggregate progress monitoring assessments, screeners, data trackers, and MAP data. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Classroom TeachersSchoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				

Strategy 2 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 2: Disaggregate assessment data. **Strategy's Expected Result/Impact:** Improve student reading and math scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				

Strategy 3 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 3: Utilize data-driven instruction meetings to determine focus areas, ways to reteach, and internalize lesson plans. **Strategy's Expected Result/Impact:** Improve student reading and math performance. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and				

Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability**				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 1: Improve academic performance of all students.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR assessment data, TAPR, State accountability

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 1: Improve student attendance through incentives and parent education. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Counselor, Attendance Clerk, Classroom Teachers, Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy				

Strategy 2 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 2: Parent notification of excessive absences and student attendance monitoring. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 3: Provide perfect attendance staff incentives. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Campus Secretary TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy				

Strategy 4 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 4: Foster site based decision making and planning with all staff. **Strategy's Expected Result/Impact:** Improve campus culture and retain highly qualified teachers which will improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy				
Strategy 5 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 5: Provide professional development opportunities for all staff. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy				
Strategy 6 Details	**Reviews**			
	Nov	**Jan**	**Mar**	**June**
Strategy 6: Monitor instruction and require continued fidelity to District curriculum and resources. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Strategy 7 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 7: The instructional leadership team will collaborate to improve student performance in reading and math. **Strategy's Expected Result/Impact:** Improve student performance in reading and math. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Leadership Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Lever**s: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability				

Strategy 8 Details	Reviews			
	Nov	Jan	Mar	June
Strategy 8: Recognize student achievement and positive behavior through behavior sheets, perfect attendance awards, honor roll, and Lucky Bucks. **Strategy's Expected Result/Impact:** Improve student performance in math and reading. **Staff Responsible for Monitoring:** Classroom Teachers, Principal, Asst. Principal, Attendance Clerk, Counselor, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 2: 100% of professional and paraprofessional staff will meet the definition of highly qualified through SBEC certification, ACP requirements, or the TISD District of Innovation guidelines.

Evaluation Data Sources: Human Resources Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hire highly qualified teachers. **Strategy's Expected Result/Impact:** Improved student performance in math and reading. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide all new and uncertified teachers with a campus mentor and support system. **Strategy's Expected Result/Impact:** Improved teacher retention and student math and reading performance. **Staff Responsible for Monitoring:** Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify X Discontinue

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 3: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Evaluation Data Sources: Teacher walk-throughs/observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use of computer lab to integrate applications aligned with TEKS and STAAR. **Strategy's Expected Result/Impact:** Ongoing Tech Knowledge Log-in **Staff Responsible for Monitoring:** Principal, Computer paraprofessional				

Legend: 0% = No Progress 100% = Accomplished → = Continue/Modify X = Discontinue

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 1: Increase access to helpful information regarding healthy family/school relationships.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classroom teachers will provide parents with information to support their child's school success throughout the school year. **Strategy's Expected Result/Impact:** Improve student attendance and performance in math and reading. **Staff Responsible for Monitoring:** Classroom Teachers, Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 3: Positive School Culture, Level 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Positive parent communication will take place through Happy Grams, campus website, campus and Parent-Home Connection newsletters, marquee, progress reports, report cards, Tuesday folders, School Messenger, and Remind 101. **Strategy's Expected Result/Impact:** Improve campus culture, student attendance and performance in math and reading. **Staff Responsible for Monitoring:** Classroom teachers, Principal, Asst. Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 3: Positive School Culture, Level 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify X Discontinue

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

Performance Objective 2: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue use of Title 1 informational meetings throughout the school year and school-parent compacts. **Strategy's Expected Result/Impact:** Improve student attendance and performance in math and reading. **Staff Responsible for Monitoring:** Classroom Teachers, Principal, Asst. Principal Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers**: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Strategy 2 Details	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2: Continue parent volunteer program. **Strategy's Expected Result/Impact:** Improve student attendance and performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 3 Details	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: Invite parents to the end of year awards ceremony, campus improvement team, and Title 1 informational meetings. **Strategy's Expected Result/Impact:** Increased number of parent participants. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify X Discontinue

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide CLI, MAP and STAAR information for all parents. **Strategy's Expected Result/Impact:** Improve student attendance and performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with information throughout the year to encourage pre-k enrollment including how to qualify for pre-k and Child Find through new outlets. **Strategy's Expected Result/Impact:** Improve student attendance and performance in math and reading. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3:				

Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished → Continue/Modify X Discontinue