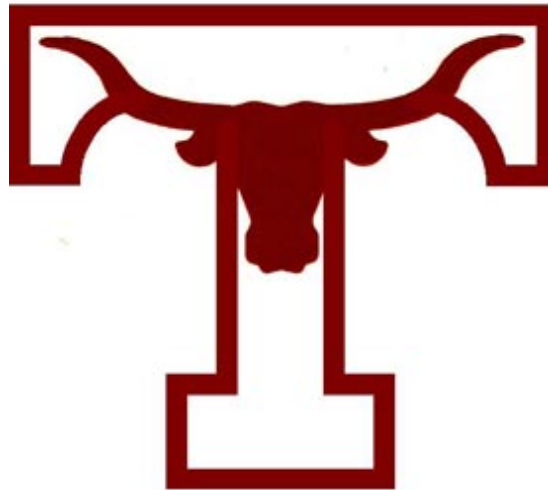


Tarkington Independent School District

District Improvement Plan

2019-2020



Mission Statement

In the belief that all children should be educated to the fullest extent of their individual abilities, the Tarkington Independent School District's mission is to provide the essential academic skills and the necessary knowledge base for the student's lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and their economic responsibility, based on an appreciation of our American heritage and an understanding of the importance of its multicultural richness.

The Tarkington Independent School District will:

- provide the student with the opportunities to acquire communication and computational skills needed for functioning in a changing society.
- distribute with equity, for all students, all educational opportunities and resources.
- provide the student with adequate facilities and opportunities to apply his understanding of the skills and knowledge acquired in the classroom.
- provide the student with knowledge and skills for economic and occupational competence.
- aid the student with acquiring attitudes and skills that will promote good personal health and physical fitness.
- provide the proper atmosphere and opportunity in which the student can demonstrate an ability to participate in the American social and governmental process.
- help the student attain a knowledge, and an awareness and concern for important environmental and conservation factors.
- help the student develop and use problem solving, creative and critical thinking, and reasoning skills.

Vision

Tarkington ISD will empower and inspire *every* student to meet the challenges of our rapidly changing world with academic preparedness, a passion for life-long learning, and a sense of social responsibility.

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Comprehensive Needs Assessment

Revised/Approved: October 21, 2019

Demographics

Demographics Summary

The student population in TISD is relatively stable with some growth expected this year in the low SES and ELL populations. Demographic breakdowns are as follows:

The total student population of Tarkington ISD was 1863 for 2018-2019 based fall 2018 PEIMS submission data. In 2019-2020, as of October 7, 2019, the total enrollment was 1873.

The district consists of 4 schools:

- Tarkington Primary—EECD, Pre-K through Grade 3
- Tarkington Intermediate—Grades 4-5
- Tarkington Middle School—Grades 6-8
- Tarkington High School—Grades 9-12

Student Population Distribution (as indicated in the 2017-2018 TAPR):

- .8% African-American
- 10.6% Hispanic
- 86% White
- 0.3% American Indian
- 0.3% Asian
- 0.2% Pacific Islander
- 2% two or more ethnicities

51.1% male

- 48.9% female
- 43.9% economically disadvantaged

- **35.8% at risk (per 2017-2018 TAPR)**
- **2.9% English learners**

The average daily attendance rate for students

- **95.4% 2014-2015 school year**
- **95.7% 2015-2016 school year**
- **95.6% 2016-2017 school year**
- **95.5% 2017-2018 school year**

Special programs:

- **26.2% Career & Technical Education**
- **4.3% Gifted Talented**
- **10.2% special education**

Demographics Strengths

A demographic strength in TISD is that the student population is relatively stable with low mobility rates, thereby, allowing the staff the opportunity to learn the students' needs and provide a system of support, as well as targeted academic instruction. Our Title I campuses have been labeled as Title I for many years and are able to help those students/families overcome academic barriers should they exist. In addition, the post-secondary enrollment rate for TISD grades is approximately 50% for students enrolling in technical schools, as well as 2 and 4 year institutions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All campuses do not have the ability to speak with all parents in their native language. **Root Cause:** All campuses do not currently have a fluent Spanish speaking employee.

Problem Statement 2: All campus attendance rates do not meet the threshold for quartile one for year 2018-2019. **Root Cause:** Attendance rates need improvement.

Student Achievement

Student Achievement Summary

2019 Accountability Ratings District: 89 / B All Campuses: THS Met Standard; TMS Targeted Improvement; TIS Met Standard; TPS Improvement Required

2019 Overall Accountability Ratings Summary (+increase / -decrease from 2018):

Domains	District	High School	Middle School	Intermediate School	Primary School
Overall	89 (+10)	89 (+10)	74 (+1)	83 (+3)	55 (-13)
Student Achievement	89 (+10)	90 (+9)	78 (+2)	78 (+1)	65 (-7)
School Progress	88 (+16)	84 (+12)	75 (+9)	83 (+4)	58 (-8)
Closing the Gaps	88 (+13)	86 (+11)	64 (-3)	84 (+3)	30 (-29)

2019 STAAR Performance Data Table - TISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	80%	58%	79%	79%	*	86%	100%	83%	75%	70%	75%	46%	63%	81%	75%
% at Meets GL Standard or Above	48%	33%	46%	49%	*	0%	83%	44%	39%	35%	41%	22%	33%	51%	41%
% at Masters GL Standard	21%	25%	17%	22%	*	0%	50%	23%	15%	10%	13%	8%	13%	22%	19%
Number of Tests															
# at Approaches GL Standard or Above	2,359	7	310	1,960	*	**	6	66	1,114	70	89	152	30	1,817	542
# at Meets GL Standard or Above	1,437	4	180	1,209	*	**	5	35	579	35	49	72	16	1,138	299
# at Masters GL Standard	624	3	66	532	*	**	3	18	216	10	16	26	6	489	135
Total Tests	2,967	12	390	2,468	*	**	6	80	1,477	100	119	329	48	2,242	725
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	75%	*	75%	75%	*	*	*	80%	69%	58%	63%	36%	50%	78%	68%
% at Meets GL Standard or Above	45%	*	43%	45%	*	*	*	37%	35%	28%	35%	22%	28%	48%	35%
% at Masters GL Standard	16%	*	11%	17%	*	*	*	17%	10%	5%	4%	5%	11%	18%	11%
Number of Tests															
# at Approaches GL Standard or Above	853	*	114	707	*	*	*	24	396	23	29	44	9	663	190
# at Meets GL Standard or Above	508	*	65	429	*	*	*	11	202	11	16	27	5	409	99
# at Masters GL Standard	185	*	16	162	*	*	*	5	57	2	2	6	2	153	32

Total Tests	1,133	*	151	943	*	*	*	30	571	40	46	122	18	854	279
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	84%	*	83%	84%	*	*	*	83%	83%	83%	85%	56%	72%	84%	83%
% at Meets GL Standard or Above	50%	*	50%	49%	*	*	*	52%	41%	50%	54%	21%	39%	51%	45%
% at Masters GL Standard	22%	*	20%	23%	*	*	*	22%	18%	18%	24%	7%	22%	23%	21%
Number of Tests															
# at Approaches GL Standard or Above	803	*	109	668	*	*	*	19	406	33	39	62	13	605	198
# at Meets GL Standard or Above	475	*	66	393	*	*	*	12	203	20	25	23	7	368	107
# at Masters GL Standard	213	*	27	179	*	*	*	5	86	7	11	8	4	163	50
Total Tests	957	*	132	794	*	*	*	23	490	40	46	111	18	719	238
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	70%	-	67%	70%	-	-	*	82%	64%	67%	67%	29%	63%	72%	66%
% at Meets GL Standard or Above	37%	-	27%	38%	-	-	*	45%	28%	17%	17%	8%	38%	38%	35%
% at Masters GL Standard	13%	-	12%	12%	-	-	*	36%	9%	0%	0%	4%	0%	13%	14%
Number of Tests															
# at Approaches GL Standard or Above	195	-	22	162	-	-	*	**	90	8	8	7	5	146	49
# at Meets GL Standard or Above	103	-	9	87	-	-	*	**	40	2	2	2	3	77	26
# at Masters GL Standard	37	-	4	28	-	-	*	**	13	0	0	1	0	27	10
Total Tests	278	-	33	232	-	-	*	**	141	12	12	24	8	204	74
Science															
Percent of Tests															
% at Approaches GL Standard or Above	84%	*	89%	84%	-	*	-	82%	79%	80%	89%	51%	*	87%	76%
% at Meets GL Standard or Above	53%	*	49%	55%	-	*	-	45%	43%	20%	22%	21%	*	56%	45%
% at Masters GL Standard	20%	*	17%	21%	-	*	-	18%	14%	0%	0%	12%	*	20%	22%
Number of Tests															
# at Approaches GL Standard or Above	304	*	42	251	-	*	-	9	139	4	8	22	*	241	63
# at Meets GL Standard or Above	192	*	23	164	-	*	-	5	76	1	2	9	*	155	37
# at Masters GL Standard	73	*	8	63	-	*	-	2	24	0	0	5	*	55	18
Total Tests	360	*	47	298	-	*	-	11	175	5	9	43	*	277	83
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	85%	80%	85%	86%	-	*	-	100%	83%	*	83%	59%	*	86%	82%
% at Meets GL Standard or Above	67%	80%	63%	68%	-	*	-	40%	58%	*	67%	38%	*	69%	59%
% at Masters GL Standard	49%	60%	41%	50%	-	*	-	40%	36%	*	50%	21%	*	48%	49%
Number of Tests															
# at Approaches GL Standard or Above	204	**	23	172	-	*	-	5	83	*	5	17	*	162	42
# at Meets GL Standard or Above	159	**	17	136	-	*	-	2	58	*	4	11	*	129	30
# at Masters GL Standard	116	**	11	100	-	*	-	2	36	*	3	6	*	91	25
Total Tests	239	**	27	201	-	*	-	5	100	*	6	29	*	188	51

2019 Tarkington ISD Closing the Gaps - Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y	N				N	Y	Y	Y		Y	N		
% at Meets GL Standard or Above	45%	*	43%	45%	*	*	*	37%	35%	35%	22%	28%	48%	35%		
# at Meets GL Standard or Above	508	*	65	429	*	*	*	11	202	16	27	5	409	99		
Total Tests (Adjusted)	1,133	*	151	943	*	*	*	30	571	46	122	18	854	279		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y	N				Y	Y	N			Y	Y		
% at Meets GL Standard or Above	50%	*	50%	49%	*	*	*	52%	41%	54%	21%	39%	51%	45%		
# at Meets GL Standard or Above	475	*	66	393	*	*	*	12	203	25	23	7	368	107		
Total Tests (Adjusted)	957	*	132	794	*	*	*	23	490	46	111	18	719	238		
Total Indicators															12	17
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N		Y	N				N	Y	N	N		Y	N		
Academic Growth Score	65	*	67	65	*	*	*	58	64	50	53	38	67	61		
Growth Points	517	*	71	425.5	*	*	*	14.5	251.5	14	45.5	6	395.5	121.5		
Total Tests	790	*	106	652	*	*	*	25	392	28	86	16	592	198		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	N		N	N					Y	Y	N		N	Y		
Academic Growth Score	67	*	65	68	*	*	*	68	68	76	58	68	66	71		
Growth Points	539.5	*	68.5	452	*	*	*	13.5	272.5	26	53.5	11.5	398	141.5		
Total Tests	802	*	106	669	*	*	*	20	402	34	92	17	604	198		
Total Indicators															6	17
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Y			Y					Y							
2017 % Graduated	96.3%	-	-	95.7%	-	-	-	-	95.7%	-	-					
2018 % Graduated	97.4%	*	83.3%	98.1%	-	-	-	*	97.8%	-	100.0%					
2018 # Graduated	113	*	5	105	-	-	-	*	44	-	8					
2018 Total in Class	116	*	6	107	-	-	-	*	45	-	8					
Total Indicators															3	3
English Language Proficiency Status																
Target										36%						

Target Met															Y	
TELPAS Progress Rate															38%	
TELPAS Progress															18	
TELPAS Total															47	
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y	N				N	Y	Y	Y	N	Y	Y		
STAAR Component Score	50	39	47	50	*	29	78	50	43	43	25	36	51	45		
% at Approaches GL Standard or Above	80%	58%	79%	79%	*	86%	100%	83%	75%	75%	46%	63%	81%	75%		
% at Meets GL Standard or Above	48%	33%	46%	49%	*	0%	83%	44%	39%	41%	22%	33%	51%	41%		
% at Masters GL Standard	21%	25%	17%	22%	*	0%	50%	23%	15%	13%	8%	13%	22%	19%		
Total Tests	2,967	12	390	2,468	**	7	6	80	1,477	119	329	48	2,242	725		
Total Indicators															7	10
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y			Y				Y					Y			
% Students meeting CCMR	66%	*	60%	66%	-	-	-	*	60%	-	94%	-	67%	63%		
# Students meeting CCMR	75.5	*	3	70	-	-	-	*	21.5	-	7.5	-	65.5	10		
Total Students	114	*	5	106	-	-	-	*	36	-	8	-	98	16		
Total Indicators															4	4
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%	99%	100%	100%	100%		
# Participants	1,201	*	161	996	*	*	*	32	624	55	130	21	863	338		
Total Tests	1,203	*	162	997	*	*	*	32	625	55	131	21	865	338		
Mathematics																
% Participation	100%	*	99%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%		
# Participants	1,010	*	138	837	*	*	*	24	532	51	118	21	725	285		
Total Tests	1,012	*	139	838	*	*	*	24	532	51	118	21	727	285		

2018-2019 District Distinction Designations: Postsecondary Readiness - Did not receive

2018-2019 Campus Distinction Designations by Campus:

Academic Achievement in ELA/Reading - none

Academic Achievement in Mathematics - none

Academic Achievement in Science - none

Academic Achievement in Social Studies - Tarkington Middle School; Tarkington High School

Top 25%: Comparative Academic Growth - Tarkington Intermediate

Top 25%: Comparative Closing the Achievement Gaps - none

Student Achievement Strengths

The district continues to increase in all domains of accountability. Three of the four campuses had net gains in almost all domains and did improve overall. In addition, three campuses also earned distinctions. For the district, graduation rates remain high, as does overall attendance. A marked increase in improved coding for CCMR, a goal in 2018-2019, was achieved through professional development and collaborative audits.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Areas were identified for targeted support within the 2019 accountability systems. **Root Cause:** Two campuses have had STAAR scores decline in reading and math.

Problem Statement 2: Every campus did not earn distinction designations. **Root Cause:** The campus grade level STAAR scores, attendance rates, and expected growth in reading and/or math did not meet the necessary threshold for Q1 to earn distinction for multiple campuses.

Problem Statement 3: The Closing the Gaps domain shows an opportunity for growth specifically in the area of reading and math for white students as well as academic growth for all students. **Root Cause:** Tier 1 instructional practices may have been minimized in a effort to strengthen tiers 2 and 3.

Problem Statement 4: CCMR indicators still need improvement in the areas of industry-accepted certifications and practicum classes. **Root Cause:** Current course catalog doesn't include practicum classes in all programs of study.

District Culture and Climate

District Culture and Climate Summary

Overall, district staff and students feel safe, schools are well-maintained, and the physical environment or climate is comfortable.

District Culture and Climate Strengths

Strengths

- A Crisis Plan is in place and is routinely updated and reviewed with faculty and staff.
- Entrances are secure with single door access to office areas on all campuses.
- Drills and tabletop scenarios are routinely completed.
- No violent crimes were committed on any campus.
- The District and campuses employ District Resource Officers.
- Security cameras are installed throughout the District.
- Efficiency in operation of camera equipment and door locks is progressing.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: To improve comfort and usability levels in buildings, improvements to specific rooms, halls, parking lots, and landscaping could be made. **Root Cause:** Age of some buildings, as well as technological demands, have caused issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers new to the district are assigned a mentor teacher. Both new teachers and mentors are given clearly defined roles and responsibilities and resources are provided to help them during their first year in the district.

Professional development for employees at all levels is a high priority. In an effort to improve staff quality, recruitment, and retention, the district has provided district-wide training to all professional and auxiliary staff members in Capturing Kids' Hearts. In addition, campus leadership teams have been trained in John Wink's Excellence in the Classroom in an effort to build unity and coherence in administrative practices which would leads to overall teacher quality as well as climate and culture.

The district performed a salary audit and the board approved significant raises to all employees ranging from approximately 3-8% and increased the district's contribution to employee health-care costs.

In an effort to provide more on-campus technology support, the district added Technology Liaisons at the two largest campuses, TPS and THS, bringing the total positions to 6.

Both online and face-to-face opportunities are utilized in order to maximize opportunities for training. Tarkington ISD is geographically located in an area with easy access to ESC Regions 4, 5, and 6, and is fortunate to be able to take advantage of professional development opportunities and support from each of these ESCs. The district has contracted with instructional coaches to provide on-going support in ELAR at TPS and TMS and support in math at TPS.

Teachers by Experience (2017-2018 TAPR):

Beginning Teachers 5.3%, 1-5 Years of Experience 18.5%, 6-10 Years Experience 22%, 11-20 Years Experience 31.5%, Over 20 Years Experience 22.7%

Teams of campus and district administrators attend at least 2 teacher job fairs per semester.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Data-driven decision making

- Collaborative decision making
- Increased teacher integration of technology in classrooms
- Professional development based on campus and district needs
- ESL certifications by teachers have increased
- Continue to attend 2 job fairs each semester
- The number of CPI trained teachers has increased
- New teacher mentor program
- TISD offers a stipend for secondary math teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Data shows inequity between students with experienced teachers and new teachers. **Root Cause:** Horizontal alignment in grade level teams

Problem Statement 2: Recruit and retain teachers in high need areas **Root Cause:** Competitive compensation plans

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers continue to use the District adopted curriculum. A district lesson plan template is in place that reflects critical aspects of curriculum. Teachers will continue to develop and post lesson plans that address student engagement and the rigor reflected in STAAR assessments. Teachers will develop and give CBAs/unit tests that reflect the state standards and STAAR assessment rigor using the district curriculum. Additionally, teachers received STAAR resources distributed on TEA's website, TEA-provided intervention for state assessments, and Career and Technology teachers have access to curriculum provided by TEA.

The CTE program has been updated and provides eight Programs of Study: Agriculture, Food and Natural Resources; Arts, Audio Video Technology & Communications; Business Management and Administration; Finance; Health Science; Hospitality & Tourism; Manufacturing; and Transportation, Distribution and Logistics. As the state changes its CCMR requirements, a need for more Practicum classes in all programs of study are needed.

The State Compensatory Program (SCE) consists of intervention teachers, funding for tutorials, intervention paraprofessionals, PreK as well as credit recovery programs.

All teachers have laptops and most have PC viewers and iPads. Teachers utilize technology in their classes.

All principals are trained in the Fundamental Five, Capturing Kids' Hearts, and Excellence in the Classroom and are responsible for implementation and monitoring at the campus level.

District horizontal alignment meetings by subject will continue.

Curriculum, Instruction, and Assessment Strengths

Student achievement data is available through web-based programs and data is used by teachers to gauge students' needs and drive instruction with some fidelity.

Progress monitoring is achieved through benchmarks, regularly scheduled curriculum-based assessments, progress monitoring programs, and campus PLCs.

Teachers use all components of the district curriculum. Vertical alignment of curriculum will be accomplished through the District adopted curriculum and horizontal alignment will be strengthened via organized planning meetings with a collaborative focus.

The District has contracted with specialists to provide deeper understanding of math and ELA curriculum at TPS, TIS, and TMS.

Core subject vertical and horizontal alignment meetings continue.
Parent conferences and training dates are built into the current 19-20 school calendar.

The Lead4ward module is used within DMAC and Eduphoria.

Online professional development has been introduced and used in the district.

Most classrooms have PC viewers.
Most teachers have iPads for progress monitoring and for instructional use.
All certified teachers have laptops.

Campus technology liaisons have been added this year to facilitate instructional technology use.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Areas were identified as targets within the 2019 accountability systems. **Root Cause:** The District has identified opportunities for growth in: STAAR Performance in Writing and ELA/Reading, and in College, Career and Military Readiness indicators.

Problem Statement 2: Every campus did not earn distinction designations. **Root Cause:** The campus grade level STAAR scores, attendance rates, and expected growth in reading and/or math did not meet the necessary threshold for Q1 to earn distinction for multiple campuses.

Problem Statement 3: The CCMR indicators need extensive research and supervision to maintain coding accuracy. **Root Cause:** Data entry, professional development, and software issues needed auditing and improvement.

Problem Statement 4: STAAR Performance indicates opportunities for growth in Closing the Gaps at the Primary and Middle School. **Root Cause:** Middle School students in White and Two or More Races subgroups did not meet targets. Targeted professional development is needed to assist teachers with implementing research-based strategies for addressing the needs of all student groups, but especially students in the groups mentioned.

Parent and Community Engagement

Parent and Community Engagement Summary

Tarkington ISD 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; however, increased parent involvement and communication would be of benefit to our students.

Parent and Community Engagement Strengths

Our district supports programs that help our students with food and materials, through Brown Bag Buddies, Houston Food Bank, and the Christmas gift distribution.

The Tarkington Student Foundation, Lions Club, Masonic Lodge, and Rotary Clubs continue to support our graduates with scholarships for postsecondary education or training.

The district works with community organizations, such as the Lions Club and Rotary Club, to provide glasses, camps, and other opportunities for its students.

Face-to-face parental involvement is encouraged through Meet the Teacher Night, Family Fun Nights, PTO, Middle School assemblies, elementary awards programs, Open Houses, and other informational meetings.

Communication to parents and the community is disseminated through the district website, district newsletters, e-mails from teachers and administrators, Facebook, online surveys, School Messenger app, Remind, campus bulletins, and other print media sent home with students.

The district works closely with the community library to promote summer reading and other programs offered.

A summer feeding program is available for TISD students.

An English to Spanish translation program is available at all campuses to provide materials in the parent's and student's home language.

The School Messenger system is utilized to inform parents of emergencies.

All campuses have a parent organization, PTO/Parent Support Group.

The following needs have been identified:

- Increase district-wide opportunities for parent and community engagement.
- Encourage timely communication from campuses and teachers.
- Expand opportunities for communication with families in Spanish and other languages as needed.
- Continue the use of the yearly parent involvement survey and encourage more parent participation.
- Encourage scheduling special parent involvement events/activities after the regular workday to accommodate working parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and community turn out for campus events needs improvement. **Root Cause:** Various methods of communication indirect and/or passive thus doing little to engage parents and build relationships.

Problem Statement 2: School to home communication needs improvement. **Root Cause:** Various methods of communication indirect and/or passive thus doing little to engage parents and build relationships.

Problem Statement 3: District parent survey participation level needs improvement. **Root Cause:** Use various means of publicizing the parent survey and encouraging participation including the alert system, newsletters, and other media.

Technology

Technology Summary

Tarkington ISD 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. To support teachers in these areas, the district organized an Instructional Technology Department in 2018-2019 consisting of a Coordinator and 4 liaisons, increasing that number to 6 for 2019-2020. The Instructional Technology Department has planned monthly meetings with a focus of improving teacher and student technology usability.

In addition, in order to encourage teachers to integrate technology into their daily curriculum, our Technology Director and Computer Technician work to improve infrastructure, hardware issues, and software needs and provides support for data automation with assessments, curriculum, and PEIMS reporting.

Technology Strengths

Technology strengths include:

- Online, readily accessible professional development is available and utilized by teachers and staff
- Google access and Google classroom has increased in availability for students and teachers
- Technology programs are utilized in assessment and curriculum delivery
- The Technology Department and the Instructional Technology Department support training and accessibility throughout the district.
- Technology is used to enhance communication with parents, students, and community.
- Campus technology specialists were added at campuses to facilitate instructional technology integration.

Technology needs include:

- Continue adding iPads and Chrome Books to classrooms for instruction, intervention, assessment, and progress monitoring.
- Increase migration to Google applications.
- Increase availability of updated infrastructure and hardware to meet online assessment requirements.
- Explore the use of Swivl for improving instructional practices

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology integration is perceived as unreliable and more time-consuming than traditional methods. **Root Cause:** Wireless traffic is ever-increasing and bandwidth needs continue to grow. Keeping pace with continuous updates and increasing needs for hardware and software presents challenges. Teachers need more time to familiarize themselves in a practical manner in order to adapt to new technologies.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 21, 2019


Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Discipline management program is enforced and provides prevention and education concerning unwanted physical/verbal aggression, sexual harassment and other forms of bullying in schools, school grounds, and school vehicles.	Principals, Assistant Principals, Counselors	Improve student achievement and state accountability for student, campus, and District success.				
2) Dating violence awareness and bully prevention education programs are presented to students, parents, and staff. These programs will include definitions, safety planning, protective orders, training for teachers, counseling for affected students, and anonymous bullying reporting methods.	Secondary Counselors, Principals, and Assistant Principals	Improve student achievement and state accountability for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) All staff are trained on the prevention and recognition of sexual harassment, child abuse (including children with the most significant cognitive disabilities), suicide awareness, and bullying and conflict resolution through professional development and/or online modules.	Ex Dir of Curriculum; Principals	Improve student achievement and state accountability for student, campus, and District success.				
4) Two district resource officers are employed to assist with safety, truancy checks, criminal discipline incidents, as well as all emergencies.	Superintendent	Decrease truancy and violent discipline referrals to improve student achievement and state accountability for student, campus, and District success.				
5) Campus discipline of special education students is monitored for PBMAS/RDA.	Exe Dir of Cur, Assistant Principals	Improve student achievement and state accountability for student, campus, and District success.				
6) Freedom from Bullying School Board Policy	School Board	Improve student achievement and state accountability for student, campus, and District success. See attached policy FFI Legal and Local.				
7) Facilities are well-kept and promote learning. Report to school board at the September Board Meeting.	Assistant Superintendent, Maintenance Supervisor	Improve student achievement and state accountability for student, campus, and District success.				
8) Explore optional methods for anonymous crisis / crime reporting tips including the use of student committees.	District Safety Coordinator	Improve student achievement and state accountability for student, campus, and district success.				
9) Provide professional development to all staff using Capturing Kids' Hearts and monitor the implementation of best practices in positive environments conducive to learning.	District and Campus Administrators	Positive campus and classroom environment conducive to learning				
						

Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) District will appoint a District Safety Coordinator to review, revise, and update the Emergency Operation Plan (to include a multi-hazard plan for responding to an active-shooter), as well as coordinate crisis response training for staff.	District Safety Coordinator; Superintendent	Improved student and staff safety.				
2) Each campus will practice various crisis drills and discuss tabletop scenarios. Campus drills are monitored monthly. All staff members and students receive emergency preparedness training.	Principals, Assistant Principals, Superintendent	Improved student and staff safety.				
3) Each campus will continue the practice of maintaining secure entrances and the requirement that all visitors use the check-in computer program.	Principals, Campus Secretaries	Improved student and staff safety.				
4) The district conducts a facility safety and security audit every three years and an annual review of recommendations set forth in the written audit report. Audit findings will be presented to the Board of Trustees, and submitted to the Texas School Safety Center on a web-enabled form.	Superintendent	Improved student and staff safety.				
5) District will perform campus security checks, including the use of well-known and unknown individuals attempting building entry.	Superintendent	Improved student and staff safety.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Increase coordination & pre-planning with local law enforcement, fire, and EMS and provide campus maps for emergency agencies, preferably to include science labs, etc.	Superintendent, Campus Principals	Improved student and staff safety.				
7) Continue use of automated phone/text messaging service.	Superintendent, Campus Principals	Improved student and staff safety along with parent communication and involvement.				

Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents, and patrons of the Tarkington ISD.

Performance Objective 3: Improve health and wellness of students and staff

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The District School Health Advisory Council (SHAC) will meet four times per year to provide advice to the district on coordinated school health programming and its impact on student health and learning.	Exe Dir of Cur	Improved staff and student health and achievement.				
2) Train two people on issues connected to diabetes	District Nurse	Improved staff and student health and achievement.				
3) CPR and training for AED units is provided each summer for required personnel, administrators, counselors, and bus drivers, with a minimum of five personnel per campus trained and certified.	District Nurse	Improved staff and student health.				
4) District will collaborate with Elite Medical Imaging or a similar private health care provider to offer preventative screenings	District Nurse	Improved student achievement and health.				
5) All participants in extra-curricular activities are required to participate in the student drug testing program. See Drug Policy on website for details.	Secondary Principals and Assistant Principals, Athletic Director, Sponsors	Improved student achievement and health.				
6) Students participate in Fitness Gram assessment	Athletic Director, Coaches, and P.E. Teachers	Improved student achievement and health.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) District will coordinate annual flu shot vaccines as well as Hepatitis B shots for recommended personnel.	District Nurse	Improved health and achievement				
8) Require District Nurse to complete training on managing students with seizure disorders and coordinate training of district employees.	District Nurse	Improved health and achievement				
9) Provide professional development to all staff using Capturing Kids' Hearts and monitor the implementation of best practices in positive environments conducive to learning.	District and Campus Administrators	Positive work and school environment conducive to social-emotional well-being				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.





Performance Objective 1: All students will graduate from high school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Guidance will be provided for parents and students (grades 8-12) regarding graduation program requirements and course choices to achieve desired diplomas. The THS Academic Course Planning Guide is used for course selection at the HS level. All TMS students are provided career choices and endorsement opportunities instruction at the HS level.	Secondary Counselors, Principals, and Assistant Principals	Increased student certifications and post-secondary opportunities, which will also improved student achievement and state accountability for student, campus, and District success.				
2) Personal Graduation Plans will be created for all middle school and high school students who have failed a state assessment, and all ninth grade students will have a program of study, including a graduation program plan, which will be signed by student and parent.	Secondary Counselors	Increased student certifications and after high school opportunities and improved state accountability and student achievement for student, campus, and District success.				
3) Each campus will implement individual and/or group counseling for at-risk students as needed, including those assigned to DAEP.	Counselors, Principals	Improved student achievement and state accountability for student, campus, and District success.				
4) Review CTE programs of study with course offerings annually and expand as needed. Students will be encouraged to participate in nontraditional CTE courses. Students are also encouraged to take and pass certification exams. Report to school board at November and June meeting.	High School Principal, Counselors, CTE Teachers	Increased student certifications and after high school opportunities and improved state accountability and student achievement for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Each campus will develop a plan to assist students transition from campus to campus.	Principals, Assistant Principals, Counselors	Improved student achievement and state accountability for student, campus, and District success.				
6) Provide professional development to all staff using Capturing Kids' Hearts and monitor the implementation of best practices in positive environments conducive to learning.	District and Campus Administrators	Provide a positive climate supporting students academically and emotionally and increase the graduation rate				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each campus will continue to identify at-risk students and provide intervention strategies and accelerated instruction by using benchmark results and progress monitoring data.	Exe Dir of Cur, Principals, Assistant Principals, Counselors, Teachers,	Improved student achievement and state accountability for student, campus, and District success.				
2) Opportunities to recover credit will be offered through summer school and/or a credit recovery program. Tuition fees for summer programs may be charged.	Principal, Counselors	Improve student graduation rate, student achievement and state accountability for student, campus, and District success.				
3) Acceleration instruction is offered during the summer and the school year as needed.	Principals, Counselors,	Improve student graduation rate, student achievement and state accountability for student, campus, and District success.				
Comprehensive Support Strategy 4) District curriculum assessments are administered at the end of each unit in ELA, math, science, and social studies at each grade level.	Teachers, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Improved student achievement and state accountability for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 5) The district curriculum will be followed with fidelity and flexibility at each campus and grade level.	Teachers, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Improved student achievement and state accountability for student, campus, and District success.				
Comprehensive Support Strategy 6) Campus leaders will monitor student progress and teacher instruction each six weeks through the use of PLCs.	Principals, Assistant Principals, and Counselors	Improve instruction, student achievement and state accountability for student, campus, and District success.				

100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 3: Provide career and guidance counseling to secondary students, assisting them with post-secondary preparation including college application assistance and financial aid information.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Pamphlets, links to web pages, and training will be provided to inform high school and middle school students, teachers, counselors, and parents about job fairs, higher education admissions, financial aid opportunities/scholarships, Texas Grant Program, and Teach for Texas Grant Programs.	Counselors, Webpage Assistant, Principals, Assistant Principals	Increased student after high school opportunities and improve state accountability and student achievement for student, campus, and District success.				
2) Secondary campuses will provide career interest assessments to help students determine career paths and interest.	Counselors, Principals	Increased student certifications and after high school opportunities and improved state accountability and student achievement for student, campus, and District success.				
3) The district will continue to promote "Generation TX" Week to encourage students to gain information about college possibilities, as well as technical and vocational schools and union apprenticeships where applicable.	Secondary Counselors or Designees	Increased student after high school opportunities and improve state accountability and student achievement for student, campus, and District success.				
4) Continue dual credit opportunities through Texas Virtual School Network, as well as articulations with Lone Star College, UT Arlington, UT Permian Basin, and Lamar University. Report to school board at the November Board Meeting.	Superintendent, Executive Director Curriculum, Principals, High School Counselors	Increase in number of students enrolled in dual credit and student after high school opportunities and improve state accountability and student achievement for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Continue to support and participate in the Tarkington Student Foundation to promote the idea that any TISD graduate who attends post-secondary education will receive a scholarship.	THS Principal, Exe Dir of Cur, Superintendent	Increased student after high school opportunities and graduation rate improve state accountability and student achievement for student, campus, and District success.				

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: Increase student academic performance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each campus will address student attendance issues and communicate with parents the importance of consistent attendance at school. District Resource officer will be used to help investigate truancy issues. The School Messenger system will automatically call parents of absent students daily. Each campus will provide student attendance incentives and advertise / promote them. Student Attendance Reports to school board at the November and April meeting.	Principals, Teachers, Attendance Clerks, Resource Officer, Assistant Principals,	Increase student attendance and improve state accountability and student achievement for student, campus, and District success.				
2) Administer school day PSAT/SAT/ACT exams, as well as TSIA. Utilize online prep programs for practice and review of standardized testing.	High School Principal and Counselors	Increase post-secondary readiness, improve state accountability and student achievement for student, campus, and District success.				
3) Each campus will encourage all students to participate in UIL competitions or subject specific contests, in particular targeting GT students, by providing clear campus sign-up timelines and enlisting teacher support in making recommendations of students' based on their strengths/aptitudes. Explore the feasibility of providing transportation from practices.	UIL Coordinators, UIL Coaches, Teachers, Principals, Assistant Principals, Counselors	Increase number of UIL participants and more placing in their contests and improve state accountability and student achievement for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 4) Continue to implement research-based practices in reading and math using the multi-tiered system of response method (MTSS) method in grades K-8, focusing on multi-sensory / hands-on / manipulatives where applicable.</p>	Teachers, Counselors, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Improve state accountability and student achievement for student, campus, and District success.				
<p>Comprehensive Support Strategy 5) Each campus will provide data informed instructional placement to ensure the closure of achievement gaps and progress of all students by using the provided programs: Renaissance, Eduphoria, DMAC, etc.</p>	Teachers, Counselors, Principals, Assistant Principals, Exe Dir of Cur, Assistant Superintendent, Superintendent	Improve state accountability and student achievement for student, campus, and District success.				
<p>Comprehensive Support Strategy 6) Each campus will disaggregate state assessment data for all students using a data analysis program and campus-developed programs, including subgroup populations as well as special education data.</p>	Principals, Counselors, Teachers, Assistant Superintendent, Exe Dir of Cur, Assistant Principals	Identification of struggling and masters level students to improve state accountability and student achievement for student, campus, and District success.				
<p>7) The District will monitor staffing patterns from a district perspective, changing configuration of classes as students move through the system, keeping in mind class size--particularly at the primary and middle school level.</p>	Superintendent, Assistant Superintendent, Exe Dir of Cur, Principals	Improve state accountability and student achievement for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) The district will continue to provide vertical and horizontal alignment within core subjects professional development, scientifically based research strategies that increase the core academic program, including the rigor necessary for preparation for STAAR assessments and including differentiation for struggling students. Report to school board at October meeting.	Assistant Superintendent, Exe Dir of Cur, Principals	Improve state accountability and student achievement for student, campus, and District success.				
9) Each campus will research staff attendance and make faculty and staff aware of the research on how staff absences affect student achievement.	Principals, Assistant Principals	Improve state accountability and student achievement for student, campus, and District success.				
10) Evaluate each campus's special programs for effectiveness and compliance: CTE, GT, ELL, Dyslexia, 504, Special Ed. Report to school board at November meeting.	Principals, Assistant Superintendent, Exe Dir of Cur	Improve state accountability and student achievement for student, campus, and District success.				
Comprehensive Support Strategy 11) Provide quality instruction for ELL students in the district. SSA (shared service agreement) with Region 4 provides some funds to be used for ELL instruction products.	Principals, Exe Dir of Cur, Assistant Principals, Counselors	Improve state accountability and student achievement for student, campus, and District success.				
12) Provide professional development to all staff using Capturing Kids' Hearts and monitor the implementation of best practices in positive environments conducive to learning.	District and Campus Administrators	Increase student academic performance				
13) Provide PLC of campus administrative teams using _A Leader's Guide to Excellence in the Classroom_	Superintendent; Asst. Superintendents; Ex Dir	Increase leadership capacity on each campus				
14) Provide professional development via contracted services to content areas / grades with highest level of need based on campus data.	Asst Supt; Ex Dir	Increase capacity for instructional practices and command of content in professional staff in order to increase student achievement				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

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: Retain and hire quality certified professionals and paraprofessionals.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) District will designate a laptop for job fair use in order to facilitate the online application process while attending job fairs. District will also improve the recruitment and public relations supplies to distribute when attending 2 job fairs per semester. Report to school board at the September Board Meeting.	Superintendent, Assistant Superintendent, Principals,	Improve recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success.				
2) Continue to use federal grant funds to improve classroom instruction and retain highly qualified staff. These funds are used for teacher salaries and professional development at the Primary, Intermediate, and Middle School campuses.	Assistant Superintendent Business, Assistant Superintendent Curriculum, Principals, Superintendent	Improve recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success.				
Comprehensive Support Strategy 3) The district will continue to provide professional development to teachers, principals, and other appropriate staff. Professional development will focus on providing knowledge and skills to help accomplish campus objectives.	Assistant Superintendent, Director Curriculum, Principals, Superintendent	Improve recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) First year teachers will participate in the District Mentor Program. Professional development in lesson planning, Gradebook, e-mail, attendance programs, and classroom management procedures will be provided at the beginning of the year during new teacher orientation. Each campus will provide release time for teacher and mentor for classroom observations. Report to school board at the September and May Board Meetings.	Asst Supt; Ex Dir	Improved recruitment and retention of highly qualified teachers and paraprofessionals to improve student achievement and state accountability for student, campus, and District success.				

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 Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use available technology to provide intervention or enhance mastery of TEKS skills. Available technology programs such as Schooop, Study Island, TMSDS, Discovery Ed, Renaissance, textbook online resources, OnTrack, and Think through Math.	Technology Director, Principals, Assistant Principals, Campus Instructional Technology Specialist	Improve student achievement and state accountability for student, campus, and District success.				
2) The district will provide professional development on integrating technology into the curriculum using the Instructional Technology Liaisons. Report to school board on technology support / workshops offered by technology department at the May board meeting.	Instructional Technology Coordinator, Technology Director, Campus Instructional Technology Specialist	Improve student achievement and state accountability for student, campus, and District success.				
3) The district will provide training on TEKS Resource System curriculum plan and on Eduphoria/DMAC components as needed, with a focus on streamlining programs.	Superintendent, Assistant Superintendent, Director Curriculum, Principals	Improve student achievement and state accountability for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Online opportunities for professional development will be expanded for staff.	Assistant Superintendent, Principals, Technology Director, Campus Instructional Technology Specialist	Improve student achievement and state accountability for student, campus, and District success.				
5) Technology audit report to board at the January meeting.	Technology Director	Improve student achievement and state accountability for student, campus, and District success.				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 4: Encourage and assist all parents/guardians to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

Performance Objective 1: Maintain and increase opportunities for open communication, significant discourse between families/community/school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The district will promote family and community involvement by notifying local media; updating TISD/Campus websites; posting on Facebook and campus marquees; use of parent surveys; providing resources on the district website; and sending mass parent/community emails of all upcoming campus events in a timely manner and in the student's home language.	Principals, Campus and District Webmasters, Assistant Principals	Improve parent and community involvement, student achievement and state accountability for student, campus, and District success.				
2) Information regarding the process for signing up for TXConnect (and its app), School Cafe, and StopIt! will be included in all mass parent e-mails, appropriate report cards, home communications and placed permanently on the website.	Principals, Technology Director, Webmaster	Improve parent and community involvement, student achievement and state accountability for student, campus, and District success.				
3) The District will continue to recognize a community member and a former employee by presenting them with the annual Commitment to Education Award at the Tarkington Round-Up.	Superintendent, School Board, Tarkington Student Foundation members	Improve parent and community involvement.				
4) The beginning of the year documentation at each campus will include a form for the collection of parent emails and a form for the preferred language for written home communication.	Campus Secretaries, PEIMS Clerks	Improve parent and community involvement, student achievement and state accountability for student, campus, and District success.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Explore new web hosting options for a more parent/user friendly platform.	Asst Supt; Ex Dir; Technology Dept; Webmaster	Improve parent and community involvement, student achievement and state accountability for student, campus, and district success.				
6) Add to the website a PTO/Volunteer application and advertise opportunities.	District and Campus Administrators	Improve parent and community involvement, student achievement and state accountability for student, campus, and district success.				
7) Explore the feasibility of a District level account with Remind.com to include the texting feature in order to better communicate with more parents	District Administrators	Improve parent and community involvement, student achievement and state accountability for student, campus, and district success.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: Encourage and assist all parents/guardians to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each campus will actively encourage family involvement through events at the campuses designed specifically for parent-school connections, such as Open House, parent orientation, informational events, Meet the Teacher, and other family oriented events facilitating parental involvement in student achievement. Report to school board at the January and June Board Meetings.	Principals, Assistant Principals	Improve parent and community involvement, student achievement and state accountability for student, campus, and District success.				
2) The district will seek community involvement on district and campus activities, such as site-based decision making, improvement plan, and SHAC.	Principals, Assistant Superintendent, Exe Dir Cur	Improve parent and community involvement, student achievement and state accountability for student, campus, and District success. Agendas, sign-in sheets				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Increased use of mass emails by each campus along with information about TISD website and TXConnect be disseminated to parents and the community.	Principals	<p>Improve parent and community involvement, student achievement and state accountability for student, campus, and District success.</p> <p>Increase number of email addresses, number of parents using TXConnect, increased parent participation, and increased number of mass emails sent out by campuses</p>				
						

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Calesta House	TIS Principal
Parent	Katy Kelley	Parent
Community Representative	Dorothy McCreight	Community Representative
Classroom Teacher	Jason Bowen	THS Classroom Teacher
Classroom Teacher	Paula Broussard	TIS Classroom Teacher
Business Representative	Acandice Lee	Business Representative
Community Representative	Robbin Phelps	Community Representative
Classroom Teacher	Kacy Freeze	THS Classroom Teacher
Classroom Teacher	Karen Deming	TIS Classroom Teacher
Classroom Teacher	Dalton Gregory	THS Classroom Teacher
Parent	LaJeania Hicks	Parent
Classroom Teacher	Heather Haltom	TPS Classroom Teacher
Non-classroom Professional	Deanne Hare	THS/TMS Librarian
Classroom Teacher	David Pickett	THS Classroom Teacher
Non-classroom Professional	James Harris	TMS Counselor
Classroom Teacher	Dannell McDougald	TMS Classroom Teacher
Classroom Teacher	James Hicks	TMS Classroom Teacher
Classroom Teacher	Ryan Holt	TPS Classroom Teacher
Classroom Teacher	Sandy Rice	TIS Classroom Teacher
Classroom Teacher	Jackie Owens	Non-classroom Professional
District-level Professional	Renee Padgett	District Administrator
Classroom Teacher	Rebecca Squier	TPS Classroom Teacher

Committee Role	Name	Position
Classroom Teacher	Laura Walker	TIS Classroom Teacher
Student	Rylei McKay	Student
Paraprofessional	Jessica Herndon	Paraprofessional

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

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

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. 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; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. 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.).

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]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
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