

# **Targeted Improvement Plan**

Tarkington Elementary School

# Comprehensive Support & Improvement Identification

Accountability Groups						
	All Students	Hispanic	White	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2023 accountability	✓	✓	✓	✓		
<b>Academic Achievement Status</b>						
<b>Reading/Language Arts (RLA) 2024 Target</b>	46%	39%	59%	37%		
<b>Points Earned</b>	0	0	0	0		
2024 % at Meets GL Standard or Above	38%	33%	39%	31%		
2024 # at Meets GL Standard or Above	172	24	141	91		
2024 Total Tests (Adjusted)	450	73	357	289		
<b>Mathematics 2024 Target</b>	49%	44%	60%	42%		
<b>Points Earned</b>	0	0	0	0		
2024 % at Meets GL Standard or Above	29%	18%	32%	24%		
2024 # at Meets GL Standard or Above	129	13	113	69		
2024 Total Tests (Adjusted)	449	74	355	288		
<b>Total Points</b>					0	32

# Comprehensive Support & Improvement Identification

Accountability Groups						
	All Students	Hispanic	White	High Focus^	Total Earned Points	Total Possible Points
<b>Academic Growth Status</b>						
<b>RLA 2024 Target</b>	64%	62%	68%	61%		
<b>Points Earned</b>	2	1	2	1		
2024 Academic Growth Score	56%	50%	58%	51%		
2024 Growth Points	163.50	24.00	134.00	95.25		
2024 Total Tests	291	48	232	187		
<b>Mathematics 2024 Target</b>	69%	68%	74%	66%		
<b>Points Earned</b>	0	0	0	0		
2024 Academic Growth Score	38%	39%	38%	39%		
2024 Growth Points	111.50	18.50	88.50	72.00		
2024 Total Tests	290	48	231	186		
<b>Total Points</b>					6	32

# Comprehensive Support & Improvement Identification

	Accountability Groups				Total Earned Points	Total Possible Points
	All Students	Hispanic	White	High Focus^		
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>						
2024 Target	47	41	58	40		
Points Earned	0	0	0	0		
2024 STAAR Component Score	35	29	36	29		
2024 % at Approaches GL Standard or Above	61%	52%	63%	53%		
2024 % at Meets GL Standard or Above	32%	26%	34%	27%		
2024 % at Masters GL Standard	11%	8%	12%	8%		
2024 Total Tests	1,036	172	820	669		
<b>Total Points</b>					<b>0</b>	<b>16</b>

# Comprehensive Support & Improvement Identification

Progress in Achieving English Language Proficiency (EB/EL Current)					
2024 Target				49%	
Points Earned				0	
2024 TELPAS Progress Rate				34%	
2024 TELPAS Progress				18	
2024 TELPAS Total				53	
Total Points					0 4

# Essential School Framework (ESF) Diagnostic Summary

## Results Overview

GQ 1: Are we placing the strongest teachers with the highest-needs students?	GQ 2: Are we creating the conditions for student learning?
Protocols Available Application Underway	Protocols Available Application Underway
GQ 3: Are the instructional materials high-quality?	GQ 4: Are research based instructional strategies being implemented?
N/A No Application	Protocols Available No Application
GQ 5: Is data being used to effectively analyze and monitor teacher progress?	GQ 6: Is data being used to effectively analyze and monitor student performance?
Protocols Available No Application	Protocols Available No Application

## Targeted ESF Diagnostic Matrix

<p><b>Protocols Available; No Application</b>  <i>Resources allocated but not yet fully utilized</i></p>	<p><b>Protocols Available; Application Underway</b>  <i>Resources fully leveraged, consistent application</i></p>
<p><b>Protocols Not Available; No Application</b>  <i>Little to no progress made</i></p>	<p><b>Protocols Not Available; Application Underway</b>  <i>Progress made but hindered by lack of resources</i></p>

## Summary of Major Findings:

### 1. **Teacher Placement and Support:**

- Tarkington ISD has systems in place, such as the Associate Teacher Program and Keeps Program, to recruit and retain high-quality teachers.
- Teacher placement considers factors like student needs and teacher expertise, but there is no tracking document for placements, and teacher turnover remains a concern (19% for Tarkington Elementary).

### 2. **Student Learning Conditions:**

- Positive Behavioral Interventions and Supports (PBIS) are in place, with clear behavior expectations (e.g., CHAMPS strategies) followed 70% of the time. However, teachers rarely referred to posted expectations during observations.

### 3. **Instructional Materials:**

- High-quality instructional materials are aligned to TEKS for RLA (88%) and Math (68%), but implementation during classroom observations was inconsistent (0% RLA, 66% Math).

### 4. **Research-Based Instructional Strategies:**

- Observations revealed limited use of strategies like productive struggle (0%) and defending thinking (10%). Only 20% of teachers effectively monitored student work.

### 5. **Teacher and Student Data Use:**

- Systems like T-TESS walkthroughs and PLC meetings are in place to analyze teacher and student performance data. However, consistent debriefing after walkthroughs and in-depth lesson internalization are lacking.

### 6. **Professional Development:**

- The weekly Tarkington Growth Academy supports teacher growth, but its content isn't always relevant for all teachers, and participation is tied to evaluations.

## **Key Areas for Improvement:**

- Increase the practical application of high-quality instructional materials and research-based strategies.
- Strengthen debriefing and coaching practices for teachers following observations.
- Build consistency in data-driven instruction by enhancing PLC processes to include lesson internalization and deeper analysis of student work.
- Address student engagement strategies to foster productive struggle and critical thinking in classrooms.
- Improve communication and tracking systems for teacher placement and instructional support.

# School Improvement Strategy

## Implementation of Open Education Resources (OER) through Strong Foundation Implementation (SFI)

- **Strategy Overview:**
  - Introduce OER to enhance instructional alignment, use high-quality materials, and foster data-driven collaboration.
  - Support teachers with professional development, aligned curriculum, and teaching strategies.
- **Funding:**
  - LASO 3 Grant or IMA and General funds will support the implementation.
  - Evidence highlights OER's role in improving TEKS alignment, teacher efficacy, and student outcomes.

# Curriculum Programs for 2025-2026 School Year

## (High Quality Instructional Materials - HQIM)

- **Math:**

- *Primary Program HQIM:* possibly BlueBonnet Learning Math (K-5)
- *Other Resources:* Lowman, Lead4ward, TEKS Resource
- *Math Strategies for Other Resources:* TEKS alignment, lesson planning support, STAAR analysis, academic vocabulary development

- **ELAR:**

- *Primary Programs HQIM:* Reading Horizons Discovery, Just Right Readers English Decodables
- *Other Resources:* Lead4ward, TEKS Resource, Carlin Liborio, HMH (will need to look at another resource- not HQIM as of 1/2025)
- *ELAR Strategies for Other Resources:* TEKS alignment, lesson planning support, STAAR analysis, academic vocabulary development

# Stakeholder Engagement and Feedback

## Engaging Stakeholders in the SIS Process

- **Stakeholder Meetings:**
  - School Board Meeting: September 16, 2024, January 27, 2025
  - Curriculum Night: September 5, 2024
  - Reading Night: October 24, 2024
  - Campus Improvement Committee: September 30, October 4, December 9, 2024
- **Feedback Collection:**
  - QR codes at high-traffic times (lunch, tardy check-ins, holiday parties).
- **Ongoing Communication:**
  - Continuous involvement of principals, teachers, parents, and school leaders.
  - Regular meetings to reflect diverse perspectives and build trust for the Targeted Improvement Plan.

# Impact of the Targeted Improvement Plan

## Impact on Student Achievement:

1. Focus on Specific Needs
2. Data-Driven Decisions
3. Increased Engagement
4. Better Support for Diverse Learners

## Impact on Teacher Effectiveness:

1. Professional Growth
2. Clear Expectations
3. Collaboration Support
4. Increased Reflection and Feedback

