



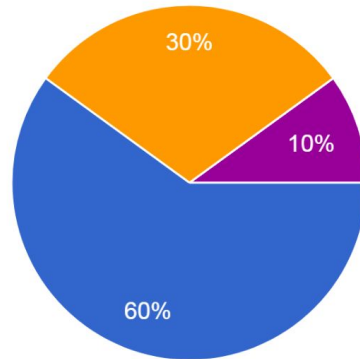
Tarkington Elementary Targeted Improvement Plan

Board Approved: November 17, 2025

Community Feedback Results

Please select the option that best describes your connection to our school.

10 responses

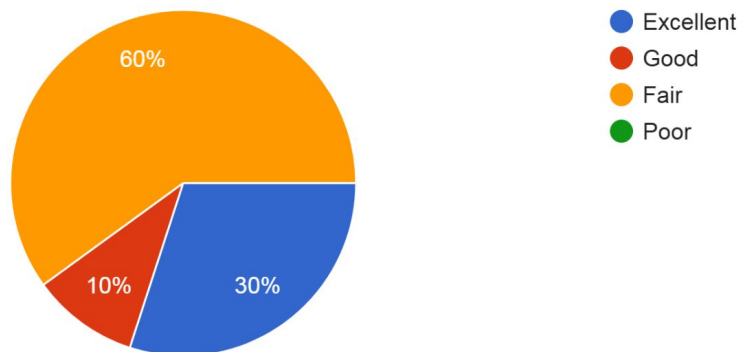


- Parent/Guardian of a current student
- Teacher
- Campus Staff (non-teacher)
- Community Member (no children enrolled in TISD)
- Other

Community Feedback Results

Based on what you know, how well is the school performing academically?

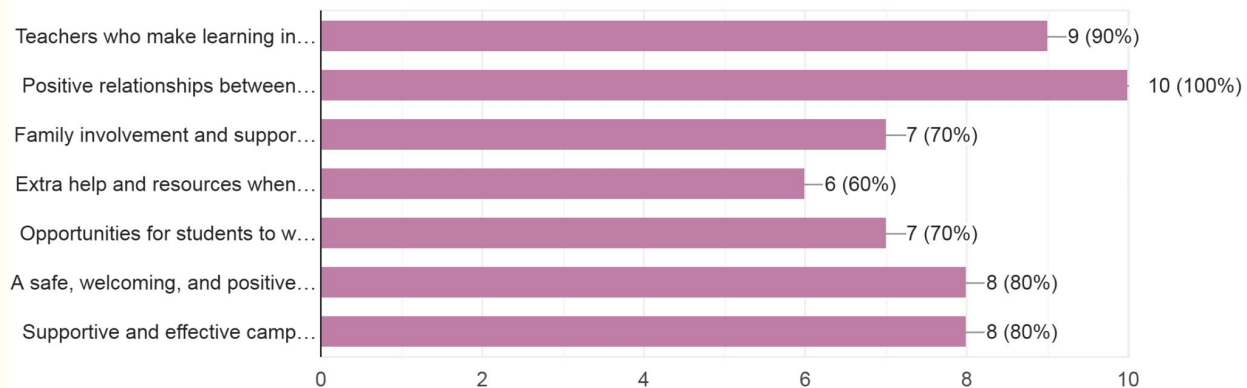
10 responses



Community Feedback Results

In your opinion, what factors contribute most to student success at Tarkington Elementary? (Select all that apply)

10 responses



Community Feedback Results

What do you feel are the greatest strengths of Tarkington Elementary?

10 responses

Small community and caring

Communication has always been good, just keep it up

I feel like the values and morals of the Isd are more traditional and more focused on family and individual students than any other school in this area. This is the safest public school so far that I've seen.

Community focused

Student teacher relationships

Family feel and the supportive environment.

Caring staff

Teachers in 5th grade pod work well together.

Teachers that care about their students.

Admin Support

Community Feedback Results

In your opinion, what are the biggest areas for improvement at Tarkington Elementary?

10 responses

Things are going well.

The elementary school could use more teachers on staff in order to reduce student/teacher ratio.

Content knowledge of teachers. Communication around CBA results.

Communication and commitment

Teachers communication with parents. Seems they are relying mostly on internet.

This is only our second year and so far I'm pleased with everything, the only thing as parents we've noticed is the attitudes of staff towards the children, especially children that may struggle as far as being overly active and not having enough patience and grace.

Using the curriculum with fidelity for multiple years

Facility updates

Curriculum

Maintaining growth

Community Feedback Results

Would you recommend Tarkington Elementary School to others?

10 responses



Please explain your answer:

3 responses

Keeping experienced staff has been a constant problem for a while now, I am not sure of the main cause of this issue but many presume it's a admin problem that trickles down to the employees who ultimately have the most important job.....TO TEACH!

I think it's just as good as most schools.

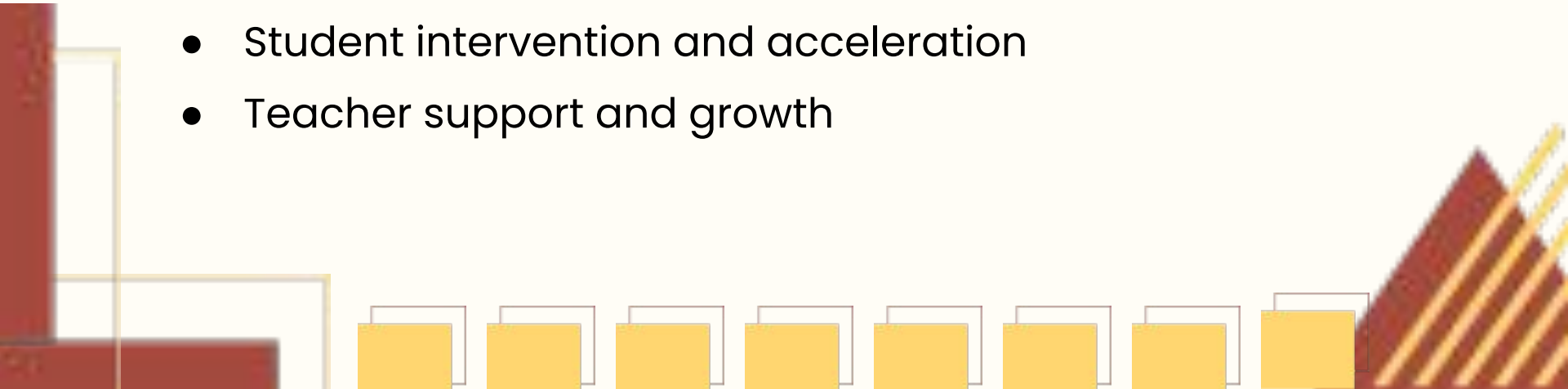
Very informative presentation

Performance Data

	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall	Principal
2024	D 60	F 55	F 57	F 54	F 58	Heard
2025 *Comprehensive Support & Improvement	D 63	D 69	F 58	C 71	D 69**	Heard / Anderson
	+5	+14	+1	+17	+11	



School Goals

- Use of High Quality Instructional Materials (HQIM) district adopted curriculum in all classes with fidelity
 - TEKS driven planning and alignment
 - Student intervention and acceleration
 - Teacher support and growth
- 



School Goals

3rd-5th Meets Grade Level or Above
Goal for Math = **35%**

3rd-5th Meets Grade Level or Above
Goal for Reading = **52%**

Comprehensive Support & Improvement (CSI)

- **CSI designation is based on Domain 3: Closing the Gaps score**
- Bottom 5% of Title I campuses for school type
- Year identified: 2024-2025 due to 2024 Domain 3 STAAR data
- Minimum two-year designation

2024

**Domain 3
Closing the Gaps**

Academic Achievement- 30%

- Earned 0/100 Points

Academic Growth- 50%

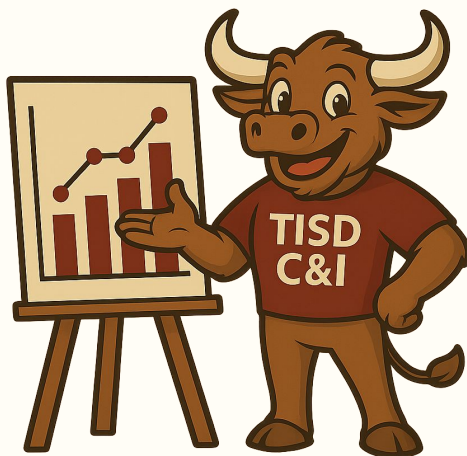
- Earned 6/100 Points

EL Proficiency- 10%

- Earned 0/100 Points

Student Success- 10%

- Earned 0/100 Points



2025

**Domain 3
Closing the Gaps**

Academic Achievement- 30%

- Earned 28/100 Points

Academic Growth- 50%

- Earned 31/100 Points

EL Proficiency- 10%

- Earned 100/100 Points

Student Success- 10%

- Earned 100/100 Points

54 F

71 C

2025 Progress Status

- Designation: 2025 CSI Progress Campus
- Significant improvements in targeted areas
- On track to exit CSI in 2026 if current progress continues

Domain 3 Student Groups

2024	2025	2026
All Students	All Students	All Students
Hispanic Students	Hispanic Students	Hispanic Students
White Students	Two or More Races	White Students
High Focus- Economically disadvantaged, EB student/EL (current and monitored), Current special education, Highly mobile (foster, homeless, migrant)	High Focus- Economically disadvantaged, EB student/EL (current and monitored), Current special education, Highly mobile (foster, homeless, migrant)	High Focus- Economically disadvantaged, EB student/EL (current and monitored), Current special education, Highly mobile (foster, homeless, migrant)

2026 Possible Outcomes

1

Campus Exits Comprehensive Support

- Campus meets TEA exit criteria (overall scaled score ≥ 70 , not in lowest 5% Title I, and improved Domain 3 performance).
- Year count resets to 0 (campus no longer identified for CSI).
- Campus continues to implement a sustainment plan and may be monitored by TEA or ESC for one year.

2026 Possible Outcomes

2

Campus Remains / Is Re-Identified for Comprehensive Support

- Campus fails to meet exit criteria.
- Count increases to 2 (because identification continues after the pause).
- Campus enters Comprehensive Year 2 for 2026–2027.
- Must revise TIP, conduct a new Board hearing, and continue state intervention.

2026 Possible Outcomes

3

Campus Identified for Additional Targeted Support (ATS)

- Campus improves overall and exits CSI but still has student groups below the state's lowest 5% threshold.
- Year count resets to 0 (campus no longer identified for CSI).
- Still requires a focused improvement plan, but oversight is lighter than Comprehensive.



What is a Targeted Improvement Plan (TIP)?

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

Targeted Improvement Plan

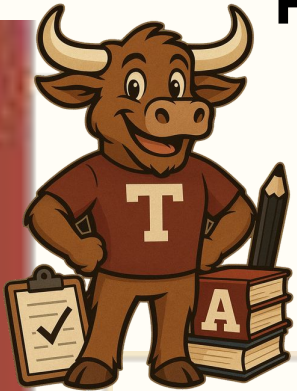
Strategy: Intensive Curriculum & Instruction Improvements

High Quality Instructional Materials Adopted:

SAVVAS- ELAR K-5

Reading Horizons- Phonics PK-3

StemScopes- Math K-5






Year 1: Build & Launch

Summer: Needs assessment, leadership team formed, High Quality Instructional Materials (HQIM) selected, Professional development (PD) calendar set, baseline assessments created.

Fall: PD on HQIM & best practices, weekly Professional Learning Communities (PLCs), daily HQIM use, weekly coaching, bi-weekly instructional rounds, six weeks Curriculum Based assessments.

Spring: Deeper practice (Check for understanding, discourse), modeled lessons, individualized PD, teacher learning walks, benchmark assessments, Tier 2/3 progress monitoring.






Year 2: Refine & Sustain

Summer: Review Year 1 results, revise curriculum, new teacher onboarding, advanced training for leaders/coaches.

Fall: Full implementation with refinements, structured lesson study, targeted interventions, peer coaching, student data trackers/self-assessment.

Spring: Differentiate supports, curriculum alignment review, sustainability plan for Year 3, advanced PD, summative assessments & growth analysis.



Ongoing Structures (Years 1 & 2)

- Weekly PLCs & coaching/observation cycles.
- Monthly leadership reviews & student work analyses.
- Curriculum Based assessments & data-driven reteach.
- Annual curriculum reviews, teacher effectiveness checks, stakeholder feedback.

Communication Cycle

- **Weekly communication focuses on classroom instruction**, including walkthrough trends, PLC outcomes, and identified strengths/needs. Information is shared through intervention trackers, coaching check-ins, and progress-monitoring reports.
- **Bi-weekly communication centers on intervention progress**, ensuring Tier 2 and Tier 3 supports are effective and adjusted based on data. Updates are shared through leadership emails, PLC notes, walkthrough summaries, and coaching feedback.
- **Monthly communication highlights leadership practices and instructional implementation**, reviewing coaching logs, observation trends, and student work analysis. This information is communicated through leadership presentations, Edugence dashboards, and PD reports.

Communication Cycle

- **Every six weeks, communication shifts to assessment and progress monitoring**, using benchmark results and milestone data to guide reteach plans and inform families through newsletters or email summaries.
- **Annual communication provides a high-level, transparent summary of district performance**, including curriculum implementation, student achievement and growth, subgroup results, and stakeholder feedback. This information is shared through the annual accountability report to the Board, website postings, end-of-year staff meetings, and family-friendly summaries.