

Rationale:

This document is intended to help a Local Education Agency understand the components of the Targeted Improvement Plan for school year 2024-2025.

Guidance for each component of the Targeted Improvement Plan

1. **ESF Diagnostic:**

Reviewing the most recent Effective Schools Framework (ESF) Diagnostic allows schools to ground their planning in data-informed insights. By highlighting strengths and areas for growth, this step ensures that the targeted improvement plan addresses identified priorities and leverages existing assets to support sustainable progress.

2. **School Improvement Statement of Strategy:**

Selecting a school improvement strategy aligned with the ESF Diagnostic findings and the Local Education Agency (LEA) vision ensures alignment between local priorities and targeted actions. The SI statement of strategy allows the LEA to set the direction for improvement based on research-based strategies that have been proven to increase student achievement or improve leadership practices.

Guidance Questions:

- How does the selected improvement strategy address the key findings from the ESF Diagnostic and align with the LEA's vision and priorities?
- What evidence supports the effectiveness of the chosen strategy in improving student outcomes or leadership practices?
- What resources, including potential funding sources like LASO III, are available to support the strategy, and what is the plan to move forward with the strategy if those funds are not awarded?

3. **Resource Allocation:**

Allocating resources thoughtfully is critical for the successful implementation of chosen strategies. By identifying people, materials, time, and other essential supports, schools can anticipate and address potential barriers.

Guidance Questions:

- What key resources (people, materials, time, etc.) are required to effectively implement the chosen strategy?
- What are potential barriers that need to be addressed for resource allocation and implementation?
- How can resources be allocated equitably to ensure all stakeholders have the necessary support to achieve the desired outcomes?
- What measures will be taken to monitor and adjust resource allocation throughout the implementation process?

4. **Curriculum:**

Curriculum decisions for the 2025-2026 school year must reflect both the ESF Diagnostic results and additional qualitative insights, ensuring alignment with state standards and High-Quality Instructional Materials (HQIM). You also have the autonomy to select a curriculum that promotes innovative and context-specific decision-making for your particular LEA.

Guidance Questions:

- How will the curriculum support long-term instructional goals while addressing immediate areas for improvement identified in the ESF Diagnostic?

5. **Soliciting Public Feedback:**

This section emphasizes the importance of inclusive partnerships with principals, teachers, parents, and other school leaders. Requiring evidence of collaboration ensures transparency and builds collective commitment to shared goals, fostering trust and buy-in from the school community.

Guidance Questions:

- How will stakeholders, including principals, teachers, parents, and other school leaders, be engaged in the development and implementation of the Targeted Improvement Plan?
- How will the improvement plan reflect the diverse perspectives and needs of the school community to foster trust and collective commitment?
- What strategies will be used to maintain ongoing communication and involvement with stakeholders throughout the implementation process?

6. **Board Meeting:**

Board approval and oversight are essential for ensuring that the targeted improvement plan aligns with district priorities and legal requirements. The board's role in monitoring the plan underscores accountability and provides an additional layer of support to ensure successful implementation and measurable outcomes.

Guidance Questions:

- How does the board ensure that the targeted improvement plan aligns with the district's overall priorities, goals, and vision for student success?
- What processes or metrics does the board use to monitor the implementation and progress of the targeted improvement plan?

Note: Ensure that when seeking board approval of the School Improvement Strategy that the strategy is not contingent on a LASO III award but is amplified by it instead. There should be a plan to enact the strategy with or without a LASO III award.

Technical Guidance

How to access the TIP fields in ISAM

Overview: Submission requirements vary depending on the campus/district rating, stage, or performance level assigned to the program. To submit these documents to the agency, follow the steps below.

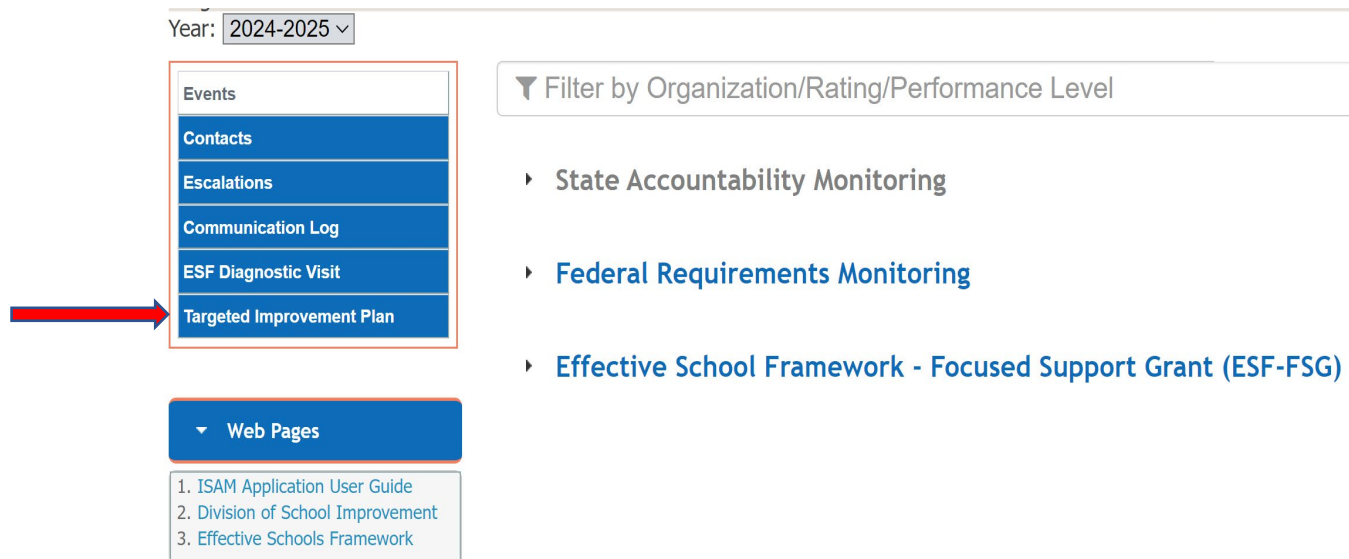
Navigate to the campus/district event summary page by:

- Type the name of the campus or the county-district campus number (CDCN) into the search box at the top of the application home page.



Double-click the campus/district name once visible. This will direct you to the Event Summary page.

- Click the arrow next to the program name to expand the program and reveal the campus review links.



- Once you click on “Targeted Improvement Plan” you will be taken to the screen to input your TIP information.

Fields and description of requirements:

1. Link to the ESF Diagnostic (prepopulated)

- There will be a link provided that will take you to your most recent ESF Diagnostic summary Report. You can review the strengths and areas of growth outlined in your Report before completing the rest of the targeted improvement plan.

2. Statement of SI Strategy

- Statement of strategy dropdown options:
 - Implementation of Open Education Resources through Strong Foundation Implementation (SFI)
 - Implementation of Open Education Resources or another State Board of Education approved High Quality Instructional Material
 - Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers
 - Engage in a School Action through the School Action Fund (SAF)
 - Engage in a Texas Partnership (1882)
 - Other:
 - Give a 1-2 sentence description of your strategy for school improvement.
 - Name at least one evidence-based intervention that is incorporated into this strategy.
 - Resource links to utilize if “other” is chosen:
 - [WWC | Find What Works! \(ed.gov\)](#)
 - [Using the WWC to Find ESSA Tiers of Evidence \(ed.gov\)](#)
 - [ESSA Tiers of Evidence: What You Need To Know](#)
- **Statement of SI Strategy example if “Other” is selected:**
 - Give a 1-2 sentence description of your strategy for school improvement:
 - “Our strategy for school improvement is to implement observation/feedback cycles for literacy instruction on our elementary campus to increase teacher effectiveness. We will focus on high-quality small group instruction in guided reading groups and incorporate literacy practices into other content areas in order to support our lowest performing ELL population with language development.”
 - Name at least one evidence-based intervention that is incorporated into this strategy:
 - “One evidence-based intervention that is incorporated into this strategy is providing small group instruction to students struggling in early literacy.”
 - **(below)** Example evidence-based intervention findings using [WWC | Find What Works! \(ed.gov\)](#)

IES WWC What Works Clearinghouse

Find What Works
Search the WWC and access our [Resources Page](#) to find the information you need to make evidence-based decisions in your classrooms and schools.

Search the WWC

Enter keyword(s) Topic (No option selected) Grade band Search

- Practice Guides:** evidence-based recommendations for educators to improve student outcomes.
- Intervention Reports:** summaries of findings of the highest-quality research on a given intervention or practice in education.
- Reviews of Individual Studies:** summaries of individual studies that have been reviewed by the WWC.
- Data From Study Reviews:** downloadable data from WWC study reviews.

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Enter keyword(s) Search

10 Results filtered by:

Product Type	Grade Level	Highest Evidence Tier	Name (Release Date)
Practice Guide	PK	TIER 1 STRONG	Preparing Young Children for School (August 2022) This new practice guide, developed by the What Works Clearinghouse™ (WWC) in conjunction with an expert panel, distills contemporary early childhood and preschool education research into seven easily comprehensible and practical recommendations that preschool educators can use to prepare young children for school. The seven recommendations...
Practice Guide	4-9	TIER 1 STRONG	Providing Reading Interventions for Students in Grades 4-9 (March 2022) This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.
Practice Guide	5-12	TIER 1 STRONG	Teaching Secondary Students to Write Effectively (November 2016) This practice guide presents three evidence-based recommendations for helping students in grades 6-12 develop effective writing skills. Each recommendation includes specific, actionable guidance for educators on implementing practices in their classrooms. The guide also summarizes and rates the evidence supporting each recommendation, describes...
Practice Guide	K-3	TIER 1 STRONG	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (July 2016) This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators...
		TIER	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (April 2014) This practice guide provides four recommendations that address what...

Filters:

- Publication Date:**
 - Since 2019 (last 5 years) 2
 - Since 2014 (last 10 years) 10
 - Since 2004 (last 20 years) 10
- Topic:**
 - Literacy 10
 - STEM 1
- Populations:**
 - Children and Youth with Disabilities 2
 - English Learners 2
- Product Type:**
 - Practice Guide 10
- Grade Level:**
 - Preschool 1

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skills needed to be successful in school, including examples of how the recommendations align with Common Core and other contemporary state standards. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle school.

- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. **TIER 1 STRONG**
- Integrate oral and written English language instruction into content-area teaching. **TIER 1 STRONG**
- Provide regular, structured opportunities for students to develop written language skills. **TIER 4 HAS MODERATE EVIDENCE**
- Provide small-group instructional intervention to students struggling in areas of literacy and English language development. **TIER 2 MODERATE**

The practice guide is also available in e-book format. Materials from the webinar with the practice guide panelists are also available. Click below to access any of the available resources.

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3. Resources needed to implement their SI strategy

- Resources can include, but are not limited to:
 - access to high-quality teachers
 - support of a rigorous curriculum implementation
 - effective allocation of instructional time
 - early academic intervention structures
 - whole child approach
 - family engagement in academics
- **Example:** To implement our school improvement strategy, we will reallocate funds to hire an instructional coach who will support high-quality teachers with professional development and curriculum alignment, ensuring consistent and rigorous instruction across all grade levels.
- **Example:** To address the gaps identified in the ESF Diagnostic, we will reallocate time within the school schedule to create dedicated intervention blocks for early academic support and invest in evidence-based literacy programs to assist struggling readers.

4. Curriculum choices for SY 25-26

- You will select applicable curriculum for K-5 Math, K-5 RLA, 6-8 RLA, 6-8 Math, 9-12 Math and 9-12 RLA.
- You will have an option to select Covid Emergency Release products, Open Education Resource products, Teacher created products, District created products, or Other.

5. How have stakeholders been engaged to solicit feedback on the school improvement strategy and curriculum chosen (Include any dates of public meetings)?

- The goal is to provide stakeholders with the state of the school, requirements of the plan, the intended student or leadership outcomes that the campus or LEA want to achieve so that they are able to provide feedback on the creation of the plan.
 - Examples of stakeholder engagement can include Zoom meetings, campus meetings, PTA, PTSO, survey's, site-based decision-making committee, etc.

6. Date of Board approval on the school improvement strategy and curriculum selected.

- This field is to provide the date that the Board approved the Targeted Improvement Plan, including the SI strategy, curriculum choice, and monitoring plan for the TIP.

Contact Information

If you have any questions, please contact the School Improvement Division at SIDivision@tea.texas.gov or your ESC SI Lead.