

Tolar Independent School District
Tolar Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: October 21, 2024
Public Presentation Date: October 21, 2024

Mission Statement

District Mission:

The mission of the Tolar Independent School District, in partnership with the community, is to provide knowledge and skills for our students so they will be positive thinkers, hard workers, and problem-solvers who contribute constructively to society.

Campus Mission:

Ignite Passion

Grow Together

Serve Others

Vision

Building tomorrow's leaders through education with pride in country, school, and self.

At Tolar Elementary we provide a safe and positive environment based on respect, collaboration, innovation and fun!

Campus Operational Visions

Culture

We are building a family-like community through intentional relationships by encouraging trust, respect, and acceptance for all who walk through our doors.

Instruction

All students will receive a meaningful student-centered education with high expectations and engaging instruction.

Assessment

Purposeful assessments will drive targeted instruction to form goals and ensure growth in every student.

Beliefs

District Beliefs

We believe all students can learn when provided an environment of innovation and excellence.

We believe that all stakeholders form a vital partnership in the educational process.

We believe that students should be taught the value of service, honor, and patriotism.

We believe an environment that builds students of integrity and character is essential.

We believe a safe and nurturing environment is critical to student success.

Campus Beliefs

We believe in service to others.

We believe in relationships first, relationships always.

We believe that emotional and physical needs come before academic needs.

We believe our deep commitment to one another ensures a positive, supportive environment that better serves students.

We believe that kids come first, and we always do what's best for them.

We believe that ALL truly means ALL. Everyone matters. Everything we do matters.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	His/Latino	Black/ African American	Asian	American Indian / Alaskan Native	Hawaiian/Pacific Isl	Eco Disadvan	Military Connected	Foster Care	Spec Ed	G/T	Bi/ESL
407	34	6	4	7	4	182	30	1	48	26	4
98%	8%	1%	1%	2%	1%	44%	7%		11%	6%	1%

Student Learning

Student Learning Summary

MATH Growth Data PK- 5

83%

Reading Growth Data PK- 5

81%

(3rd grade Reading 53%)

ELAR STAAR Data - STAAR 2.0 New Format

One year comparable data from old format

ELAR	2021-2022 (Old format)	2022- 2023	2023- 2024
	<p>85% Passing 56% Meets 30% Masters</p> <p>Eco Dis 79% Passing 59% Meets 34% Masters</p>	<p>75% Passing 29% Meets 4% Masters</p> <p>Eco Dis 65% Passing 26% Meets 3% Masters</p>	<p>68% Passing 39% Meets 6% Masters</p> <p>Eco Dis 50% Passing 31% Meets 8% Masters</p>
	<p>79% Passing 64% Meets 28% Masters</p> <p>Eco Dis 76% Passing 60% Meets 20% Masters</p>	<p>78% Passing 41% Meets 14% Masters Growth N/A in 22-23</p> <p>Eco Dis 76% Passing 34% Meets 14% Masters</p>	<p>78% Passing (+3) 41% Meets (+12) 6% Masters (+2) 63% Met Growth</p> <p>Eco Dis 72% Passing (+7) 31% Meets (+5) 3% Masters Same</p>
	<p>82% Passing 56% Meets 32% Masters</p> <p>Eco Dis 83% Passing 42% Meets 25% Masters</p>	<p>86% Passing 57% Meets 14% Masters Growth N/A in 22-23</p> <p>Eco Dis 85% Passing 60% Meets 20% Masters</p>	<p>84% Passing (+6) 54% Meets (+13) 14% Masters Same 60% Met Growth</p> <p>Eco Dis 83% Passing (+7) 61% Meets (+27) 17% Masters (+3)</p>

Math STAAR Data - STAAR 2.0 New Format

One year comparable data from old format

Math	2021-2022 (Old format)	2022- 2023	2023- 2024
	79% Passing 54% Meets 26% Masters Eco Dis 83% Passing 48% Meets 24% Masters	64% Passing 21% Meets 7% Masters Eco Dis 50% Passing 12% Meets 0% Masters	73% Passing 39% Meets 15% Masters Eco Dis 54% Passing 23% Meets 8% Masters
	81% Passing 52% Meets 26% Masters Eco Dis 84% Passing 48% Meets 20% Masters	77% Passing 43% Meets 22% Masters Growth N/A in 22-23 Eco Dis 81% Passing 42% Meets 12% Masters	68% Passing (+4) 30% Meets (+9) 10% Masters (+3) 69% Met Growth Eco Dis 56% Passing (+6) 18% Meets (+6) 8% Masters (+8)
	74% Passing 32% Meets 5% Masters Eco Dis 54% Passing 21% Meets 4% Masters	86% Passing 43% Meets 14% Masters Growth N/A in 22-23 Eco Dis 80% Passing 25% Meets 15% Masters	86% Passing (+9) 52% Meets (+9) 10% Masters (-12) 60% Met Growth Eco Dis 83% Passing (+2) 52% Meets (+10) 13% Masters (+1)

	EOY % On-Level Readiness
21-22	70%
22-23	83%
23-24	81% New measures were added in each area this year.

K-2 Reading Data

	K-2	Kinder	First	Second
20-21	EOY % On-Level Text Reading Comprehension	86% Instructional C or above	49% Instructional I or above	73% L or above
21-22	EOY % On-Level Text Reading Comprehension	79% Instructional C or above	82% Instructional I or above	86% L or above
22-23	EOY % On-Level Text Reading Comprehension	90% Instructional C or above	75% Instructional I or above	87% L or above
23-24	EOY % On-Level Text Reading Comprehension	91% Instructional C or above	81% Instructional I or above	91% L or above

Student Learning Strengths

- Kindergarten Reading On Level EOY 91%
- 2nd Grade Reading Growth 100%
- 2nd Grade Reading On Level EOY 91% Up from 75% in 1st grade
- 5th Grade Eco Dis and Non Eco Dis Math Meets both at 52% (NO GAP)
- Positive Growth in all STAAR areas except 5th Math Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 81% PK met EOY goals. 79% of student met growth goals. Classrooms varied greatly in data. **Root Cause:** Inconsistent progress monitoring and data meetings.

Problem Statement 2 (Prioritized): 81% of 1st graders met EOY Goals. **Root Cause:** Inconsistent instructional practice across classroom settings.

Problem Statement 3 (Prioritized): 53% of 3rd graders and 75% of 4th graders met EOY growth goals in ELAR. **Root Cause:** Not enough points of data for progress monitoring.

Problem Statement 4 (Prioritized): 16 point difference in eco dis and non eco dis in 3rd Grade Math. 12 points difference in eco dis and non eco dis in 4th grade Math. **Root Cause:** Intervention strategies need to be more targeted for low socio economical learners.

Priority Problem Statements

Problem Statement 1: 81% PK met EOY goals. 79% of student met growth goals. Classrooms varied greatly in data.

Root Cause 1: Inconsistent progress monitoring and data meetings.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 81% of 1st graders met EOY Goals.

Root Cause 2: Inconsistent instructional practice across classroom settings.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 53% of 3rd graders and 75% of 4th graders met EOY growth goals in ELAR.

Root Cause 3: Not enough points of data for progress monitoring.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 16 point difference in eco dis and non eco dis in 3rd Grade Math. 12 points difference in eco dis and non eco dis in 4th grade Math.

Root Cause 4: Intervention strategies need to be more targeted for low socio economical learners.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Follow up data to BOY goals not provided for every parent personally.

Root Cause 5: No formal event in Spring to share data, except with specific parents.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Inconsistent classroom counseling lessons

Root Cause 6: Scheduling conflicts and counselor unavailable

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement - The district will create and maintain a culture of high expectations in student performance through best practices and aligned curriculum and resources.





Performance Objective 1: 70% of all students will make at least one year growth annually in math and reading in grades 4-5 as measured by end of year STAAR assessments.

(Strategic Success Measure: 100% by 2026)

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews		
<p>Strategy 1: Students will create individual goals and track progress in reading and math.</p> <p>Strategy's Expected Result/Impact: Track data to intervene and/or enrich throughout the year to ensure one year's growth for each child.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Interventionist Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		Summative
	Jan	May	July

Strategy 2 Details	Reviews		
<p>Strategy 2: Conduct data meetings at each benchmark (MAP, Interim, and TTAP) as well as summative assessments such as unit assessments to ensure multiple data checks for students to assess progress and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase data point checks to ensure one year's growth for each student.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Interventionist Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		Summative
	Jan	May	July
Strategy 3 Details	Reviews		
<p>Strategy 3: Track attendance to celebrate and communicate importance through attendance announcements, formal letters, and conferences.</p> <p>Strategy's Expected Result/Impact: Increase attendance thereby increasing student achievement.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative		Summative
	Jan	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 53% of 3rd graders and 75% of 4th graders met EOY growth goals in ELAR. Root Cause: Not enough points of data for progress monitoring.

Goal 1: Student Achievement - The district will create and maintain a culture of high expectations in student performance through best practices and aligned curriculum and resources.

Performance Objective 2: Economically Disadvantaged students will perform within 5 percentage points of All Students in the "Meets" category of subject area STAAR assessments.


(Strategic Success Measure: 100% by 2026)


HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide targeted professional learning in the area of brain based learning and engagement with poverty in mind. Strategy's Expected Result/Impact: Increased engagement and learning outcomes for eco dis students. Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4</p>	Formative		Summative
	Jan	May	July
Strategy 2 Details	Reviews		
<p>Strategy 2: Track attendance to celebrate and communicate importance through attendance announcements, formal letters, and conferences. Strategy's Expected Result/Impact: Increase attendance thereby increasing student achievement. Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 2, 3</p>	Formative		Summative
	Jan	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 81% of 1st graders met EOY Goals. **Root Cause:** Inconsistent instructional practice across classroom settings.





Problem Statement 3: 53% of 3rd graders and 75% of 4th graders met EOY growth goals in ELAR. **Root Cause:** Not enough points of data for progress monitoring.

Problem Statement 4: 16 point difference in eco dis and non eco dis in 3rd Grade Math. 12 points difference in eco dis and non eco dis in 4th grade Math. **Root Cause:** Intervention strategies need to be more targeted for low socio economical learners.

Goal 1: Student Achievement - The district will create and maintain a culture of high expectations in student performance through best practices and aligned curriculum and resources.

Performance Objective 3: 88% of Prekindergarten students will meet end-of-year targets as measured by readiness assessments.
(Strategic Success Measure: 100% by 2026)

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews		
<p>Strategy 1: Conduct data meetings at each benchmark (CLI- Circle) as well as summative assessments such as six weeks assessments to ensure multiple data checks for students to assess progress and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase data point checks to ensure one year's growth for each student.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Interventionist Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Jan	May	July
Strategy 2 Details	Reviews		
<p>Strategy 2: Track attendance to celebrate and communicate importance through attendance announcements, formal letters, and conferences.</p> <p>Strategy's Expected Result/Impact: Increase attendance thereby increasing student achievement.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 81% PK met EOY goals. 79% of student met growth goals. Classrooms varied greatly in data. **Root Cause:** Inconsistent progress monitoring and data meetings.





Goal 1: Student Achievement - The district will create and maintain a culture of high expectations in student performance through best practices and aligned curriculum and resources.

Performance Objective 4: 88% of Kindergarten-3rd grade students will meet end-of-year targets as measured by readiness assessments.
(Strategic Success Measure: 100% by 2026)

HB3 Goal

Evaluation Data Sources: Mclass Dibels and TRC

Strategy 1 Details	Reviews		
<p>Strategy 1: 85% of Kindergarten students will meet PSF goals by MOY. Strategy's Expected Result/Impact: Meeting PSF goals by MOY will ensure foundation for NWF for Spring. Staff Responsible for Monitoring: Classroom Teachers Interventionist Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	May	July
Strategy 2 Details	Reviews		
<p>Strategy 2: 85% of 1st graders will meet NWF goals by MOY Strategy's Expected Result/Impact: Meeting NWF goals by MOY will ensure foundation for fluency goals at EOY. Staff Responsible for Monitoring: Classroom Teachers Interventionist Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative		Summative
	Jan	May	July

Strategy 3 Details	Reviews		
<p>Strategy 3: Conduct 3rd grade data meetings at each benchmark (MAP, Interim, and TTAP) as well as summative assessments such as Unit assessments to ensure multiple data checks for students to assess progress and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increase data point checks to ensure one year's growth for each student.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Interventionist Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		Summative
	Jan	May	July
Strategy 4 Details	Reviews		
<p>Strategy 4: Track attendance to celebrate and communicate importance through attendance announcements, formal letters, and conferences.</p> <p>Strategy's Expected Result/Impact: Increase attendance thereby increasing student achievement.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: 81% of 1st graders met EOY Goals. Root Cause: Inconsistent instructional practice across classroom settings.</p>
<p>Problem Statement 3: 53% of 3rd graders and 75% of 4th graders met EOY growth goals in ELAR. Root Cause: Not enough points of data for progress monitoring.</p>

Goal 1: Student Achievement - The district will create and maintain a culture of high expectations in student performance through best practices and aligned curriculum and resources.

Performance Objective 5: 90% of students district-wide will be involved in at least one extra-curricular activity or club.
 (Strategic Success Measure: 100% by 2026)





Evaluation Data Sources: List of clubs and activities by campus and then by student name

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide every student, PreK-5, the opportunity to participate in 2 different clubs during the year. Strategy's Expected Result/Impact: Provide more opportunities and exposure to students by attending two clubs. Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Quality Teaching, Administrative, and Support Staff - The district will recruit, retain, and support highly effective educators by maintaining a nurturing, positive, and professional environment based on continuous improvement.

Performance Objective 1: Meet or exceed 90% retention rate in each position category (teacher, non-teaching professional, paraprofessional and auxiliary). (Strategic Success Measure: 90% by 2026)





Evaluation Data Sources: Exit and Stay Interview Results
Retention Data
New Hire Data
Shared Staff Schedules

Strategy 1 Details	Reviews		
<p>Strategy 1: Strategic support plan for all staff at TES including professional learning, protected time on workdays, and positive social/emotional support.</p> <p>Strategy's Expected Result/Impact: Staff feeling supported and engaged in creating a positive school culture.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Quality Teaching, Administrative, and Support Staff - The district will recruit, retain, and support highly effective educators by maintaining a nurturing, positive, and professional environment based on continuous improvement.

Performance Objective 2: 100% of professionals will implement an aligned standards-based curriculum in all academic subjects.
 (Strategic Success Measure: 100% by 2026)

Evaluation Data Sources: Professional Development Reports
 Local Assessment Results
 STAAR Results





Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize workdays at the end of each six weeks for curriculum planning as grade level and/or vertical content teams.</p> <p>Strategy's Expected Result/Impact: Plan for aligned and effective instruction and assessments</p> <p>Staff Responsible for Monitoring: Teachers Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Quality Teaching, Administrative, and Support Staff - The district will recruit, retain, and support highly effective educators by maintaining a nurturing, positive, and professional environment based on continuous improvement.

Performance Objective 3: 100% of professional staff will be provided embedded and direct professional development opportunities aligned to the campus needs based on data.

(Strategic Success Measure: 100% by 2026)

Evaluation Data Sources: District and campus professional development plans/agendas
 Campus, department and/or district professional development evaluation tools
 Employee survey data





Strategy 1 Details	Reviews		
<p>Strategy 1: Carry out a campus PD plan that includes personal, team, and whole staff professional learning. The plan will include but not be limited to embedded professional learning on planning days, instructional coaching sessions, and monthly Snack Chats.</p> <p>Strategy's Expected Result/Impact: Increased capacity in staff to deliver effective instructional strategies and increase student outcomes.</p> <p>Staff Responsible for Monitoring: Staff Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Enduring Relationships with Stakeholders - The district will develop continuity and communication throughout the district with aligned systems, processes, and partnerships.

Performance Objective 1: 90% or more of survey respondents will assign the campus a positive rating on the annual campus survey (parents, staff and students).

(Strategic Success Measure: 90% by 2026)

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews		
<p>Strategy 1: Maintain focused communication with all stakeholders through Parent Square, monthly newsletters, and Facebook.</p> <p>Strategy's Expected Result/Impact: Ensure positive communication to keep stakeholders informed and engaged.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Enduring Relationships with Stakeholders - The district will develop continuity and communication throughout the district with aligned systems, processes, and partnerships.

Performance Objective 2: TES will increase parental involvement by providing at least one activity per grade level in addition to campus activities for parents and stakeholders to participate in.

District Indicators:

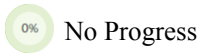
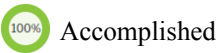
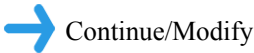

3.1 Stakeholder Satisfaction, 3.2 Stakeholder Participation

Evaluation Data Sources: Sign-in sheets

Survey results

Yearly plan of events

Strategy 1 Details	Reviews		
<p>Strategy 1: Create and carry out a strategic plan of events for stakeholder participation.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for families to be on campus with students.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Jan	May	July

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Follow up data to BOY goals not provided for every parent personally. Root Cause: No formal event in Spring to share data, except with specific parents.</p>

Goal 4: Facilities and Resources - The district will plan for the effective use of resources including upgrading facilities with the future in mind.





Goal 5: Safe, Healthy, and Nurturing Schools - The district will provide and maintain safe, healthy, and nurturing environments that promote character and service to others.

Performance Objective 1: 100% of campuses will have access to mental health/counseling resources to support student well-being.
(Strategic Success Measure: 100% by 2026)

High Priority

HB3 Goal





Evaluation Data Sources: Survey results
District expectations
Campus plans for student support

Strategy 1 Details	Reviews		
<p>Strategy 1: The counselor is available for small group and individual support to all students as needed. Strategy's Expected Result/Impact: Mental health and counseling needs of students met immediately. Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Safe, Healthy, and Nurturing Schools - The district will provide and maintain safe, healthy, and nurturing environments that promote character and service to others.

Performance Objective 2: 100% of students will receive instruction in character education annually.
 (Strategic Success Measure: 100% by 2026)

Evaluation Data Sources: District expectations
 Campus plans

Strategy 1 Details	Reviews		
<p>Strategy 1: Teach Character Strong PurposeFULL People Curriculum through counseling class as part of the SPECIALS rotation for each grade level. Students will visit that class once a week.</p> <p>Strategy's Expected Result/Impact: Each student will receive instruction weekly in character education</p> <p>Staff Responsible for Monitoring: Counselor Administrator</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Jan	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Inconsistent classroom counseling lessons Root Cause: Scheduling conflicts and counselor unavailable</p>

Goal 5: Safe, Healthy, and Nurturing Schools - The district will provide and maintain safe, healthy, and nurturing environments that promote character and service to others.

Performance Objective 3: 100% of students will participate in a service project annually.
 (Strategic Success Measure: 100% by 2026)

Evaluation Data Sources: Evaluation Data Sources
 Student survey results
 Campus service project plan

Strategy 1 Details	Reviews		
<p>Strategy 1: Create and carry out Campus and /or grade-level service projects, including Funds for First Responders, Pantries of Plenty, Veteran's Day Flags at the cemetery, Notes for Nursing Homes, and a Winter Wear Drive.</p> <p>Strategy's Expected Result/Impact: Service to others</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	May	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums

Tolar Elementary

Professional Learning Plan

2024-2025

As a Professional Learning Community, we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning.

Learning opportunities are embedded in each area of our work as a Professional Learning Community. Campus-wide, vertical, grade level, leadership, and individual learning opportunities will be consistently implemented as part of our campus professional learning plan. Areas of learning will include but are not limited to instructional practice, using data to inform, utilizing resources, leadership, and relationship building.

Title	Description	Dates
Monthly Snack Chats	Monthly staff meetings focused on modeling and deep learning for Brain-Based and Engaging with Poverty in Mind Strategies using staff social/emotional topics to support all aspects of staff members' work.	1st Wednesday of Each Month 2 will be mobile October- Nicole's House April- Hailey's House
Monthly Leadership Sessions	Monthly sessions with leadership team focused on modeling and deep learning for leading learning teams	1st Wednesday of Each Month
Grade Level Extended Curriculum Planning/Learning Opportunities	Job embedded PD by administration for each grade level team during planning/workday	BOY Days (2 days) 9/23 11/4 1/13 2/24 4/11
Vertical Extended Curriculum Planning/Learning Opportunities	Job embedded PD by administration for vertical teams during planning/workday	BOY Day (1 day) 1/13 2/24 4/11
Instructional Coaching	Support use of instructional strategies on campus through modeling, observing, and planning. Use video coaching for job embedded PD	On-Going
Data Meetings	Data helps inform instructional practice and provides insight into student learning. We will meet consistently to use data to inform instruction and intervene on behalf of all students	K-2 Data Meetings Monthly 3-5 Data Meetings As determined in grade level unit maps and benchmark schedule

TES Club List 24-25

PK-1 Clubs

- **Art- Lauren and Shelby (25)**
- **Jewelry Making- Taylor and Wortham (25)**
- **Music Makers- Anderson and Smith (25)**
- **Serve Others with Kindness- Laura and Mollie (25)**
- **Board Games- Speegle and Massey (22)**
- **STEM Club- Croker and Rothe (30)**

2-5 Clubs

- **Fun and Fitness- Steele, Helton, and Reid (40)**
- **TEAM TES! Team building games- Foster and McAusland (25)**
- **Robotics- Scott and Stilwell (25)**
- **YOGA- Gilbreth and Lane (15)**
- **Cooking- Crawford and Kelly (20)**
- **Chess- Eakin (20)**
- **Uno- Harkins and Tolbert (20)**
- **Dominoes- Michels (20)**
- **Karaoke Club- Baker and Wilson (25)**
- **ART for HALLWAYS- Roberts and Hollie (25)**
- **All Around the World- with Food and Celebration- Miller and Johnson (15)**
- **Serve Others with Kindness- Davis and Mouser (20)**

ELAR STAAR Data – STAAR 2.0 New Format

One year comparable data from old format

ELAR	2021-2022 (Old format)	2022- 2023	2023- 2024
3rd	<p>85% Passing 56% Meets 30% Masters</p> <p>Eco Dis 79% Passing 59% Meets 34% Masters</p>	<p>75% Passing 29% Meets 4% Masters</p> <p>Eco Dis 65% Passing 26% Meets 3% Masters</p>	<p>68% Passing 39% Meets 6% Masters</p> <p>Eco Dis 50% Passing 31% Meets 8% Masters</p>
4th	<p>79% Passing 64% Meets 28% Masters</p> <p>Eco Dis 76% Passing 60% Meets 20% Masters</p>	<p>78% Passing 41% Meets 14% Masters Growth N/A in 22-23</p> <p>Eco Dis 76% Passing 34% Meets 14% Masters</p>	<p>78% Passing (+3) 41% Meets (+12) 6% Masters (+2) 63% Met Growth</p> <p>Eco Dis 72% Passing (+7) 31% Meets (+5) 3% Masters Same</p>
5th	<p>82% Passing 56% Meets 32% Masters</p> <p>Eco Dis 83% Passing 42% Meets 25% Masters</p>	<p>86% Passing 57% Meets 14% Masters Growth N/A in 22-23</p> <p>Eco Dis 85% Passing 60% Meets 20% Masters</p>	<p>84% Passing (+6) 54% Meets (+13) 14% Masters Same 60% Met Growth</p> <p>Eco Dis 83% Passing (+7) 61% Meets (+27) 17% Masters (+3)</p>

Math STAAR Data – STAAR 2.0 New Format

One year comparable data from old format

Math	2021-2022 (Old format)	2022- 2023	2023- 2024
3rd	79% Passing 54% Meets 26% Masters Eco Dis 83% Passing 48% Meets 24% Masters	64% Passing 21% Meets 7% Masters Eco Dis 50% Passing 12% Meets 0% Masters	73% Passing 39% Meets 15% Masters Eco Dis 54% Passing 23% Meets 8% Masters
4th	81% Passing 52% Meets 26% Masters Eco Dis 84% Passing 48% Meets 20% Masters	77% Passing 43% Meets 22% Masters Growth N/A in 22-23 Eco Dis 81% Passing 42% Meets 12% Masters	68% Passing (+4) 30% Meets (+9) 10% Masters (+3) 69% Met Growth Eco Dis 56% Passing (+6) 18% Meets (+6) 8% Masters (+8)
5th	74% Passing 32% Meets 5% Masters Eco Dis 54% Passing 21% Meets 4% Masters	86% Passing 43% Meets 14% Masters Growth N/A in 22-23 Eco Dis 80% Passing 25% Meets 15% Masters	86% Passing (+9) 52% Meets (+9) 10% Masters (-12) 60% Met Growth Eco Dis 83% Passing (+2) 52% Meets (+10) 13% Masters (+1)

Science STAAR Data – STAAR 2.0 New Format

One year comparable data from old format

Science	2021-2022 (Old format)	2022- 2023	2023- 2024
5th	<p>80% Approaches 45% Meets 20% Masters</p> <p>Eco Dis 67% Approaches 29% Meets 17% Masters</p>	<p>76% Approaches 41% Meets 15% Masters</p> <p>Eco Dis 60% Approaches 30% Meets 5% Masters</p>	<p>68% Approaches 19% Meets 5% Masters</p> <p>Eco Dis 65% Approaches 26% Meets 4% Masters</p>
TTAP Through the Year Assessment Pilot STAAR		<p><u>BOY</u> 40% Approaches 5% Meets 0% Masters</p> <p><u>MOY</u> 68% Approaches 20% Meets 2% Masters</p> <p><u>EOY</u> 71% Approaches 14% Meets 5% Masters</p>	<p><u>BOY</u> 34% Approaches 11% Meets 0% Masters</p> <p><u>MOY</u> 50% Approaches 13% Meets 2% Masters</p> <p><u>EOY</u> 68% Approaches 10% Meets 3% Masters</p>

MATH Growth Data

MAP- Conditional Growth Percentile (GCP) and Met Growth

Mclass- Met Growth

STAAR- Met Growth

Math	22- 23 Growth	23- 24 MAP	22-23 Circle/Mclass	23-24 Circle/Mclass	23-24 STAAR Growth	23-24 Total Met Growth
PK			80%	81%		78%
K			88%	90%		90%
1st				85%		85%
2nd	CGP of 60+ 64% CGP of 50 + 72% Met Growth 77%	CGP of 60+ 88% CGP of 50 + 89% Met Growth 88%		88%		88%
3rd	CGP of 60+ 59% CGP of 50 + 84% Met Growth 86%	CGP of 60+ 60% CGP of 50 + 73% Met Growth 79%				79% MAP Only
4th	CGP of 60+ 50% CGP of 50 + 66% Met Growth 52%	CGP of 60+ 42% CGP of 50 + 55% Met Growth 56%			69%	78% 17 Did Not Meet Growth On STAAR or MAP
5th	CGP of 60+ 48% CGP of 50 + 53% Met Growth 53%	CGP of 60+ 39% CGP of 50 + 49% Met Growth 49%			60%	81% 12 Did Not Meet Growth On STAAR or MAP
						83%

ELAR Growth Data

MAP- Conditional PRE- K Data
 PRE- K Reading Data
 Growth Percentile (GCP) and Met Growth

Mclass- Met Growth

STAAR- Met Growth

ELAR	22- 23 Growth	23-24 MAP	22-23 Circle/Mclass	23-24 Circle/Mclass	23-24 STAAR	Total % Met Growth
PK			85%	81%		79%
K			90%	91%		91%
1st				91%		91%
2nd	CGP of 60+ 69% CGP of 50 + 75% Met Growth 75%	CGP of 60+ 71% CGP of 50 + 87% Met Growth 80%		100%		100%
3rd	CGP of 60+ 39% CGP of 50 + 46% Met Growth 46%	CGP of 60+ 39% CGP of 50 + 50% Met Growth 53%				53% MAP Only
4th	CGP of 60+ 52% CGP of 50 + 57% Met Growth 61%	CGP of 60+ 37% CGP of 50 + 43% Met Growth 44%			63%	75% 19 Did Not Meet Growth On STAAR or MAP
5th	CGP of 60+ 60% CGP of 50 + 78% Met Growth 78%	CGP of 60+ 32% CGP of 50 + 45% Met Growth 47%			60%	75% 16 Did Not Meet Growth On STAAR or MAP
						81%

Pre-K Data

	EOY % On-Level Readiness
21-22	70%
22-23	83%
23-24	81% New measures were added in each area this year.

K-2 Reading Data

	K-2	Kinder	First	Second
20-21	EOY % On-Level Text Reading Comprehension	86% Instructional C or above	49% Instructional I or above	73% L or above
21-22	EOY % On-Level Text Reading Comprehension	79% Instructional C or above	82% Instructional I or above	86% L or above
22-23	EOY % On-Level Text Reading Comprehension	90% Instructional C or above	75% Instructional I or above	87% L or above
23-24	EOY % On-Level Text Reading Comprehension	91% Instructional C or above	81% Instructional I or above	91% L or above

TES Calendar of Events for 2024–2025

Strategic Monthly Plan

Families Staff Campus without families

August

- Meet the Teacher- Back to School Block Party
 - Meet the teacher and gym going on the same time for all but 30 min
 - Sno Cones Face painting Food
 - Photo booth with cheerleaders, Fang, and football players
 - Advocacy Center Girl Scouts
 - Child Nutrition Transportation Station (different wrist colors for different bus)
 - Car Tags
- Dinner together- It's 4:00 somewhere
- Staff Fun Day- Bowling and Lunch
- Load the Lounge

September

- Water/Coin Drive
- Book Fair (lunch with a loved one)
- September 23 parent conference with goal setting (student-led)
- Rock your School on September 27
- Future Rattlers Night at Football
- PK Grandparents Lunch
- Tower Time, Celebration Rally, and Clubs
- Load the Lounge

October

- Octoberama
- Mobile Snack Chat- Nicole's House
- 6 Weeks Luncheon
- School Custodian Day
- World Teacher Day
- Death by Chocolate Gathering in Library 3:45
- Parent Conferences with Goal Setting and Title 1 Meeting/Documents
- Kinder ABC Bootcamp
- 5th to El Tesoro
- 5th grade music concert
- Concert in the Park...ing Lot
- PTO Spring Creek Night
- 5th Grade Student Led Conferences
- Storybook Character Day
- 2nd Grade Spooktacular Writing Walk
- Tower Time, Celebration Rally, and Clubs
- Load the Lounge

November

- 6 Weeks Luncheon
- Gratitude Signs for Staff
- Substitute Appreciation Day
- 4th Grade Music Program
- 4th Grade Veteran's Day Trip to Place Flags
- 1st Grade Knots and Names
- Thanksgiving Pies with Parents and Pals
- Tower Time, Celebration Rally, and Clubs
- Load the Lounge

December

- UIL
- Grades 2-5 Christmas Movies at Stonewater
- PK-1 at school common theme (Grinch)
- School-Wide Sing-Along
- PK Christmas Carols- during Celebration Rally
- Deck the Halls Tree Decorating
- Staff Outing/Party
- Dashing Through the Snow
- 6 Weeks Luncheon
- Load the Lounge
- Christmas Store
- Polar Express
- Tower Time, Celebration Rally, and Clubs

January

- Dipping into the New Year Gathering- Library 3:45
- 3rd Grade Living Biographies

February

- Valentine's Parties
- A Day in the Den- Bear Exhibit
- 4th Grade Tentative Event
- Mobile Snack Chat- Garcia's
- Fabulous Fridays in February
- 6 weeks Luncheon
- Load the Lounge
- School Counselor Week
- Galentine's and Coach Gathering- Sweet Treats to Share- Library 3:45
- Tower Time, Celebration Rally, and Clubs

March

- Under the STAR Family Night
 - 2 and 3 Music Program
 - Library, Music, PE, and Counseling Highlighted
 - Incorporate classrooms with goal-setting follow-ups
- March 14 **Field Day/ Family Picnic** Early Release
 - Back-Up day April 10 move tower time, CR, and Clubs on the 9th
- Kindergarten Camp
- Maintenance Worker Appreciation Day
- Book Fair

April

- Staff Egg Hunt
- 5th Honor Choir Concert
- 1st Grade Lunch and Lemonade
- Mobile Snack Chat- Hailey's
- 6 weeks Luncheon
- Load the Lounge
- Librarian Appreciation Day
- Para Appreciation Day
- Bus Driver Appreciation Day
- Administrative Assistant Day
- Spring Fling Gathering at Stumpy's after school
- Volunteer Appreciation
- Tower Time, Celebration Rally, and Clubs
- GLOW DAY!!!!

May

- 1st Grade Music Program
- TEF Taste of Tolar
- Staff Appreciation Week
- Nurses Day
- School Lunch Hero Day
- Popping into Summer Gathering- Bring your favorite popcorn topping! Library 3:45
- Talent Show
- 5th Grade Water Wars
- 5th grade EOY party (baseball or other)
- Camp Learned A Lot
- Flip Flop Day- draw during assembly
- Move Up Day
- Tower Time, Celebration Rally, and Clubs
- End of the Year Awards
- Staff Lunch
- People's Choice