Tolar Elementary Year 1 Targeted Improvement Plan (2025-2026)

---

1. Needs Assessment & Stakeholder Engagement

Needs Assessment Diagnostic

Tolar Elementary in partnership with ESC Region 11 conducted a full Effective Schools Framework (ESF) Diagnostic in Fall 2025 to determine root causes of underperformance and identify key levers for improvement.

Stakeholder Engagement Documentation

Stakeholder engagement met all TEA requirements and included:

- Campus Intervention Team (CIT) Meetings
    - Initial CIT Meeting: October 8, 2025
    - Follow-up CIT Meeting: November 5, 2025
    - CIT membership included district leaders, campus administrators, and teacher representatives.

- Public Meeting
    - Campus Meeting: November 3, 2025
    - School Board Public Meeting: November 17, 2025
    - Held to review performance data, proposed goals, and the Targeted Improvement Plan.
    - Parents and community members were invited through campus newsletter, website, and social media.

- Stakeholder Input Collected
    - Feedback was collected through a public meeting sign-in sheet, Google form, and email submissions.
    - Summary of Feedback:
      No written feedback was submitted; however, feedback was solicited via public meeting, campus newsletter, and online form open from Nov. 3–20.

- Board Approval
    - The TIP will be submitted for board review and approval by the March 2026 deadline, per requirements.

2. School Improvement Strategy

Primary Improvement Strategy

Strategy: Implementation of High-Quality Instructional Materials (HQIM) supported by a strengthened PLC framework, targeted intervention systems, and bi-weekly observation/feedback cycles.

ESF Identified Areas of Need

The ESF Diagnostic identified areas of need:

- A systemic new-teacher induction process
- Consistent formal coaching for all teachers (not inclusive of T-TESS evaluation)
- Instructional framework aligned to the RBIS in RLA and Math

Tolar Elementary is implementing HQIM in RLA and Math during the 2025-2026 school year. A part-time assistant principal is assigned to the campus to allow the principal more time to conduct walkthroughs and provide coaching. During the 2025-2026 school year, teachers of RLA and Math in grades 3-5 will attend professional development on RBIS from Region 11 service center. An additional intervention teacher was provided to assist math teachers in grades 3-5.

Connection to Prior Efforts

This strategy builds on previous work including:

- Revised RTI procedures
- Revised unit and benchmark assessments
- Early implementation of PLC routines

The HQIM adoption allows for true alignment across planning, instruction, intervention, and assessment.

Grant Funding

- Current Awards: Title I funds used for intervention personnel and instructional resources.
- Other support:
    - Local funds for PD and materials
    - Prioritize intervention funding for highest-need grade levels

Capacity-Building Provider

The district will utilize:

- Region 11 ESC for RBIS training
    - December 9th & 16th - Research-Based Instructional Strategies (RBIS) for Mathematics
    - January 15th & 22nd - Research-Based Instructional Strategies (RBIS) for Mathematics
    - December 1st, February 17th & April 22nd - Research-Based Instructional Strategies (RBIS) for Reading Language Arts (RLA)

3. Student Outcome Goals (SMART Goals)

- **ELAR (English Language Arts/Reading) SMART Goals**

  ELAR Achievement Goal

  By the end of the 2025–2026 school year, Tolar Elementary will increase the percentage of students achieving *Meets Grade Level* on ELAR STAAR from 43% to 55% through the implementation of HQIM, targeted interventions, data-driven instruction, and teacher and family support. (We scored 51%)

  ELAR Closing The Gaps Goal

  By the end of the 2025–2026 school year, Tolar Elementary will increase the Closing the Gaps component score from 12 to 30 (we scored 45) by implementing HQIM and targeted interventions, resulting in the following subgroup increases in % Meets Standard on ELAR STAAR:

  - Economically Disadvantaged 51% → 70% (we scored 56%)
  - Special Education 46% → 60% (we scored 53%)
  - Hispanic 47% → 72% (we scored 72%)

- **Mathematics SMART Goals**

  Math Achievement Goal

  By the end of the 2025–2026 school year, Tolar Elementary will increase the percentage of students achieving *Meets Grade Level* on Math STAAR from 48% to 58% through the implementation of HQIM, targeted interventions, data-driven instruction, and teacher and family support. (We scored 53%)

  Math Closing The Gaps Goal

  By the end of the 2025–2026 school year, Tolar Elementary will increase the Closing the Gaps component score from 12 to 30 (we scored 45) by implementing HQIM and targeted interventions, resulting in the following subgroup increases in % Meets Standard on Math STAAR:

  - Economically Disadvantaged 62% → 75% (we scored 58%)
  - Special Education from 64% → 68% (we scored 48%)
  - Hispanic from 50% → 77% (we scored 54%)

Overall Campus Data

Component	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		68	D	—
Student Achievement	STAAR Performance 42	71	C	70%
School Progress	Academic Growth 60	66	D	0%
Closing the Gaps	12	60	D	30%

Current vs. Target Performance – All Key Components

Student Achievement Data				
Subject Area	**Measure**	**Current % Meets**	**Target % Meets**	**2026 Actual % Meets**
ELAR	All	42%	55%	**51%**
	Economically Disadvantaged	39%	46%	**47%**
	Special Education	19%	38%	**8%**
	Hispanic	36%	49%	**47%**
Mathematics	All	46%	58%	**53%**
	Economically Disadvantaged	36%	50%	**47%**
	Special Education	15%	41%	**4%**
	Hispanic	29%	53%	**35%**

Student Growth Data				
Subject Area	**Student Group**	**Current % Met or Exceeded Growth**	**Target % Met or Exceeded Growth**	**2026 Actual % Met or Exceeded Growth**
ELAR	All	53%	74%	**61%**
	Economically Disadvantaged	51%	70%	**56%**
	Special Education	46%	60%	**53%**
	Hispanic	47%	72%	**72%**
Mathematics	All	68%	78%	**63%**
	Economically Disadvantaged	62%	75%	**58%**
	Special Education	64%	68%	**48%**
	Hispanic	50%	77%	**54%**

Updated 6/22/26

4. Curriculum & Instruction

HQIM Status

- K-5 ELAR: Savvas Learning Company, *Texas myView Literacy*, 2025 adoption, full implementation in 2025-2026 and continuing through 26-27
- K-5 Math: Accelerate Learning, *STEMscopes Texas Math*, 2025 adoption, full implementation in 2025-2026 and continuing through 26-27

Instructional Minutes & Calendar

- ELAR: 600 minutes per week
- Math: 600 minutes per week
- Total Instructional Days: 168

PLC Framework

PLCs occur weekly by grade level with a structured protocol:

- Week 1: Lesson internalization using HQIM
- Week 2: Data review (exit tickets, quizzes, interim data)
- Week 3: Reteach planning and intervention grouping
- Week 4: Student work analysis and alignment checks

PLC fidelity monitored by:

- Walkthrough tracker
- PLC agendas uploaded weekly
- Look-fors tied to TEKS alignment & HQIM routines

5. Capacity Building

Training Plan

Initial Training (August 2025)

- HQIM Internalization Days (ELAR & Math)
- TEKS-aligned lesson planning
- Data-driven instruction protocols
- Classroom management (CHAMPS or district model)
- Participants: All teachers, interventionists,
- Provider: Campus and District Administration

Ongoing Support

- Monthly HQIM internalization refreshers
- Weekly PLC coaching
- Bi-weekly observation/feedback cycles

Support for New, Struggling, or Uncertified Teachers

- Reduced class coverage responsibilities
- Priority in model classroom observations
- Targeted PD in small-group instruction and progress monitoring

Observation & Feedback

- Bi-weekly observations for teachers in the areas of math and reading.
- Tool used: District Instructional Look-For Tool aligned to ESF 2.1, 2.2, 5.1

- Key Look-Fors:
    - Fidelity to HQIM
    - Alignment to daily learning objectives
    - Use of checks for understanding
    - Differentiation & small group structures

6. Milestones

Milestone 1

- By November 2025, 100% of teachers will implement HQIM daily with fidelity as measured by walkthroughs (≥80% meeting look-for expectations), resulting in at least 47% Meets on Interim 1 STAAR assessments.
- Closing the Gaps: targeted intervention groups (Eco Dis, SPED, Hispanic) will show ≥5% growth from baseline of meets.

Milestone 2

- By February 2026, at least 90% of teachers will utilize reteach cycles aligned to PLC data routines, contributing to ≥53% Meets on Interim 2.
- Closing the Gaps: targeted intervention groups (Eco Dis, SPED, Hispanic) will show ≥10% growth from baseline of meets

Milestone 3

- By April 2026, teachers will implement small-group instruction at least 3x per week with fidelity (as evidenced by walkthrough logs), increasing student progress-monitoring rates by 15%.

Each milestone includes:

- Ability to measure fidelity
- Student outcome impact
- Quantitative checkpoints

7. Performance Management

Monitoring & Data Tracking

Campus leaders will monitor:

- PLC attendance & artifacts
- Walkthrough data
- Intervention logs
- Interim assessment results
- Progress monitoring

Tools utilized:

- Campus scorecard
- Data dashboard
- Walkthrough tracker
- PLC documentation folder

Leadership Review Cadence

- Weekly campus leadership team meeting
- Monthly district instructional review
- Semesterly superintendent/cabinet review, as required by TEA

Communication & Adjustments

Adjustments will be documented and shared through:

- Weekly staff newsletter
- PLC debrief notes
- Parent communication as needed

8. Summary of Projected Impact

- **Closing The Gap Component Score:** 12 → 30
    - Scale score 68
- **STAAR Achievement Performance Component Score** 42→ 52
    - Scale Score 78
- **Academic Growth Component Score** 60 → 66
    - Scale Score 74
- **STAAR Relative Performance Raw Score** 42 → 51
    - Scale Score 70
- **Projected Overall Score:** 68 → 75→ Rating improves **D** → **C**

- **Focus Areas:** HQIM, targeted interventions, data-driven instruction, professional development, and family engagement