Tolar Elementary Year 2 Targeted Improvement Plan (2026–2027)

Updated Needs Assessment

Following the 2026 accountability release, Tolar Elementary improved overall performance but continues to demonstrate targeted needs in:

- Mathematics achievement and growth
- Grade 4 ELAR performance
- Special Education student achievement and growth
- Closing the Gaps indicators for identified student groups

Year 1 implementation established strong systems through:

- Full implementation of HQIM in ELAR and Math
- Weekly PLCs
- Revised intervention structures
- RBIS training
- Walkthrough and feedback systems

Year 2 will focus on deepening implementation in identified areas of need rather than broad campuswide support.

Review of 2026 accountability results identified mathematics achievement and growth, Grade 4 ELAR performance, and Special Education achievement and growth as priority areas. The campus will use student-level assessment data, classroom observation evidence, student work, and intervention progress-monitoring results to identify instructional gaps and adjust support. The improvement strategy will focus on consistently implementing high-quality instructional materials, data-driven PLCs, targeted observation and feedback, and differentiated intervention.

- Campus Intervention Team (CIT) Meetings
    - Initial CIT Meeting: October 7, 2026
    - CIT membership included district leaders, campus administrators, and teacher representatives.
- Public Meeting
    - School Board Public Meeting: October 19, 2026
    - The meeting reviewed performance data, proposed goals, and the Targeted Improvement Plan.
    - Parents and community members were invited through the campus newsletter, website, and social media.
- Stakeholder Input Collected
    - October 13, 2026

    - Feedback was collected through a Google Form
- Board Approval
    - The TIP will be submitted for board review and approval at the October 19, 2026 meeting.

Primary Improvement Strategy: Intensive Curriculum and Instruction Improvements

Tolar Elementary will implement a coordinated system of intensive curriculum and instruction improvements to strengthen student achievement and growth in mathematics, Grade 4 ELAR, and Special Education, while addressing identified Closing the Gaps needs. The strategy will emphasize consistent implementation of high-quality instructional materials, weekly collaborative planning, lesson internalization and student work analysis, differentiated teacher observation and feedback, and data-driven student intervention.

Campus and district leadership will monitor instructional implementation and student outcomes through classroom observations, interim assessments, PLC data reviews, and intervention progress monitoring. The campus will use these data to identify instructional gaps, provide targeted coaching and professional learning, and adjust supports promptly when students or teachers are not making expected progress.

This strategy builds upon the Year 1 foundation and moves from broad implementation to precision support based on student performance data.

HQIM Implementation

Continue full implementation of:

- K–5 ELAR: SAVAAS myView Literacy
- K–5 Math: STEMscopes Math

PLCs will continue weekly and include:

- Lesson internalization and TEKS alignment
- Data analysis and subgroup review for reteach

Student work analysis with a focus on:

- Mathematics misconceptions
- Grade 4 ELAR readiness
- Special Education accommodations and progress

Every Six Weeks:

- Unit Mapping
- Common Assessment Alignment

As Directed by Pacing Calendar

- Unit and Benchmark data analysis and regrouping for intervention

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Observation and Feedback Data Tracking System

Tolar Elementary will use the Instructional Insights App through the Texas Exchange to document, monitor, and analyze classroom observations, targeted RBIS walkthroughs, and instructional feedback. The system will support consistent observation practices, timely feedback to teachers, identification of campuswide and classroom-specific instructional trends, and monitoring of implementation fidelity.

Targeted RBIS Walkthroughs

Rather than campuswide RBIS walkthroughs, Year 2 walkthroughs will focus on:

Mathematics (Grades 3–5)

Look-fors:

- Checks for understanding
- Mathematical discourse
- Small-group instruction
- Concrete-representational-abstract strategies
- Immediate corrective feedback

Grade 4 ELAR

Look-fors:

- Text-dependent questioning
- Vocabulary development
- Small-group reading instruction
- Writing integration
- Comprehension monitoring

Walkthroughs will occur:

- Weekly in mathematics classrooms
- Weekly in Grade 4 ELAR classrooms
- Data reviewed monthly by campus leadership

Intervention System Improvements

Intervention teacher schedules have been redesigned to provide:

Specialized Instruction

- Direct services required by student plans

Tier 2 Intervention

Additional support for students who:

- Are approaching grade level
- Demonstrate skill deficits
- Require short-term acceleration

Intervention groups will:

- Be data-driven
- Utilize progress monitoring every 2–3 weeks
- Be adjusted during PLC meetings

Campus leaders will monitor:

- Intervention rosters
- Student progress data
- Group effectiveness

Special Education Improvement Strategy

By the end of the 2026–2027 school year, Tolar Elementary will increase the percentage of Special Education students achieving Meets Grade Level on STAAR assessments from the 2026 baseline of 14% to at least 38% in ELAR and from 11% to at least 41% in Mathematics through aligned HQIM instruction, weekly general education and Special Education co-planning, targeted intervention, and progress monitoring every two to three weeks.

Action Steps:

Instructional Alignment

- Ensure Special Education teachers participate in PLCs.
- Align specialized instruction to HQIM and grade-level TEKS.

Co-Planning

- General education and Special Education teachers co-plan weekly.

Progress Monitoring

- Monitor student progress every 2–3 weeks.
- Adjust supports based on data.

Targeted Intervention

- Provide Tier 2 and Tier 3 supports aligned to individual student needs.

Professional Development
Provide training in:

- Differentiation
- Accommodations
- Inclusion strategies

Walkthrough Focus
Special Education look-fors:

- Accommodation implementation
- Student engagement
- TEKS alignment
- Small-group instruction
- Progress monitoring

Capacity Building

Campus principal will use observation evidence, instructional data, and teacher support needs to determine the frequency of differentiated coaching. Teachers requiring additional support will receive at least weekly observations and feedback, while teachers requiring less support will receive at least biweekly observations and feedback. Each observation cycle will include evidence of instructional practices, actionable feedback, teacher action steps, and follow-up to determine whether implementation improves.

Professional Development

- Mathematics:
    - Checks for understanding, mathematical discourse, small-group instruction, and addressing misconceptions
    - Continued RBIS implementation
    - Texas Mathematics Academies Deep Dive - Region 11
- Grade 4 ELAR
    - Text-dependent questions, vocabulary, reading comprehension, and writing integration

- Special Education
    - Aligned specialized instruction, accommodations, co-planning, and progress monitoring.

Year 2 Milestones

Timeline	Milestone	Evidence of Progress
October 2026	Establish baseline data for mathematics, Grade 4 ELAR, Special Education, and identified student groups using STAAR, beginning-of-year assessments, and available student performance data.	Documented baseline data and identified student needs.
November 2026	At least 90% of mathematics teachers demonstrate identified RBIS instructional practices during targeted walkthroughs.	Completed walkthrough records, documented feedback, and follow-up coaching as needed.
November 2026	Grade 4 ELAR teachers implement daily small-group instruction targeting reading comprehension, vocabulary, text-dependent questions, and writing integration.	Walkthrough documentation, lesson plans, and evidence of targeted instructional practices.
December 2026	Implement revised intervention schedules and data-driven Tier 2 groups, including appropriate supports for students receiving Special Education services.	Intervention schedules, student group rosters, documented instructional supports, and initial progress-monitoring records.
January 2027	Complete progress-monitoring reviews for intervention groups and Special Education students, using results to adjust instructional strategies, supports, and student groupings.	Progress-monitoring data, PLC documentation, and records of instructional adjustments.
February 2027	Demonstrate improvement from fall baselines on interim assessments in mathematics and Grade 4 ELAR, with targeted reteaching and intervention provided for students not demonstrating expected progress.	Interim assessment comparisons, PLC data analysis, and documented reteaching or intervention plans.
February 2027	Review Special Education student achievement and growth data to evaluate the effectiveness of specialized instruction, accommodations,	Special Education subgroup data, documented progress reviews, and adjustments to instructional supports.

	co-planning, and intervention.	
April 2027	Use walkthrough and observation-feedback data to evaluate implementation of RBIS practices, identify campuswide instructional trends, and determine additional coaching or professional learning needs.	Observation and feedback records in the Instructional Insights App through the Texas Exchange, or documentation of the district's designated robust tracking system; monthly leadership review records.
May 2027	Evaluate end-of-year student achievement and growth against the TIP's established targets, including Special Education and other identified student groups, and use findings to determine next steps for campus improvement.	End-of-year assessment results, comparison to baseline data and targets, documented effectiveness review, and recommendations for the following school year.

Performance Management

The campus principal will monitor implementation of the improvement strategy and progress toward student outcome goals through regular reviews of instructional observation and feedback data, PLC documentation, interim assessment results, and intervention progress-monitoring data.

Campus leadership will review observation, instructional implementation, and student progress data monthly to identify trends, assess milestone completion, and determine whether adjustments to coaching, professional learning, intervention, or instructional practices are needed. District leadership and relevant stakeholders will review progress at least monthly. The superintendent will review implementation and student outcome progress at least quarterly.

Progress will be documented using the campus improvement plan tracker, observation and feedback records, assessment reports, intervention progress-monitoring records, and meeting documentation. Findings will be shared with the appropriate campus and district leaders and stakeholders. When milestones or student outcome goals are not on track, responsible leaders will document corrective actions, assigned responsibilities, timelines, and follow-up evidence to evaluate their effectiveness.

Student Outcome Goals

Component	Scaled Score		Rating
Overall	2026	81	B
	2025	68	D
Student Achievement	2026	82	B
	2025	71	C
School Progress	2026	78	C
	2025	66	D
Closing the Gaps	2026	77	C
	2025	60	D

Student Achievement Data				
Subject Area	**Measure**	**2025 % Meets Standard**	**2026 % Meets Standard**	**Target % Meets Standard**
ELAR	All	43%	53%	63%
	Economically Disadvantaged	39%	49%	59%
	Special Education	22%	14%	38%
	Hispanic	36%	47%	57%
Math	All	48%	54%	64%
	Economically Disadvantaged	37%	47%	57%
	Special Education	17%	11%	41%
	Hispanic	29%	35%	53%

Student Growth Data				
Subject Area	**Measure**	**2025 % Met or Exceeded Growth**	**2026 % Met or Exceeded Growth**	**Target % Met or Exceeded Growth**
ELAR	All	53%	65%	74%
	Economically Disadvantaged	51%	61%	70%
	Special Education	46%	44%	60%
	Hispanic	47%	65%	72%
Math	All	68%	72%	78%
	Economically Disadvantaged	62%	64%	75%
	Special Education	64%	53%	68%
	Hispanic	50%	58%	77%