

# **Hays Consolidated Independent School District**

## **Tom Green Elementary School**

**2021-2022**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

The mission of Tom Green Elementary, a diverse community of learners that values relationships and the whole person, is to empower students to achieve excellence, pursue personal aspirations and engage in innovative educational experiences, through school, family and community partnerships.

# Vision

Tom Green Elementary envisions an inclusive community of diverse learners who collectively aspire towards academic excellence and social emotional well-being of all students.

# Value Statement

*"Changing the world, one hornet at a time"*

# Goals

**Goal 1:** Hays CISD believes in the achievement of every student.

**Performance Objective 1:** Tom Green will evaluate and address the individual needs of each student. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

**Evaluation Data Sources:** Grade 5-12 Student Advising: Tom Green Elementary School will utilize a career interest profiler to track academic advising beginning spring semester of 5th grade based on student interest and academic achievement. The campus principal will provide a report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

**Student Achievement:** The campus principal will prepare a report to summarize student academic performance/achievement, accessibility gaps, including the college, career, and military readiness counts for the campus. The campus will also include data on student growth goals addressing the approaches/meets/masters performance levels.

**College & Career Readiness:** The campus principal will provide an ongoing update to the Deputy Academic Office to summarize college and career readiness activities throughout the school year.

**Professional Development:** The campus will participate in continuous differentiated just-in-time professional development in all content areas to support the campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day. A summary of staff professional development efforts addressing data disaggregation and administrative walk-throughs will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas.

**Social Emotional Learning:** Tom Green Elementary School will implement Social Emotional Learning (SEL) strategies with fidelity. The campus will track and monitor student participation in extra-curricular/club participation, discipline, and attendance on an on-going basis.

## Strategy 1 Details

**Strategy 1: Reading:** Teachers will utilize data from screeners, common assessments, and CBAs (Curriculum Based Assessments) to effectively target instruction in both whole group and small group settings. The campus will implement HMH(Houghton Mifflin Harcourt), Open Court phonics program, Words Their Way Spelling Inventory, and Amplify mClass to enhance literacy. Literacy will be promoted throughout our campus by developing a campus literacy leadership team, and implementing a consistent process for guided reading, word study, and phonics instruction.

**Strategy's Expected Result/Impact:** The number of students below or well below grade level on the mCLASS screener will decrease by 10%.

**Staff Responsible for Monitoring:** District support provided by ELA content coordinators; Campus Principal; Campus Assistant Principal, Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 2 Details

**Strategy 2: Writing:** The campus will follow Writer's Workshop using HMH (Houghton Mifflin Harcourt) and follow the district scope and sequence for writing. Teachers will implement grammar lessons daily using resources such as HMH, Gretchen Bernabei, and Jennifer Seravallo.

**Strategy's Expected Result/Impact:** Student performance on district writing task will increase by 10% from the fall to the spring assessment.

**Staff Responsible for Monitoring:** ELA Content Coordinators, Campus Principal, Campus Assistant Principal, Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 3 Details

**Strategy 3: Math:** Teachers will utilize data from screeners, common assessments, and CBAs (Curriculum Based Assessments) to effectively target instruction in both whole group and small group settings. Teachers will implement a daily problem-solving activity that includes common, vertically aligned strategies, daily number sense activity, and exit tickets to check for understanding.

**Strategy's Expected Result/Impact:** STAAR 2022 results will demonstrate a 15% increase in approaches, 10% increase in meets, and 5% increase in masters as compared to the 2020-2021 STAAR.

**Staff Responsible for Monitoring:** Math content coordinator, Campus Principal, Campus Assistant Principal, Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 4 Details

**Strategy 4: Science:** Students will increase their real-world learning of science concepts through a daily warm-up, lab or demo, and exit ticket to check for understanding. Teachers will implement common, vertically aligned strategies for science.

**Strategy's Expected Result/Impact:** The campus will increase the number of students in approaches by 15%, meets by 10%, and masters by 5% on STAAR 2022 as compared to the 2020-2021 STAAR.

**Staff Responsible for Monitoring:** Science Content Coordinator, Campus Principal, Campus Assistant Principal, Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 5 Details

**Strategy 5: Social Studies:** The campus will integrate social studies into reading and writing lessons using HMH (K-3) and cross-TEKS verification in 4th and 5th grade as well as workstations.

**Strategy's Expected Result/Impact:** 100% of all social studies lessons will incorporate listening, reading, and/or non-fiction writing.

**Staff Responsible for Monitoring:** Social Studies Content Coordinator, Campus Principal, Campus Assistant Principal, Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 6 Details

**Strategy 6: Instructional Planning:** The campus will utilize team planning with the support of the leadership team.

**Strategy's Expected Result/Impact:** Teachers will plan weekly with their team to align instruction to the TEKS and across grade level and content areas. 100 % of lessons will be aligned.

**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Campus Administration

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

### Strategy 7 Details

**Strategy 7: Progress Monitoring:** The campus will create a plan for monitoring and setting goals with students. Each grade level will determine a method for student goal setting and a plan for conferencing with students regarding their goals. Students will monitor their progress and reflect on their learning goals.

**Strategy's Expected Result/Impact:** 100% of students will be aware of their progress and reflect on ways to increase their success on mCLASS, Dreambox, Amplify Reading, Imagine Learning, CBAs and benchmark tests. 100% of K-5 students will be administered the mCLASS universal screener three times a year.

**Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principals, Instructional Coaches, Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

### Strategy 8 Details

**Strategy 8: Data and Assessments:** The campus will follow the district assessment calendar and will adjust instruction based on student needs while setting individual goals with students.

**Strategy's Expected Result/Impact:** 100% of students will be monitored for academic performance and growth in reading, writing, math, and science.

**Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principals, Instructional Coaches, Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

### Strategy 9 Details

**Strategy 9: Response to Intervention:** The campus will utilize WIN (What I Need) time to provide tiered instructional support daily. Interventionists will provide targeted intervention for students on Tier 3 while classroom teachers will provide intervention for students on Tier 2. Resources from mClass and the intervention menu will be utilized to target instruction to specific student needs. Teachers and interventionists will enter data and monitor the progress of Tier 2 and Tier 3 students in Success Ed. The campus will provide tiered behavior support through social skills and progress monitoring.

**Strategy's Expected Result/Impact:** Students in grades 3-5 will see a 3% gain on Domain 2 when compared to the 2018-2019 STAAR results.

**Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principals, Instructional Coaches, Interventionists, Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

### Strategy 10 Details

**Strategy 10: English Learners:** The campus will offer an early exit bilingual program. The campus will use sheltered instruction strategies during daily lessons, post language objectives, and utilize Imagine Learning. The campus instructional playbook incorporates strategies for English learners such as structured speaking, structured conversation, and structured writing. In preparation for TELPAS, students will be given targeted practice to prepare for speaking, listening, reading, and writing.

**Strategy's Expected Result/Impact:** 62% of ELs will increase by at least one linguistic proficiency level on TELPAS.

**Staff Responsible for Monitoring:** District bilingual coordinators, Campus Principal, Campus Assistant Principals, Instructional Coaches, and teachers.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

### Strategy 11 Details

**Strategy 11:** Closing the Gap: The teachers, administrators, and instructional coaches will meet in PLCs following each district assessment to analyze data and create an action plan to meet individual student needs.

**Strategy's Expected Result/Impact:** English learners and special education students will increase their level of performance by 2% in the Meets category on STAAR.

**Staff Responsible for Monitoring:** Campus Principal, Assistant Principals, Instructional Coaches, Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**

### Strategy 12 Details

**Strategy 12:** Special Education Services: The campus will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP).

**Strategy's Expected Result/Impact:** Teachers will implement 100% of the provided IEPs in their classrooms.

**Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principals

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 13 Details

**Strategy 13:** Dyslexia Services: The campus uses Basic Language Skills (BLS) for students identified as needing dyslexia services.

**Strategy's Expected Result/Impact:** 100% of students identified as needing services through their 504 plan or IEP, will have access to services.

**Staff Responsible for Monitoring:** Dyslexia Teacher, Campus Assistant Principals

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

### Strategy 14 Details

**Strategy 14:** 504 Services: The campus will streamline identification and services through the use of SuccessEd.

**Strategy's Expected Result/Impact:** 100% of students in 504 will receive their identified accommodations.

**Staff Responsible for Monitoring:** Campus Assistant Principals, Dyslexia Teacher

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

### Strategy 15 Details

**Strategy 15:** Accelerated Instruction for At-Risk Students: Teachers and students will participate in campus-wide intervention time (WIN-What I Need). Students identified through screeners, STAAR, and classroom data as needing intervention will receive Tier 2 and Tier 3 intervention services. Tutoring will be provided to students in grades 4 and 5 that did not pass STAAR in 2021.

**Strategy's Expected Result/Impact:** K-5 students will close instructional gaps and make at least one year of academic growth in reading on the mCLASS screener.

**Staff Responsible for Monitoring:** Interventionists, ESSER Interventionist, Classroom Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24/30: Direct At-Risk Instruction (SCE), - 211: Title 1 6100 Payroll (Salary)

### Strategy 16 Details

**Strategy 16:** Gifted & Talented Services: The campus schedule reflects the use of the cluster group model. Gifted & Talented students will be served during WIN time and receive intervention and enrichment. The campus will host an annual GT Showcase, write a GT newsletter for parents, once per semester, and GT students will receive a progress report twice a year.

**Strategy's Expected Result/Impact:** 100% of GT students will receive instruction by a GT certified teacher and receive enrichment with their GT peers.

**Staff Responsible for Monitoring:** Campus Principal, GT Lead Teacher, Counselor, GT Teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum

### Strategy 17 Details

**Strategy 17:** College, Career, and Military Readiness: The campus will offer a Career Week culminating in a Career Day for 5th grade students. We will promote college through College Spirit Wednesdays, college banners, and college signs outside classroom doors. Fifth-grade students will have the opportunity to further explore colleges through middle school choice sheet counseling.

**Strategy's Expected Result/Impact:** 100% of students will have opportunities to learn about careers and colleges.

**Staff Responsible for Monitoring:** Counselor, CIS

**Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning

### Strategy 18 Details

**Strategy 18:** Instructional Technology: The campus will utilize technology such as but not limited to Schoology, Dreambox, Amplify Reading, iRead, RAZ Kids, and Imagine Learning.

**Strategy's Expected Result/Impact:** 100% of teachers will implement technology in their classrooms. Teachers will assist students in setting goals for lesson completion in Dreambox, Amplify Reading, and Imagine Learning.

**Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

**Goal 2:** HCISD is dedicated to the safety of all students and staff.

**Performance Objective 1:** Tom Green Elementary will provide a safe environment with secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, COVID19 safety/prevention planning/reporting, and maintaining an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually.

**Evaluation Data Sources:** The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.

**Strategy 1 Details**

**Strategy 1: Student Safety:** All visitors will enter through a single point of entry, provide an ID, and go through our Raptor system. During COVID 19, all staff, students, and visitors will follow the health and safety protocol which includes: daily screening, hand washing, and social distancing.

**Strategy's Expected Result/Impact:** K-12 Insight Survey will reflect a 10% increases in feeling safe at school.

**ESF Levers:** Lever 3: Positive School Culture

**Strategy 2 Details**

**Strategy 2: Social-Emotional Learning:** The campus will utilize Cloud 9 and components of Capturing Kids Hearts in all classrooms. Morning announcements will reinforce the SEL and character trait words along with a quote on Mondays. The whole child will be developed through daily morning meetings incorporating SEL topics, restorative practices, classroom social contracts including MAC/CHAMPs, and campus-wide PBIS expectations and incentives.

**Strategy's Expected Result/Impact:** K-12 Insight survey will reflect a 10% increase in satisfaction with school counseling.

**Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture

**Strategy 3 Details**

**Strategy 3: Increasing Attendance:** The campus will form an attendance committee that meets monthly to identify students in need of attendance support. The campus attendance clerk and assistant principal will meet weekly with the district attendance specialist to discuss student attendance concerns.

**Strategy's Expected Result/Impact:** The campus will meet the goal of 97% attendance according to attendance guidelines set by the state.

**Staff Responsible for Monitoring:** Campus Assistant Principal, Attendance Clerk, Teachers

**Title I Schoolwide Elements:** 2.6, 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning



#### Strategy 4 Details

**Strategy 4:** Student Engagement: The campus will increase engagement through methods such as structured speaking, structured writing, structured conversation, Talk Read Talk Write as outlined in our TGES Instructional Playbook. The campus will look for ways to engage students such as but not limited to music programs, field trips, and author visits.

**Strategy's Expected Result/Impact:** 100% of teachers will use strategies from our instructional playbook to increase student engagement.

**Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principal, Instructional Coaches, Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

#### Strategy 5 Details

**Strategy 5:** Positive Behavior Support: PBIS will be implemented school-wide with cafeteria, hallway, bus, and restroom expectations. PBIS committee will meet monthly to identify positive supports. Students will be recognized weekly through Hornets Nest for being respectful, responsible, cooperative, and safe.

**Strategy's Expected Result/Impact:** Students will be recognized weekly for safe, respectful, cooperative, and responsible behavior.

**Staff Responsible for Monitoring:** Campus Assistant Principal, Teachers

**Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Goal 3:** Hays CISD is dedicated to treating everyone with respect and dignity.

**Performance Objective 1:** Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing school community engagement both internally and externally.

**Evaluation Data Sources:** Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Customer Service: The campus staff will provide excellent customer service to all stakeholders. Schoology, Facebook, Dojo, Twitter, and email will be used to promote campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> K-12 Insight Survey will reflect a 10% increase in customer service satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> School Community Involvement: The campus will host virtual events for families such as but not limited to Principal Coffee Chats, Paint Night, Hornet Races, Math &amp; Science Night, Literacy Night, Veteran's Day Celebration, and GT Showcase</p> <p><b>Strategy's Expected Result/Impact:</b> K-12 Insight Survey will reflect a 10% increase in community relations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Assistant Principals, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Goal Setting: The campus has 4 CLT meetings to discuss the Title 1 budget, Compact, Campus Improvement Plan, and Campus Needs Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of CLT meetings will be documented with agendas, sign-in sheets and minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Communicating Student Achievement to Parents: Teachers will communicate student progress towards goals on assessments such as CBAs, mClass, and benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents will receive communication on their child's progress towards classroom goals, this is including, but not limited to a report card every 9-weeks and parent-teacher conferences in the fall semester.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>

### Strategy 5 Details

**Strategy 5:** Professional Learning Communities: Teachers will attend weekly PLCs following a school-wide system with clear and consistent expectations.

**Strategy's Expected Result/Impact:** Teachers will attend PLCs during each monthly cycle which will build teacher capacity and increase student achievement to an A in Growth, B in Student Achievement, and B in Closing the Gaps..

**Staff Responsible for Monitoring:** Campus Principal, Campus Assistant Principals, Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

### Strategy 6 Details

**Strategy 6:** Family Engagement/Parent Involvement: The Campus Leadership Team (CLT) will create a School-Home Compact that outlines teacher, parent, and student engagement practices.

**Strategy's Expected Result/Impact:** K-12 Insight Survey will show a 10% increase in home to school engagement.

**Staff Responsible for Monitoring:** Campus Principal

**Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture