

Hays Consolidated Independent School District

Tom Green Elementary School

2023-2024



Board Approval Date: November 28, 2023
Public Presentation Date: November 13, 2023

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, growth, and success of every student.

Performance Objective 1: Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

High Priority

HB3 Goal

Evaluation Data Sources: Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/ masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

Strategy 1 Details

Strategy 1: Reading Language Arts:

Teachers will utilize data from mCLASS screeners, CFAs (Common Formative 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, Summit K-12, and Amplify mClass to enhance literacy. Literacy will be promoted throughout our campus by implementing a consistent process for guided reading, Writer's Workshop, daily grammar lessons, word study, intentional writing across content areas, and phonics instruction. The campus will follow the district scope and sequence for Reading Language Arts, including constructed free responses.

Strategy's Expected Result/Impact: STAAR reading scores will increase at the approaches grade level to 80%. Meets will increase by at least 10% and Masters will increase by a minimum of 8% from the 2023 scores.

mClass scores will increase to 80% of students being at or above benchmark at EOY in 2024.

Students in grades 3-5 will increase their extended constructed responses by an average of 3 points in grades 3-5.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 6, 7 - School Processes & Programs 4

Strategy 2 Details

Strategy 2: Math: Teachers will utilize data from MAP screeners, CFAs (Common Formative Assessments), and CBAs (Curriculum Based Assessments) to effectively target instruction and identify student learning experiences for 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. Teachers will follow the district scope and sequence for math.

Strategy's Expected Result/Impact: STAAR Math scores will increase to 80% in the Approaches category as well as an increase of at least 10% in Meets and 8% in Masters in grades 3-5. MAP scores will indicate 75% of students scoring above the 50th percentile at EOY screener.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 3 - Student Learning 2, 3, 4, 6, 7 - School Processes & Programs 3, 5

Strategy 3 Details

Strategy 3: Science/STEM: 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 and follow the district scope and sequence.

Strategy's Expected Result/Impact: 75% of students in 5th grade will reach approaches in STAAR Science in 2024 compared to 64% in 2023. Additionally, meets and masters will increase by at least 10% in both categories.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Teachers

Title I:

2.4, 2.5, 2.6

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 3 - Student Learning 6, 7

Strategy 4 Details

Strategy 4: Social Studies: Teachers will follow the Hays CISD instructional minutes guidelines and district scope and sequence for social studies.

Strategy's Expected Result/Impact: 100% of teachers will have at least one social studies lesson per week following the instructional minutes guidelines.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Teachers

Title I:

2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Professional Learning Communities: Teachers will attend biweekly PLCs following a school-wide system with clear and consistent expectations and protocols that focus on learning, collaboration, and results using common formative assessments.

Strategy's Expected Result/Impact: Academic growth will increase to an Academic Growth scaled score of an 80.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 4, 6, 7 - School Processes & Programs 3, 4, 5

Strategy 6 Details

Strategy 6: Progress Monitoring: The campus will create a plan for monitoring and setting goals with students. Our PLC room will display student data and identify student growth throughout the school year. Leader in Me focus for Year 2 includes setting Wildly Important Goals, WIGS. Extended Constructed Responses (ECR) will be tracked in grades 2-5.

Strategy's Expected Result/Impact: STAAR results will indicate an Academic Growth score increase from 61 to 80 in the 2023-2024 school year.

MAP and mClass results will indicate 90% of students will make average or above average growth as defined by mClass and MAP for the 2023-2024 school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leaders, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 8 - School Processes & Programs 4, 5 - Perceptions 1

Strategy 7 Details

Strategy 7: 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, presenters, college banners, and college flags displayed in our hallway. 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 the opportunity to participate in college and career activities.

Staff Responsible for Monitoring: Principal, Counselor

Title I:

2.5

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Strategy 8 Details

Strategy 8: Multilingual: The campus will provide bilingual education and ESL services to Emergent Bilingual students. Students will have the opportunity to utilize Summit K-12 to increase language proficiency.

Strategy's Expected Result/Impact: Emergent Bilingual students will increase by at least one proficiency level on 2024 TELPAS.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL and Bilingual Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 9 Details

Strategy 9: Special Education: Students in special education will have goals and accommodations following their Individual Education Plan (IEP).

Strategy's Expected Result/Impact: 100% of students with an IEP will receive accommodations and services to meet their individual educational needs.

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education case managers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2, 6 - School Processes & Programs 4, 5

Strategy 10 Details

Strategy 10: Highly Mobile & At-Risk:

Students in grades 4 and 5 who did not pass STAAR 2023 will participate in accelerated instruction during WIN (intervention) time every week. Teachers will keep a log of student expectations and minutes spent working with students on accelerated instruction.

Strategy's Expected Result/Impact: 100% of students that did not pass 2023 STAAR will receive 15-30 hours of accelerated instruction according to HB 1416 guidelines.

Staff Responsible for Monitoring: Principal, Assistant Principal, 4th and 5th grade teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 2: Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

Evaluation Data Sources: Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

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. All classroom doors will remain locked while students are present. Staff, students, and visitors will wear an ID at all times. Administration will conduct perimeter checks to ensure exterior and interior doors are properly locking.

Strategy's Expected Result/Impact: 100% of staff, students, and visitors will follow safety protocol

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: Social Emotional Learning: Leader in Me

The campus will utilize Leader in Me as our campus SEL program. 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 Leader in Me/SEL topics, restorative practices, classroom social contracts including MAC/CHAMPs, and campus-wide expectations and incentives using Brag Boards and Check-ins from Emergent Tree.

Strategy's Expected Result/Impact: 100% of students will develop a common language for the 7 Habits of Leader in Me and set a Wildly Important Goal (WIG). 100% of classrooms will implement Tier 1 Emergent Tree with Brag Boards and Daily Check-ins.

Staff Responsible for Monitoring: Principal, Counselor

Title I:

2.5

- TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Strategy 3 Details

Strategy 3: Mental Health: We will utilize mental health resources and counseling provided by the district for small group support.

Strategy's Expected Result/Impact: 100% of students needing mental health support will have access to counselor, mental health social worker, or CIS.

Staff Responsible for Monitoring: Counselor

Title I:

2.5

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Increasing Student 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. Teachers will follow the 3-tier attendance support system and document parent contacts in Eduphoria.

Strategy's Expected Result/Impact: Tom Green will have 96% attendance for 2023-2024.

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

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 5 Details

Strategy 5: Student Engagement: The campus will increase engagement through methods such as structured conversations, structured writing, and exit tickets 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: Instructional rounds data will indicate 100% of students are engaged through an instructional playbook strategy.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.5

- TEA Priorities:

Build a foundation of reading and math

- 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: The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

Evaluation Data Sources: The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details

Strategy 1: School Community Involvement: The campus will host events for families such as but not limited to STEM Night, Principal Coffee Chats, Paint Night, Hornet Races, Math & Science Night, Literacy Night, Veteran's Day Celebration, and GT Showcase

Strategy's Expected Result/Impact: 100% of families have the opportunity to engage in our school community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Committee Chairs

Title I:

2.5, 4.1, 4.2

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: 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: 100% of families will receive the School Home Compact and Parent Engagement Policy.

Staff Responsible for Monitoring: Principal

Title I:

4.1, 4.2

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

State Compensatory

Budget for Tom Green Elementary School

Total SCE Funds: \$15,467.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Tom Green Elementary School plans to spend its supplementary SCE funds on the following programs/services to support the needs of at-risk students: PBIS/SEL Instructional materials - Leader in Me. 1 FTE Instructional Coach funded by SCE

Personnel for Tom Green Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kori Benson	Instructional Coach	1
Rebeca Johnston	Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan is developed in collaboration with all required stakeholders. Meeting documentation can be found in Title 1 Crate.

2.2: Regular monitoring and revision

The campus reviews the progress on the strategies in their improvement plan at the end of each 9 weeks. Following each of these reviews, campus leaders are required to present these progress reviews to their CLTs for input and possible revision of the CLT strategies. The quarterly reviews can be found embedded in the CIP in Plan4Learning. CLT documentation can be found in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

All CIPs and the DIP are made available in English and in Spanish on the [Hayscisd.net](https://www.hayscisd.net) website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

2.4: Opportunities for all children to meet State standards

Each Title 1 campus actively plans for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds, and documented in the CIP in relation to the strategies they support.

2.5: Increased learning time and well-rounded education

Each Title 1 campus balances academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. At the middle school level, students have access to a range of Elective Courses including Athletics, Orchestra, Choir, Band, Mariachi, Robotics, and Art. Each middle school also offers afterschool clubs to support student enrichment, with these clubs being driven by student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

2.6: Address needs of all students, particularly at-risk

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

3.1: Annually evaluate the schoolwide plan

The Title 1 Plan is embedded in the Campus Improvement Plan. The plan is reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the CIP in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

4.1: Develop and distribute Parent and Family Engagement Policy

Each Title 1 campus revises its PFE Policy and annual activities each Spring at the SBDM (CLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

4.2: Offer flexible number of parent involvement meetings

Each campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the same is true for the Spring Parent Engagement evaluation meeting. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. Campuses upload meeting documentation into Title Crate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daisy Saenz	Interventionist		1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jennifer Hanna	
Classroom Teacher	James Hickey	Music Teacher-DLT Rep
Classroom Teacher	Margarita Carreto	1st Grade Bilingual Teacher
Classroom Teacher	Megan Bostick	2nd Grade Teacher
Classroom Teacher	Tippi Ellis	3rd Grade Teacher
Parent	Brandy Miranda	Parent Member
Community Representative	Molly Andrews	Community Member
Business Representative	Scott Perry	Business Member
Classroom Teacher	Diana Diez	4th Grade Bilingual Teacher/DAC
Non-classroom Professional	Mimi Rivers	Special Education Teacher
District-level Professional	Michael Watson	DAO
Classroom Teacher	Shonda Davilla	5th Grade Teacher