



Tomball Elementary School

Building a foundation for our students' success

Our TES Mission: *We relentlessly ensure high levels of learning for all.*

Our TES Vision: *Reaching every student, every day*

TES Core Values

Collaboration: We commit to share knowledge, accept new ideas and feedback, ensure learning for all, work collaboratively to design learning experiences, and exhibit effective communication. We hold one another accountable, are solutions oriented, have an “ours” not “mine” mentality, and follow a systematic process to move TES in the direction of our collective goals.

Instruction: We commit to instruction that is focused on essential learning and based on a deep understanding of the standards. Instruction is aligned, adjusted, and differentiated so that all students reach mastery at high levels. We are constantly seeking new ways to reach learners and reflect upon the effectiveness of those methods. We collectively set goals with our students and reflect on our progress.

Behavior Management: As a Great Expectations Model School, we commit to consistently engaging and upholding our Great Expectations values. We create a safe learning environment which enables learners to succeed at high levels. We ensure behavior expectations are clearly modeled and mistakes are treated as opportunities to grow.

Professional Behaviors: We, as educators, commit to a learner’s mindset. As a TES family, we will hold each other accountable, treat each other with respect, build trust, and honor our commitment to excellence for all. We choose to be positive by celebrating often and being optimistic.

Professional Beliefs: We commit to a growth mindset and that all students can learn at high levels with the power of yet. We are focused on continuous improvement and make decisions based on what is best for all students. We believe life-long learning is a mission and educators are the missionaries.

The Essential Characteristics of a PLC:

Shared mission, vision, values, and goals
Collective inquiry: Building shared knowledge
Commitment to continuous improvement

Collaborative teams focused on learning
Action oriented and testing new ideas
Results-oriented

The 4 Driving Questions of a PLC:

1. What do we want students to learn? (essential standards)
2. How will we know if they have learned? (team-developed common assessments)
3. What will we do if they don't learn? (systematic interventions)
4. What will we do if they already know it? (extended learning)

Student View: The 4 Driving Questions of a PLC

1. What do I expect to learn? (And why should I care?)
2. How do you (the teacher) and I know if I have learned it? (Sometimes I don't understand the test. Does my effort matter?)
3. If I did not learn, help me find a way to succeed. (Help me understand what to do next. I am not confident of what to do.)
4. If I know it, what are my next steps? (Success increases my motivation!)



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2021-2022 School Theme:

Construction: Building the Foundation for our students' success.

TES School Focus and Goals: Every student experiencing significantly more than a year's growth (1.5) academically in math, reading and writing.

How will we do this?

1. Small group instruction and learning. Blended Learning and effective workshop are the same thing.
2. True collaboration that is deeply connected to planning and learning.
 - a. Differentiated by Team
 - b. Differentiated by Content
3. Expectations for Quality Work from ourselves and from our students in all we do together.

Collaboratives: 7:45 - 9:15

PK - TBD	Kindergarten - Mondays
1st Grade - Fridays	2nd Grade - Tuesdays
3rd Grade - Thursdays	4th Grade - Wednesdays
Developmental - Friday	Special Education: - TBD

Admin Team Responsibilities: (moving up with our previous grade levels)

Schmidt - Kinder and PK	Littlepage - GE and Guidance
Baudoin - First and Fourth	Vestal - Health and Safety
Hinson - Second and Third	Janak - Everything Else

Instructional Leadership Team Responsibilities:

Allison Bearden - Math Coach and Instructional Specialist (PK-4)
Natalie Machalek - ELA Coach and Instructional Specialist (PK - 4)
Meagan Garber - Intervention Specialist (PK - 4)
Tanya Sims - Dyslexia Specialist (K-4)
Debbie Ware - Academic Specialist (Dyslexia, assessment, intervention, and testing)
Brandilyn Esquivel - ESL Specialist (PK-4)
Samantha Stratton - Gifted and Talented (K-4) and Rtl Specialist (PK-4)
Kristin Posey - Math Intervention Specialist (3rd and 4th)
Tracie Sanders - World's Greatest Librarian and Technology Specialist

TES Team Leaders:

PK - Lindsey Bennett	Kinder - Valerie Nance	1st - Cherie Henry
2nd - Wendy Stewart	3rd - Amanda Valenzuela	4th - Erin Yorek
Specials - Ashlynn Harrison	Special Education - Alicia Means	