

Katy Independent School District
Tompkins High School
2018-2019 Campus Improvement Plan



Mission Statement

- Tompkins High School will create an environment of learning that empowers all students to soar to a high level of personal success.
- Tompkins High School graduates will be equipped to contribute globally through leadership and critical thinking.
- Tompkins High School will be a people-centered organization that focuses on a culture of mutual respect in which all members take responsibility for learning.
- Tompkins High School Teachers will facilitate learning in a collaborative, innovative environment in which growth for all parties is encouraged
- The Tompkins High School educational community will value and promote honesty, integrity, perseverance, respect, and responsibility.

Comprehensive Needs Assessment

Revised/Approved: August 25, 2015

Demographics

Demographics Summary

Tompkins High School opened in 2013, serving 865 students in grades 9-12. Five years later, the school has quickly grown to 3,744 students. Tompkins is a neighborhood school located in Katy, Texas that is dedicated to preparing students for life beyond high school as well as serving as a support for its surrounding community. Community and parent organizations are positively involved in school programs, and the school has benefitted from the support of local business partnerships. Student demographics for 2018-2019 school year: Caucasian (41.48%), Hispanic (24.23%), Asian (22.92%), African American (8.49%), and Two or More Races (2.38%). Tompkins serves students in the following programs: At-Risk (14.9%), Gifted and Talented (14.7%), Economically Disadvantaged (9.7%), Special Education (7.0%), Limited English Proficient (2.3%), ESL (2.0%), and CTE (50.8%). With the growth in the school, Tompkins has seen a significant percentage increase in the number of students enrolled in special programs. Tompkins High School hires quality professionals who excel in their craft. Due to the growth in student population, Tompkins was granted 23 additional teaching units, 3 clerical units, and 1 administrative unit for the 2018-2019 school year. As a result, additional staff were hired to support students in core content areas, CTE courses, and special education courses. The school implements a robust mentoring program for staff new to the profession as well as those new to the school. Attendance rates are high with an average of 96.9%.

Demographics Strengths

Tompkins High School has many demographic strengths including:

- Diverse campus of high achieving students.
- Parental support with an intrinsic value in education.
- Strong support from the community.
- Staff that is committed to supporting all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: More students are needing individualized attention by teachers and staff in order to meet their needs in learning differences. **Root Cause:** The rate of growth in special programs within the school has increased exponentially in comparison to general enrollment.

Problem Statement 2: Establishing consistency from year to year in school procedural and cultural expectations has been a challenge and continued focus.

Root Cause: Due to the growth in enrollment over the last few years, a significant number of new staff members have been added to the faculty and staff.

Student Academic Achievement

Student Academic Achievement Summary

During the 2017-2018 school year, Tompkins High School experienced numerous successes in student achievement. The state accountability system indicated multiple areas of strengths for students. Tompkins Met Standard in the following areas: Student Achievement, School Progress, and Closing the Gaps. In addition, Tompkins earned Distinctions in the following areas: Academic Achievement in ELA/Reading, Academic Achievement in Science, Academic Achievement in Social Studies, and Postsecondary Readiness. A comparison of STAAR scores from 2017 and 2018 do not show much variance in all content areas with the exception of math. Tompkins students have a 92.6% participation rate on the SAT and/or ACT with an average Reading and Writing SAT score of 592 and an average ELA ACT score of 25.1. In mathematics, students achieved an average SAT score of 587 and an average ACT score of 25.0. The average ACT score in science was 24.7. In the Postsecondary Readiness indicator, 86% of Tompkins students scored at the Meets Grade Level or Above for all subjects.

STAAR Test Passing Rates		
	2017	2018
English I	93%	93%
English II	92%	93%
Algebra I	97%	93%

Biology	98%	98%
US History	99%	99%

The 2018 STAAR scores below indicate the percentage of students not meeting grade level expectations, approaching grade level expectations, meeting grade level expectations, and mastering grade level expectations. Approaching grade level, meeting grade level, and mastering grade level are considered "passing."

2018 STAAR Test	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
English I	7%	93%	84%	36%
English II	7%	93%	87%	29%
Algebra I	7%	93%	64%	37%
Biology	2%	98%	91%	61%
US History	1%	99%	96%	84%

Analyzing these scores at a deeper level revealed the following:

- The number of students passing the STAAR test has remained consistent.
- Economically disadvantaged scores are similar to scores of other student groups.
- Special education scores at Approaching Grade Level are significantly lower in English II and Algebra I in comparison to other student groups; however, the scores on the US History STAAR increased by 17% from 2017 to 2018.
- LEP and ESL scores were significantly lower on the English I and English II STAAR tests in comparison to the Algebra I, Biology, and US History STAAR tests.
- In both Algebra I and English II, a decline in student growth occurred.
- The percentage of students taking coherent CTE courses was at 20.6% indicating a need to encourage students to enroll in these courses.

Student Academic Achievement Strengths

- The number of students taking CTE courses has increased.
- Students consistently demonstrate success on the STAAR test in all tested subjects.
- A high percentage of students are demonstrating college and career readiness.
- The number of students taking coherent CTE courses increased from 14.4% to 20.6% from 2017 to 2018.
- The Fine Arts organizations at Tompkins continue to perform at superior levels in comparison to other schools in the state.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The English I and English II STAAR scores were significantly lower for ESL and LEP students in comparison to students not in those programs. **Root Cause:** The percentage of students in these two programs continues to grow. As a result, more teachers need to become ESL certified to meet the needs of those students.

Problem Statement 2: The overall student growth in mathematics is lower than expected when compared to our TEA campus comparison group. **Root Cause:** The implementation of new TEKS caused gaps that needed to be closed for students to make leaps in their knowledge of math.

School Processes & Programs

School Processes & Programs Summary

Teachers and Instructional Coaches continue to focus on the development of Professional Learning Communities to align instruction and disaggregate data from common assessments. Additionally, PLC teams focus on the development of high-quality, first-teach instruction that is correlated to the rigor of the classroom assessments and STAAR End-Of-Course exams. Tompkins High School values the employment of quality teachers. We have focused on recruiting teachers with high content knowledge and a genuine concern for student success. Tompkins adheres to hiring practices and policies mandated by the district and seeks to recruit highly qualified applicants. Tompkins places emphasis on hiring individuals who understand the climate of our school and the community with which we work. Tompkins High School will have both an administrative and instructional focus, in order to clearly communicate campus needs and goals. Campus leadership team members (department chairs, administrators, instructional coaches, librarian, athletic coordinators) have the opportunity to share ideas and express concerns regarding school-wide issues. Weekly meetings to discuss school-wide issues are held with the campus leadership team which consists of administration, lead counselor, department chairs, instructional coaches, and campus athletic coordinator. Department Chairs have a DC period to troubleshoot departmental issues. Departments have common planning times to implement the Professional Learning Community concept. The Professional Learning Communities concept fosters subject specific conversation, provides teachers with job-embedded professional development, and explores ways to improve instruction to increase student academic success. Tompkins continues to focus on technology integration with the use of Canvas and web-based tools to maximize student learning. Teachers are given professional development opportunities to utilize technology within instruction, and the district provides instructional technology specialists to support and facilitate effective professional learning. The campus continues to focus on implementing The Fundamental Five teaching strategies with an emphasis on writing critically during the 2018-2019 school year.

School Processes & Programs Strengths

- All departments subscribe to the Professional Learning Community model and conduct weekly PLC meetings.
- Continued development of academic and elective programs meet the needs of the state-mandated graduation programs.
- ESOL staff provide tutorials in all core subject areas.
- ESOL students are appropriately placed in courses that provide preparation for the STAAR test for the current year.
- Student engagement is high within instruction.
- Instructional Coaches are a continued source of support for core areas.
- Instructional Coaches continue to educate teachers on strategies within The Fundamental Five philosophy.
- First year teachers to Tompkins High School are provided mentors to help transition them into the school climate.
- New teachers to campus are supported within a cohort of teachers that builds a community of colleagues.
- A common planning period gives teachers within their content specific course time to meet as a PLC group on a weekly basis.
- Collaboration between the lead counselor and department chairs prior to the opening of the building aids in determining what classes are offered and what will work best for students.
- Department chairs are provided an additional conference/duty period during first period in order to assist with substitutes and ensure they are well

prepared for class.

- The Leadership Team meets prior to the start of the school year to create a vision for the school.
- The Leadership Team meets bi-weekly to discuss pertinent issues within the school and to disseminate information back to departments.
- The Principal meets bi-weekly with the Instructional Coaches to discuss best practices in the core areas as well as strategies to implement improvement in academic areas.
- Availability of technology resources are abundant, and students have multiple access points to quality technology use.
- Teachers take advantage of technology specialists within the district to utilize technology within instruction.
- More than 2/3 of student discipline issues were due to tardies to class and not behavioral issues on campus.
- Tompkins has a plethora of clubs and organizations in which students can become involved and find a place to belong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continued teacher growth in current or new educational practices is lower than desired. **Root Cause:** The expectation for continued attendance in professional development activities by teachers has not consistently been communicated.

Problem Statement 2: On the survey answered by Department Chairs, teachers feel like additional communication regarding professional development, student intervention training, and campus expectations needs improvement. **Root Cause:** Due to the size of the school, information is disseminated from a variety of sources which can seem confusing and disconnected.

Perceptions

Perceptions Summary

Tompkins High School will establish a philosophy of open communication with parents and solicit their involvement. A number of staff members are fluent in various languages other than English which enhances the ability to communicate with more families. Tompkins High School works collaboratively with our PTSA to build community support. We provide opportunities for volunteers to be involved in daily school operations through the VIPS program. The campus PIE liaison establishes and builds relationships with our school business partners. We solicit parents to assist with our student clubs and organizations, and we involve them in establishing booster clubs for athletics and fine arts programs. The Campus Advisory Team includes parents and community members. In order to reach our goal of community involvement directly impacting every student at Tompkins, we have created a program called Take Flight. The program is designed to build long lasting relationships between community members, staff and students. It is a program where the community member and a staff member partner to mentor a group of students monthly throughout the school year. The campus has implemented the Take Flight program to establish developmental relationships with students to assist in deterring at-risk behavior and to build a sense of belonging amongst students. We offer several dates for Coffee With The Principal where community members and parents can communicate directly with school administration. Tompkins focuses on a positive and safe learning environment for students, staff, and community members, establishing a culture among staff and students that celebrates diversity and encourages students to share multicultural experiences with others to broaden and enhance academic and social awareness. An enrichment period allows tutorials during the school day between third and fourth period every Thursday. Assistant Principals conduct beginning of the year discipline meetings in to discuss behavioral expectations, familiarize students with the code of conduct, and allow for student discussion and questioning. In order to establish a safe and orderly working environment, Tompkins High School implements a number of programs and activities. Tompkins implements consistent rules, structures, routines and procedures, as well as develops and implements a comprehensive emergency management plan. Drills and routine procedures are conducted to ensure that students and staff are prepared in case of an emergency. Our safety administrator utilizes Remind 101 to inform staff of any emergency situations. The TBSI core team has been trained. We utilize a QR code for safety net forms so that students are able to access these forms from their smart phones at any time. Paper copies of safety net forms are also available in the counseling office. A staff duty schedule has been established to provide student supervision before and after school.

Perceptions Strengths

- Parents are actively involved in groups on campus and regularly contribute to the school through the PTSA, Student Booster Clubs, etc.
- The Take Flight community partnership program has grown and meets once a month in Take Flight sessions.
- "Coffee with the Principal" meetings typically have over 70 community members attend monthly to communicate with the principal concerns as well as receive updates regarding school information.
- Grade level parent meetings are held each spring to inform parents of upcoming events and provide grade-specific information to community members.
- Power Reviews support students needing additional help for semester exams.
- ESOL staff focuses on increasing student knowledge of school culture in American schools.

- There is constant visibility of administrators, teachers, security guards, and campus police during all passing periods, lunches, before and after school tutorials, and school events.
- Security guards monitor hallways and assigned areas to increase security.
- Implementation of a regular bell schedule, enrichment bell schedule, and early release bell schedule better serves student needs.
- The "Falcon Fundamentals" have been adopted to help students focus on citizenship.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All Take Flight student groups are not currently served by a community mentor. **Root Cause:** As the school grows, the number of community mentors needed to support the program has increased.

Problem Statement 2: Higher achieving campuses such as Tompkins place an emphasis on students performing in the upper tier so average or struggling students feel overlooked. **Root Cause:** A lack of positive acknowledgement for the success of struggling students contributes to some students feeling unacknowledged.

Problem Statement 3: Students not involved in extra-curricular activities or clubs/organizations often feel disconnected to the campus and overlooked. **Root Cause:** The size of the campus makes it difficult to ensure that every student has connected to an organization within the campus and feels like he/she belongs.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Discipline records

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Goals

Revised/Approved: July 24, 2017

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Tompkins High School will focus on individual learning needs and provide quality classroom instruction and unparalleled learning opportunities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

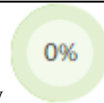
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Professional Development will be given to all teachers at the beginning of the year to support the implementation of intervention strategies, accommodations, and modifications for various learners.	504 Coordinator, RTI Coordinator, and Special Education Department Chair.	Documentation through RTI plans, 504 plans, and Individualized Educational Plans will reflect an increased understanding by teachers of the various ways to support students.				
	Problem Statements: Demographics 1 - School Processes & Programs 2					
2) Utilize collaborative teamwork for instructional planning to include: assessment design, data analysis, and support of student success for all learners.	Instructional Coaches	STAAR Exam and AP Test Results will show growth.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2					
3) All teachers will collaborate with counselors and assistant principals to design and implement intervention plans for students not demonstrating academic or behavioral success.	Assistant Principals and Counselors.	Grading reports will show a decline in the number of student failures for both the grading periods and semester averages.				
	Problem Statements: Demographics 1 - Perceptions 2					
4) All OTHS teachers will consistently incorporate campus-wide reteach/retest procedures established by the campus.	Principal	Grading reports will show an increase in student success for both the grading periods and the end of the semester averages.				
	Problem Statements: Perceptions 2					
5) Teachers will focus on quality first-time instruction that is engaging and meets the needs of different learning styles.	Instructional Coaches and Administrators	Improvement in student growth on District Learning Assessments, STAAR Test results, and AP test results.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More students are needing individualized attention by teachers and staff in order to meet their needs in learning differences. Root Cause 1: The rate of growth in special programs within the school has increased exponentially in comparison to general enrollment.
Student Academic Achievement
Problem Statement 1: The English I and English II STAAR scores were significantly lower for ESL and LEP students in comparison to students not in those programs. Root Cause 1: The percentage of students in these two programs continues to grow. As a result, more teachers need to become ESL certified to meet the needs of those students.
Problem Statement 2: The overall student growth in mathematics is lower than expected when compared to our TEA campus comparison group. Root Cause 2: The implementation of new TEKS caused gaps that needed to be closed for students to make leaps in their knowledge of math.
School Processes & Programs
Problem Statement 2: On the survey answered by Department Chairs, teachers feel like additional communication regarding professional development, student intervention training, and campus expectations needs improvement. Root Cause 2: Due to the size of the school, information is disseminated from a variety of sources which can seem confusing and disconnected.
Perceptions
Problem Statement 2: Higher achieving campuses such as Tompkins place an emphasis on students performing in the upper tier so average or struggling students feel overlooked. Root Cause 2: A lack of positive acknowledgement for the success of struggling students contributes to some students feeling unacknowledged.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Tompkins High School will manage a budget to provide for professional development of teachers and allocate resources to enhance and support the learning of all students in response to the growing demographics of the campus.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Tompkins High School will incorporate within the budget additional training for teachers to attend AP conferences.	Principal	The number of teachers attending AP professional development will increase.				
Problem Statements: School Processes & Programs 1, 2						
2) Tompkins High School will allocate funds for teacher training at state and national conventions within their content area.	Principal	The number of teachers attending quality content conventions will increase.				
Problem Statements: School Processes & Programs 1, 2						

Performance Objective 1 Problem Statements:



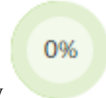

School Processes & Programs
Problem Statement 1: Continued teacher growth in current or new educational practices is lower than desired. Root Cause 1: The expectation for continued attendance in professional development activities by teachers has not consistently been communicated.
Problem Statement 2: On the survey answered by Department Chairs, teachers feel like additional communication regarding professional development, student intervention training, and campus expectations needs improvement. Root Cause 2: Due to the size of the school, information is disseminated from a variety of sources which can seem confusing and disconnected.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Tompkins High School will continuously use student assessment data to identify gaps in learning and target specific areas of improvement in learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Enrichment period time will be used to provide targeted instruction for students who did not meet standard on STAAR EOC assessments.	Instructional Coaches	STAAR exam results will show an increase in the passing rate of second time test takers.				
Problem Statements: Demographics 1						
2) PLCs will continue to be utilized in order to: * Analyze data by content area * Increase development of effective teaching strategies within specific subject areas *Develop instructional plans based on data analysis * Analyze individual student growth data *Assist in the differentiation of instruction for various learning needs	Instructional Coaches and Department Chairs	Increased student growth on formal assessments, STAAR tests, and AP tests.				
Problem Statements: Student Academic Achievement 1, 2						
3) Data conferences with the Algebra 1 PLC will be regularly conducted to determine best approach in reteaching topics where students show a weaker conceptual understanding.	Math Instructional Coach and 9th grade Assistant Principals.	Unit exams, District Learning Assessments, and STAAR scores will show an increase in the number of students showing mathematical success.				
Problem Statements: Student Academic Achievement 2						
4) Thursday reteach enrichment periods will be used for students who are identified as struggling with specific mathematical concepts taught within a specific instructional unit or time frame.	Math Instructional Coach and 9th grade Assistant Principals.	Unit exams will demonstrate an increase in student mastery of mathematical concepts taught within that unit.				
Problem Statements: Student Academic Achievement 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: More students are needing individualized attention by teachers and staff in order to meet their needs in learning differences. **Root Cause 1:** The rate of growth in special programs within the school has increased exponentially in comparison to general enrollment.

Student Academic Achievement

Problem Statement 1: The English I and English II STAAR scores were significantly lower for ESL and LEP students in comparison to students not in those programs. **Root Cause 1:** The percentage of students in these two programs continues to grow. As a result, more teachers need to become ESL certified to meet the needs of those students.

Problem Statement 2: The overall student growth in mathematics is lower than expected when compared to our TEA campus comparison group. **Root Cause 2:** The implementation of new TEKS caused gaps that needed to be closed for students to make leaps in their knowledge of math.

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Tompkins High School will establish internal systems that encourage the use of state of the art technology in student learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Short professional development sessions will be offered throughout the year to support teachers in the implementation of new instructional strategy that incorporate technology.	Principal, Associate Principal, Assistant Principals	An increase in the use of technology will be observable in walk through observations conducted by administration.				
Problem Statements: School Processes & Programs 1						
2) An online Canvas course for teachers will be created to aid in the campus expectation that all teachers will utilize Canvas as an instructional tool.	Principal, Associate Principal, Assistant Principals	An increase in the number of teachers proficiently using the Canvas app will be observable.				
Problem Statements: Demographics 2 - School Processes & Programs 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Establishing consistency from year to year in school procedural and cultural expectations has been a challenge and continued focus. Root Cause 2: Due to the growth in enrollment over the last few years, a significant number of new staff members have been added to the faculty and staff.
School Processes & Programs
Problem Statement 1: Continued teacher growth in current or new educational practices is lower than desired. Root Cause 1: The expectation for continued attendance in professional development activities by teachers has not consistently been communicated.

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Tompkins High School will establish support systems for staff members to foster a positive school climate where student learning is maximized.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A weekly newsletter with important information for teachers and staff will be disseminated via email.	Principal	Teachers and staff will report an increase in knowledge regarding campus news and expectations.				
	Problem Statements: School Processes & Programs 2					
2) New teachers to campus will participate in a cohort that will meet once a month to discuss instructional strategies, campus procedures, and educational topics of interest.	Student Support Assistant Principal	Teachers new to campus will feel knowledgeable about campus expectations. New teachers will feel supported by campus administration.				
	Problem Statements: School Processes & Programs 1, 2					
3) New teachers will receive a mentor teacher to assist them in implementing instructional strategies and understanding campus procedures.	Student Support Assistant Principal	New teachers will feel supported by their peers in approaching instruction and campus expectations.				
	Problem Statements: School Processes & Programs 2					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Continued teacher growth in current or new educational practices is lower than desired. Root Cause 1: The expectation for continued attendance in professional development activities by teachers has not consistently been communicated.
Problem Statement 2: On the survey answered by Department Chairs, teachers feel like additional communication regarding professional development, student intervention training, and campus expectations needs improvement. Root Cause 2: Due to the size of the school, information is disseminated from a variety of sources which can seem confusing and disconnected.

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Tompkins High School will establish strong partnerships with parents and the business community to make a direct impact on student success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Tompkins will proactively publicize the benefits of the Take Flight program to parents and the need for additional parents to serve as mentors for the Take Flight program.	Principal and Student Support Principal	Additional Take Flight groups will have a community member serving as a mentor.				
Problem Statements: Perceptions 1						
2) Tompkins will utilize relationships built with businesses through the Partners in Education program to recruit mentors for the Take Flight program.	Principal	Additional Take Flight groups will have a community members serving as a mentor.				
Problem Statements: Perceptions 1						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: All Take Flight student groups are not currently served by a community mentor. Root Cause 1: As the school grows, the number of community mentors needed to support the program has increased.

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Tompkins High School will create a focus on providing a safe learning environment in which students feel emotionally supported while being challenged to reach their full potential.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The Take Flight program will be redesigned to support the growth in the number of students and to maximize that amount of time spent in Take Flight groups.	Principal	The time spent in Take Flight sessions will be maximized, and more student engagement will be observable.				
	Problem Statements: Perceptions 2					
2) Student Ambassadors will be utilized to assist new students with the transition to Tompkins High School.	Counselors	New students to Tompkins High School will have peer support in moving to a new school setting.				
	Problem Statements: Perceptions 3					
3) Counselors provide small counseling groups that deal with stress relief techniques and study skills.	Counselors	Struggling students will feel more supported as they approach challenging situations.				
	Problem Statements: Perceptions 2					
4) Each month counselors will facilitate a conversation with students regarding the benefits of complete wellness. Topics will include: Positive Self Awareness, Social Media and Navigating the World of Work.	Counselors	Students will have a better understanding of how to juggle the various demands that are placed on them as teens.				
	Problem Statements: Perceptions 2					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Higher achieving campuses such as Tompkins place an emphasis on students performing in the upper tier so average or struggling students feel overlooked. Root Cause 2: A lack of positive acknowledgement for the success of struggling students contributes to some students feeling unacknowledged.
Problem Statement 3: Students not involved in extra-curricular activities or clubs/organizations often feel disconnected to the campus and overlooked. Root Cause 3: The size of the campus makes it difficult to ensure that every student has connected to an organization within the campus and feels like he/she belongs.

State Compensatory

Personnel for Tompkins High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Mark Grisdale	Principal
Classroom Teacher	Hanna Darrensborg	Teacher
Non-classroom Professional	Cathy Hart	Campus Testing Coordinator
Classroom Teacher	Patricia Hornbeck	Classroom Teacher
Parent	Laura Lowe	Parent
Classroom Teacher	Dax Nesossi	Classroom Teacher
Classroom Teacher	Chandler Simpson	Classroom Teacher
Business Representative	Julie Staubo	Business Representative
Parent	Angie Toler	Parent
Non-classroom Professional	Michelle Tuttle	Librarian