

Katy Independent School District
Tompkins High School
2023-2024 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tompkins High School is entering its eleventh year and has grown to 3,088 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 benefited from the support of local business partnerships. Student demographics for 2023-2024 school year: Caucasian (30.8%), Hispanic (23.58%), Asian (31.93%), African American (10.07%), and Two or More Races (3.27%). Tompkins serves students in the following programs: At-Risk (20.89%), Low Income (20.3%), Special Education (8.74%), Limited English Proficient (7.25%), and ESL (6.8%). Tompkins High School hires quality professionals who excel in their craft. 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.

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.
- A high percentage of students with access to personal technology devices.
- A high percentage of students who are college bound with a focus on performing well on standardized tests (including nationally, statewide, and locally).
- A robust Career and Technology Education department that is focused on meeting the needs of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More students are needing individualized support from campus staff in special programs. **Root Cause:** The rate of growth in special programs within the campus has increased, especially in the area of low income and those needing additional support in the English language.

Problem Statement 2: While Tompkins has a strong staff dedicated to the campus and students, teacher retention and hiring has been a challenge. **Root Cause:** Especially in the area of CTE, teachers are being recruited and sought after by industry. This is resulting in difficulty finding individuals who want to dedicate themselves to career education in students.

Student Learning

Student Learning Summary

During the 2023 Advanced Placement testing season, Tompkins gave 30,770 exams with 82% of those exams scoring a 3 or higher.

***Note: Due to COVID-19, STAAR testing was not conducted for End of Course exams in spring 2020. As a result, the data from the 2019 exam is compared to the spring 2021 student data to identify areas of strength as well as areas for improvement. From the most recent STAAR data, the state accountability system indicated multiple areas of strengths for students.

STAAR Test Passing Rates					
	2017	2018	2019	2021	2022
English I	93%	93%	95%	95%	95%
English II	92%	93%	94%	94%	95%
Algebra I	97%	93%	91%	94%	93%
Biology	98%	98%	99%	98%	99%
US History	99%	99%	99%	99%	100%

Analyzing these scores at a deeper level revealed the following:

- The number of students passing the STAAR test has remained consistently at high levels of performance.
- Student growth continues to be a focus in English and math, especially in the "Meets" and "Masters" STAAR range.
- A greater number of CTE courses are being offered by the district. A need to certify teachers in these areas as well as gain their employment exists.

Student Learning Strengths

- The number of students taking CTE courses has increased exponentially. In addition, the number of students earning certifications in CTE courses has increased respectively.
- Students consistently demonstrate success on the STAAR test in all tested subjects.
- A high percentage of students are demonstrating college and career readiness.
- Tompkins gives a high number of Advanced Placement exams with students continuing to show success on those exams.
- The Fine Arts and Athletic organizations at Tompkins continue to perform at superior levels in comparison to other schools in the state.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student scores for English I and English II have been consistent or increased at the Approaches Grade Level standard in these areas; however,

the amount of student growth continues to be a focus. **Root Cause:** Effective use of horizontal instructional planning and changes in teachers within the English I and English II PLC has created inconsistency in the instructional strategies used to deliver content to students.

Problem Statement 2 (Prioritized): Students meeting the state standard at Approaches Grade level in Algebra I decreased by 1% in 2023. **Root Cause:** Changes made in professional learning communities on the Tompkins campus created a breakdown in the common planning period for math and revealed a need for teachers to have that time to collaborate regarding the needs of students as a whole and individually.

Problem Statement 3: Gaps in student learning remain for students who speak a language other than English. **Root Cause:** There is a need for teachers to gain a better understanding of the ELPS and how to incorporate first teach strategies for our students who do not possess English as a primary language.

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, Tompkins focuses 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. AP Teachers continue to participate in professional development that ensures the success of students taking exams in their courses. 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. Bi-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. In addition, Instructional Coaches have a bi-weekly meeting with the Principal and Administrators to outline specific strategies being used within each department to foster student and teacher growth. Department Chairs have a DC period to troubleshoot departmental issues. Tompkins continues to focus on technology integration with the use of Canvas and web-based tools to maximize student learning such as Smart Devices. 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. Due to the increased use of online learning, Tompkins teachers have become adept at integrating the use of Canvas and other technology resources into instruction.

School Processes & Programs Strengths

- 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.
- STAAR taught subjects have been immersed in The Fundamental Five Philosophy, and two teachers will present alongside two administrators at its annual conference regarding the implementation of such strategies within the classroom.
- 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.
- Department chairs are excellent resources of support for the professionals in their departments.
- The Leadership Team meets prior to the start of the school year to create a vision for the school year.
- 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.
- Tompkins has a plethora of clubs and organizations in which students can become involved and find a place to belong.
- The Tompkins Computer Science Pathway has increased in enrollment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The attendance rate, while at 93.45%, continues to be a challenge compared to pre-pandemic attendance rates at 97.4%. **Root Cause:** Due to the difference in expectations pre-pandemic and post-pandemic, students and parents have not fully understood the gaps in learning that occur when students are not present for learning.

Problem Statement 2 (Prioritized): While student behavior issues in non-instructional settings decreased during the 2022-2023 school year, data shows that prioritized emphasis should continue to be placed on students accessing full learning opportunities in instructional settings. **Root Cause:** Students continue to need encouragement to arrive promptly to class and use the full instructional time provided.

Problem Statement 3: Potential CTE students are not accessing available courses for course registration within school links. **Root Cause:** Many students and parents do not understand the School Links program, and utilizing a secondary option for communication with counselors regarding CTE pathways and programs continues to be a need on the campus.

Problem Statement 4: Students have become accustomed to not wearing ID badges while in the school building. **Root Cause:** Tompkins staff has focused on many of the instructional facets of education and has not placed an emphasis on enforcing the outward wearing of ID badges by students.

Problem Statement 5: The overall number of students enrolled in CTE courses has decreased over the last 2 years. **Root Cause:** Tompkins CTE pathways have been misunderstood, and a clearer understanding of what each pathway offers to both parents and students should be a focus.

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. Tompkins will continue to focus on developmental relationships with students to assist in deterring at-risk behavior and to building a sense of belonging among students. Tompkins will continue to offer opportunities 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 while 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. To assist with student learning, an enrichment period allows tutorials during the school day between third and fourth period every day. Assistant Principals conduct beginning of the year discipline meetings 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 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. 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.
- Grade level parent meetings are held each spring to inform parents of upcoming events and provide grade-specific information to community members.
- 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 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 (Prioritized): Students have reported feeling overwhelmed with the requirements of coursework, and struggling students have indicated they need additional time for tutorials with teachers. **Root Cause:** The bell schedule used prior to the 2020-2021 school year allows for only one enrichment period per week, limiting the opportunity for additional tutorials for students.

Problem Statement 2: Teachers have reported a lack of consistency in the availability and function of the PLC group between subjects and departments. **Root Cause:** PLC groups were altered and/or eliminated for some PLCs during the 2022-2023 school year.

Priority Problem Statements

Problem Statement 1: Student scores for English I and English II have been consistent or increased at the Approaches Grade Level standard in these areas; however, the amount of student growth continues to be a focus.

Root Cause 1: Effective use of horizontal instructional planning and changes in teachers within the English I and English II PLC has created inconsistency in the instructional strategies used to deliver content to students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students meeting the state standard at Approaches Grade level in Algebra I decreased by 1% in 2023.

Root Cause 2: Changes made in professional learning communities on the Tompkins campus created a breakdown in the common planning period for math and revealed a need for teachers to have that time to collaborate regarding the needs of students as a whole and individually.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students have reported feeling overwhelmed with the requirements of coursework, and struggling students have indicated they need additional time for tutorials with teachers.

Root Cause 3: The bell schedule used prior to the 2020-2021 school year allows for only one enrichment period per week, limiting the opportunity for additional tutorials for students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: More students are needing individualized support from campus staff in special programs.

Root Cause 4: The rate of growth in special programs within the campus has increased, especially in the area of low income and those needing additional support in the English language.

Problem Statement 4 Areas: Demographics

Problem Statement 5: While student behavior issues in non-instructional settings decreased during the 2022-2023 school year, data shows that prioritized emphasis should continue to be placed on students accessing full learning opportunities in instructional settings.

Root Cause 5: Students continue to need encouragement to arrive promptly to class and use the full instructional time provided.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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 engagement rate
- Community surveys and/or other feedback

Goals

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

Performance Objective 1: Tompkins High School will focus on increasing support for teachers in an effort to meet the needs of English Language Learners.





Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development will be given to all teachers at the beginning of the year to support the implementation of intervention strategies for English Language Learners as well as the intention of the ELPS and the expectations for English Language Learners.</p> <p>Strategy's Expected Result/Impact: Documentation will reflect an increased understanding by teachers of the various ways to support ELL students.</p> <p>Staff Responsible for Monitoring: ELL Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reinstate Professional Learning Communities in an effort to have common planning times to provide teachers with the time they need to collaborate on instructional practices and individual student needs.</p> <p>Strategy's Expected Result/Impact: Unit exams, STAAR exam, and AP exam results will show student success and growth.</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will collaborate with the Student Support Assistant Principal, ESL Coordinator, and Special Education Department chair to design and implement intervention plans for students not demonstrating academic or behavioral success.</p> <p>Strategy's Expected Result/Impact: Grading reports will show a decline in the number of student failures for both the grading periods and semester averages.</p> <p>Staff Responsible for Monitoring: Student Support Assistant Principal and Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development will incorporate workshops that emphasize the importance of lesson closure and student retention of first teach instruction for all students, especially students as English Language Learners.</p> <p>Strategy's Expected Result/Impact: Grading reports will show an increase in student success for both the grading periods and the end of the semester averages.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will focus on consistently utilizing the enrichment period to reteach concepts for which students are showing a lack of understanding.</p> <p>Strategy's Expected Result/Impact: Improvement in student growth on unit tests, District Learning Assessments, STAAR Test results, and AP test results.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 2: The percent of Tompkins High School students who achieve the CCMR target will increase to 94% by July 2024.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Each counselor will strategically review the transcript and test scores of their assigned students to identify which individual students have not yet met the standard for College, Career, and Military Readiness.</p> <p>Strategy's Expected Result/Impact: The number of students meeting the College, Career, and Military Readiness standard will increase to meet or surpass 88% of the number of students in the graduating class.</p> <p>Staff Responsible for Monitoring: Counselors and Associate Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The TSI assessment will be given on the Tompkins campus multiple times during the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: The number of students meeting the College, Career, and Military Readiness standard will increase to meet or surpass 88% of the number of students in the graduating class of 2021.</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 3: Tompkins will create a positive environment that maximizes student learning and instructional time.

Strategy 1 Details	Reviews			
<p>Strategy 1: Tompkins will continue to implement a tardy system that encourages students to be on time to class and maximizes the amount of instruction students receive.</p> <p>Strategy's Expected Result/Impact: Less students will be in the hallways after passing periods, and teachers will report a reduction in the amount of time lost beginning instruction each class period.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Tompkins High School will incorporate within the budget additional training for teachers to attend the Fundamental Five conference to effectively implement lesson closure and enhance student retention of content.</p> <p>Strategy's Expected Result/Impact: The number of teachers implementing Fundamental Five principles will increase. This will result in better retention of content as well as application of instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tompkins High School will allocate funds for teacher training at state and national conventions within their content area.</p> <p>Strategy's Expected Result/Impact: The number of teachers attending quality content conventions will increase.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Extended learning opportunities will be provided for students who did not meet standard on STAAR EOC assessments through enrichment periods, before school tutorials, and after school tutorials.</p> <p>Strategy's Expected Result/Impact: STAAR exam results will show an increase in the passing rate of second time test takers.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Academic Support staff.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will be reincorporated in order to:</p> <ul style="list-style-type: none"> * 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 <p>Strategy's Expected Result/Impact: Increased student growth on formal assessments, STAAR tests, and AP tests.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Department Chairs.</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will consistently conduct data conferences with PLCs to determine best approach in reteaching topics during enrichment where students show a weaker conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Unit exams, District Learning Assessments, and STAAR scores will show an increase in the number of students showing mathematical success.</p> <p>Staff Responsible for Monitoring: English Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued professional development sessions will be offered throughout the year to support teachers in the implementation of new instructional strategies that incorporate technology.</p> <p>Strategy's Expected Result/Impact: An increase in the use of technology will be observable in walk through observations conducted by administration.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development sessions in the use of EHall Pass will be offered for teachers to aid in implementing the tool as a means to increase student use of instructional time.</p> <p>Strategy's Expected Result/Impact: An increase in the number of teachers proficiently using the EHall pass will be observable.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: A weekly newsletter with important information for teachers and staff will be disseminated via email. Strategy's Expected Result/Impact: Teachers and staff will report an increase in knowledge regarding campus news and expectations. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New teachers to campus will participate in a cohort to discuss instructional strategies, campus procedures, and educational topics of interest. Strategy's Expected Result/Impact: Teachers new to campus will feel knowledgeable about campus expectations. New teachers will feel supported by campus administration. Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers will receive a mentor teacher to assist them in implementing instructional strategies and understanding campus procedures. Strategy's Expected Result/Impact: New teachers will feel supported by their peers in approaching instruction and campus expectations. Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Opportunities for positive, social interactions among staff members will be created via positive daily emails, staff recognition, and social events. Strategy's Expected Result/Impact: Staff will develop a more positive connection to the campus culture as well as their department groups. Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Tompkins will utilize relationships built with businesses through the Partners in Education program to develop a reciprocal relationship that benefits the students at Tompkins High School as well as the community business.</p> <p>Strategy's Expected Result/Impact: Additional resources will be available for students through the collaboration with Katy ISD business partners.</p> <p>Staff Responsible for Monitoring: Student Support Assistant Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Ambassadors will be utilized to assist new students with the transition to Tompkins High School. Strategy's Expected Result/Impact: New students to Tompkins High School will have peer support in moving to a new school setting. Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors provide small counseling groups that deal with stress relief techniques and study skills. Strategy's Expected Result/Impact: Struggling students will feel more supported as they approach challenging situations. Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development to educate teachers and staff on the mental wellness of students will be incorporated into professional learning days throughout the school year. Strategy's Expected Result/Impact: Teachers will have a better understanding of the emotional well being of students and the various factors influencing a student's mental health. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will intentionally identify struggling students and proactively provide them with personal invitations to attend tutorial opportunities. Strategy's Expected Result/Impact: Students will report a positive correlation between having a teacher show personal interest in their academic struggles and providing opportunities to help them with concepts they do not understand. Staff Responsible for Monitoring: Associate Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums

The percent of **Tompkins** High School students who achieve the CCMR target will increase from **87%** to **94%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%	88%	
Actual Scaled	97	96	96	97	
Met Goal		N	N	N	

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Tompkins	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
		2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
		2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		2023 Actual	102	75%	273	83%	381	86%	1	100%	301	94%	2	100%	33	82%	98	74%	167	76%	73	75%
		Met Target		Y		N		Y		Y		Y		Y		N		Y		Y		Y
		2024 Target		85%		84%		86%		100%		94%		100%		90%		84%		73%		69%

* Data source Domain 3