

Katy Independent School District
Tompkins High School
2024-2025 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 twelfth year and has about 3,200 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 (30.5%), Hispanic (23.78%), Asian (32.40%), African American (9.73%), and Two or More Races (3.17%). Tompkins serves students in the following programs: At-Risk (24.07%), Low Income (19.53%), Special Education (8.85%), Limited English Proficient (7.84%), and ESL (7.18%). 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

In the 2022-2023 school year, Tompkins High School administered 3,077 AP exams, 82% of which received a score of 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	2023	2024
English I	93%	93%	95%	95%	95%	95%	96%
English II	92%	93%	94%	94%	95%	95%	95%
Algebra I	97%	93%	91%	94%	93%	93%	93%
Biology	98%	98%	99%	98%	99%	99%	99%
US History	99%	99%	99%	99%	100%	100%	99%

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: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Tompkins High School will implement systems that ensure the physical safety of our students and staff.

Strategy 1 Details	Reviews			
Strategy 1: Exterior doors will be inspected weekly to verify that they are secured and operating properly. Strategy's Expected Result/Impact: All exterior doors will be secured and operating properly. Staff Responsible for Monitoring: Associate Principal Assistant Principal Principal Security Guards Campus Police Officer	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom doors are closed and locked when students are present and engaged in instruction. Strategy's Expected Result/Impact: Students are secure in their classrooms. Staff Responsible for Monitoring: Teachers Admininstration Security Guards Campus Police Officer	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All students and staff will wear their school IDs during the instructional day. The ID must be worn so it is visible at all times. Strategy's Expected Result/Impact: All students and staff will be displaying their ID and recognized as members of OTHS. Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Tompkins High School will focus on addressing the unique learning needs of each student while delivering high-quality instruction that supports the growth of all learners.

Evaluation Data Sources: EOC data, District Level Assessments, Campus Based Assessments, Individual Student Work, Interim assessments

Strategy 1 Details	Reviews			
Strategy 1: Sheltered math and English classes will be created to meet the needs of ELL students. Strategy's Expected Result/Impact: Students will receive lessons designed to address instructional gaps. Staff Responsible for Monitoring: ESL Teachers, General Education Teacher, Administration, Department Chairs and Instructional Coach	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The enrichment period will be utilized to reteach concepts to students who have not demonstrated mastery. Strategy's Expected Result/Impact: Improvement in student growth on unit tests, DLA, STAAR and AP results Staff Responsible for Monitoring: Instructional Coaches, Teachers and Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Strategic Design Goal 2: 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 90% by July 2025.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Counselors/ Health Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Tompkins High School will employ a variety of assessment strategies to gain a comprehensive understanding of student learning. Professional Learning Communities will analyze and utilize data in order to create meaningful and effective assessments.

Evaluation Data Sources: Aware, DLA, CBA,

Strategy 1 Details	Reviews			
Strategy 1: Establish an effective PLC process: *Team Leaders: Identifying and providing support for team leaders *Utilizing the campus PLC document across all core contents *Administrators assigned to each PLC will conduct learning walks and attend PLC meetings. Strategy's Expected Result/Impact: Effective PLC Teams Staff Responsible for Monitoring: Administration ICs Team Leaders DCs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: PLCs will meet once a week 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. Strategy's Expected Result/Impact: Increased student growth on formal assessments, STAAR tests and AP tests. Staff Responsible for Monitoring: Instructional Coaches, Administrators and Department Chairs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Unit exams, District Learning Assessments, and STAAR scores will show an increase in the number of students showing mathematial success. Staff Responsible for Monitoring: Instructional Coach and Adaministrators	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



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Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Tompkins High School will implement internal systems to effectively integrate our 1:1 technology into classrooms in order to enhance student learning.

Strategy 1 Details	Reviews			
Strategy 1: Create a campus-wide T-TESS goal for each classroom teacher to implement 1:1 technology engagement by developing specific action steps. To achieve their T-TESS goal for the year, teachers can choose to include the following in their objectives: 1. Implement digital notebooks (OneNote Class Notebook, etc.) to deliver content, such as digitizing formerly printed packets or class notes. 2. Deliver one major assessment every grading period using a technology platform such as Canvas or Aware. 3. Implement a new Chromebook-based activity every grading period. (Activities from previous years that are adapted to a 1:1 format can also be used.) 4. Complete labs or activities (example: gallery walks) write ups using a digital platform for a minimum of once every grading period. 5. Have students complete critical writing activities (example: summarization of learning) using a digital platform. 6. Complete student journals in class using a digital platform. Strategy's Expected Result/Impact: An increase in the use of technology will be observable in walk through observations conducted by administration. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: In the classroom setting, students will use devices to engage in learning 50 minutes a week (5 hours every six weeks.) Strategy's Expected Result/Impact: 1. Lesson Plans/PLC Agenda 2. Data through Aware or Canvas 3. Student product 4. Survey responses Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Tompkins High School will establish a collaborative and supportive learning environment that facilitates teacher development. We will implement systems that enable teachers to connect across the campus, fostering a culture of collaboration and innovation in the classroom

Strategy 1 Details	Reviews			
Strategy 1: 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	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Opportunities for positive, social interactions among staff members will be created via staff shoutouts, 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.	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Addendums



The percent of **Tompkins High School** students who achieve
the CCMR target will increase from **90%** to **92%** by July 2029.

Tompkins HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	92					
		Actual Component	90%					
		State Component	76%					
		Met State Component Rate	Y					
		Goal Component	-	90%	91%	91%	92%	92%
		Met Component Goal	-					

Tompkins HS Targets	CCMR		# 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	# EB/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	51	78%	190	85%	224	90%	1	100%	211	96%			24	71%	63	78%	131	77%	122	81%
		2025 Target														81%				87%		