



Not just a district, a destination.



TOMBALL

INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2022-2023

Campus Name	Tomball Memorial High School
State Name	Tomball Memorial HS
Campus ID#	101-921-002
Principal	Dr. Jeff Bailey
Date of Board Approval	October 11, 2022



At Tomball ISD, we are not a big, impersonal school district; we are a home for people looking for a warm, close-knit community where teachers, principals, staff and administrators truly care about each individual child. We are also a destination for our strong academic programs and a wide variety of extracurricular activities. Our focus is to make sure that every single student finds a place to belong, a passion to pursue and a love of learning that will serve him or her well beyond the years spent with us.

Board of Education

Kathy Handler
President

Lee McLeod
Vice President

John E. McStravick
Secretary

Justin Unser
Assistant Secretary

Mark Lewandowski
Trustee

Dr. Michael Pratt
Trustee

Matt Schiel
Trustee

District Leadership

Dr. Martha Salazar-Zamora
Superintendent of Schools

Jim Ross
Chief Financial Officer

Dr. Amy Schindewolf
Chief of Staff

Dr. Steven Gutierrez
Chief Operating Officer

Dr. Michael Webb
Chief Academic Officer

Zachery Boles
Assistant Superintendent of Finance

Dr. George Flores
Assistant Superintendent of Elementary Schools

Dr. Mindy Munoz
Assistant Superintendent of Secondary Schools

Mark White
Assistant Superintendent of Accountability

Dr. Lee Wright
Assistant Superintendent of Strategic Initiatives

TABLE OF CONTENTS

TABLE OF CONTENTS	3
TOMBALL ISD NON-DISCRIMINATION POLICIES	4
LEGAL NOTICE	5
FEDERAL FUNDS	9
Elementary and Secondary School Emergency Relief	10
VISION, MISSION, GOALS, AND OBJECTIVES	12
DATA ANALYSIS AND COMPREHENSIVE NEEDS ASSESSMENT	14
SAMPLE INTEGRATED DATA SOURCES	14
EFFECTIVE SCHOOLS FRAMEWORK (ESF) PRIORITIZED LEVERS	15
DISTRICT ROOT CAUSES	16
CAMPUS IMPROVEMENT TEAM (CIT)	17
CAMPUS PROFILE	18
Accreditation	18
Campus and Program Description	18
Demographics	19
Staff Profile	23
ACCOUNTABILITY SUMMARY AND PERFORMANCE DATA	25
State A-F Accountability	25
Attendance	30
Discipline	31
DROPOUT PREVENTION	33
CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS	34
STAFF DEVELOPMENT NEEDS	41
ASSURANCES	42
WAIVERS	43
DISTRICT OF INNOVATION	44

TOMBALL ISD NON-DISCRIMINATION POLICIES

General Policies

Tomball ISD Board Policy FFH (LOCAL)

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Tomball ISD Board Policy DIA (LOCAL)

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

Vocational Programs

Tomball ISD offers career and technical education (CTE) programs. See the CTE section for details on course offerings and admission standards.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The Tomball Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law in its programs, activities, and or employment practices.

It is the policy of Tomball ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Tomball ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Steve Guerrero, at 310 South Cherry, Tomball, TX 77375-5595, (281)357-3100, Ext. 2061, steveguerrero@tomballisd.net; and or the Section 504 Coordinator, Keri Williams, 11211 F.M. 2920, Tomball, TX 77375, (281)357-3100, Ext. 4101, keriwilliams@tomballisd.net.

LEGAL NOTICE

In annual accordance and compliance with chapters 4, 11 and 39 of the Texas Education Code and Tomball ISD Board Policies BQ, BQA, and BQB; each campus principal of all Tomball Independent School District schools has collaborated with the District Improvement Team to analyze data relative to the academic performance of all students including students in special education programs and at-risk students. The data analysis was used as part of a comprehensive needs assessment for the purpose of developing goals and determining strategies to improve student performance and support district and state goals and initiatives. This process aligns with the Texas Effective Schools Framework (ESF). This process and plan satisfy any improvement actions required by the Texas State Accountability Rating System including the Results Driven Accountability (RDA), Data Validation and Verification Monitoring, Data Reporting Compliance, and the state and federal Identification of Schools for Improvement. This process and plan satisfy the federal requirements for campuses and districts under regulation of and/or receiving funding through Titles I, II, III, and IV of the Elementary and Secondary Education Act of 1965, reauthorized in 2015 under the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA) Part B, including the Local Equitable Access Plan required by Title I, Part A Sec. 1112(b)(2). This process and plan satisfy the requirements for the annual comprehensive needs assessment of at-risk students and the development of goals and strategies to improve the academic performance of at-risk students at campuses receiving State Compensatory Education (SCE) funds. The improvement plan components required for SCE Program appear in the District Improvement Plan since the program is managed and funded centrally.

The Board shall ensure that a District Improvement Plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually approve District and campus performance objectives and shall ensure that the District and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Texas Education Code 11.251(a)

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs.

Texas Education Code 11.251(b)

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA] BQ(LOCAL)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Texas Education Code 11.253(c)

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

Texas Education Code 11.251(f)

A district that receives Title I, Part A funds shall develop jointly with, agree with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into a district plan developed under 20 U.S.C. 6312 [TEA-approved plan to receive Title I funds], establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

1. Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans under paragraphs (1) and (2) of section 6311(d);
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
 - a. Barriers to greater participation by parents in activities authorized by section 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - c. Strategies to support successful school and family interactions;
5. Use the findings of the above evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in section 6318; and
6. Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

20 U.S.C. 6318(a)(2) [See BQ(LOCAL)]

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. Texas Education Code 11.252(a)

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:

- i. (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - ii. (2) Conflict resolution programs;
 - iii. (3) Violence prevention programs; and
 - iv. (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
- 4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities.
 - b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
- 6. Staff responsible for ensuring the accomplishment of each strategy.
- 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
- 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance. Texas Education Code 11.252(a)

- 9. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. Texas Education Code 37.083(a)

- 10. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents. Texas Education Code 37.0831 [See FFH]
- 11. A policy addressing sexual abuse and other maltreatment of children that must include:
 - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
 - b. Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and
 - c. Available counseling options for students affected by sexual abuse or other maltreatment. Texas Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. Texas Education Code 11.252(b)

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. Texas Education Code 11.252(a)

Each school district shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a), conducted biennially, to review and revise, as appropriate, the district-level improvement plan, and for other purposes, as appropriate to enhance the district learning environment. Texas Education Code 7.065(e)

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. District information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program,
 - b. Complete the program but do not take the high school equivalency examination, or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan. Texas Education Code 11.255

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. Texas Education Code 21.451(c)

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. DMA(LEGAL)

FEDERAL FUNDS

Supplement, Not Supplant Methodology

POLICY

(1) IN GENERAL –A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Tomball ISD has adopted the following policies to assure compliance with regulations regarding Federal funds:

[EHBD \(LEGAL\)](#)

[EHBD \(LOCAL\)](#)

(2) COMPLIANCE. –To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

As part of Tomball ISD’s priority-based budget process, the District uses the following methodology to allocate state and local funds to district and campus programs without regard to participation in the Title I, Part A program.

Distribution by Personnel and Non-personnel Expenditures (per-personnel position plus per-pupil).

The annual budget process is a major activity in moving the District and its organizational units toward the achievement of strategic goals designed to improve student learning. In essence, the budget process is the translation of the planning process into financial terms and measurements. Tomball ISD focuses on the following priorities when financially planning for the school year:

1. Sustainability of existing staff
2. Hiring need for the projected student enrollment growth
3. Class-reduction teachers for campuses with greatest number of at-risk students
4. Innovative programs

The District prioritizes campus staffing because we understand that providing smaller student-teacher ratios in all classrooms increases student academic achievement. The average student-teacher ratio for Tomball ISD is 16:1 K-12 in comparison to the State’s mandated 22:1 for K-4.

This methodology was originally developed on September 6, 2018. Dates of any revisions are below:

December 5, 2018

September 30, 2019

October 2, 2020

December 15, 2020

September 23, 2021

May 5, 2022

Committee dates:

September 22, 2022

October 27, 2022

Elementary and Secondary School Emergency Relief

INTRODUCTION AND BACKGROUND

President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. The [State of Texas](#) received over \$12,000,000,000 for public education, including over \$11,000,000,000 directly to Local Education Agencies (school districts). The Texas Education Agency (TEA) awarded [Tomball ISD](#) with \$5,202,729 (two-thirds) on June 28, 2021 and \$2,601,364 (one-third) on January 28, 2022. The total award amount granted by the Notice of Grant Award (NOGA) for Tomball ISD is \$7,804,093.

As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. For more information, please visit TEA's [ARP ESSER III Grant Program](#), [Coronavirus \(COVID-19\) Support and Guidance](#), and the [ESSER comparison document](#). Safe Return to In-Person Instruction and Continuity of Services Plan (Safe Return Plan)

Safe Return to In-Person Instruction and Continuity of Services Plan (Safe Return Plan)

Section 2001(i)(1) of the ARP Act requires each school district to develop a safe return to in-person instruction and continuity of services plan (Safe Return Plan) and make it publicly available on the district website no later than 30 days after receiving the Notice of Grant Award (NOGA). This mandate applies to all fund recipients, regardless if the school district has already returned to in-person instruction.

Section 2001(i)(2) of the ARP Act further requires that school districts seek and consider stakeholder input in the decision-making of the Safe Return Plan. Under the interim final requirements published in Volume 86, No. 76 of the Federal Register by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, Tomball ISD received the ESSER III NOGA on 6/28/2021 and must publicly share and post its Safe Return Plan by 7/28/2021. This document incorporates the federally required components of the Safe Return Plan and the Use of Funds Plan for the 2020-2023 ARP ESSER III federal grant.

[Tomball ISD ARP ESSER III website](#)

[Safe Return Plan](#)

[Use of Funds Plan](#)

Tomball ISD ESSER* Relief Funding

- ESSER I - Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act
 - Purpose: to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools
 - Allowable activities related to the coordination of preparedness and response to improve coordinated responses to prevent, prepare for, and respond to coronavirus
- ESSER II - Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
 - Purpose: to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools
- ESSER III - Section 2001 of the American Rescue Plan (ARP) Act
 - Purpose: To help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.
 - Must expend a minimum of 20% on the following:
 - Evidenced-based interventions, such as summer learning, extended day and comprehensive after-school programs or extended school year programs; and
 - Ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on Title I, homeless, and foster care student populations.
 - Engage stakeholders

Tomball ISD ESSER* Allocations and Use of Funds:

List of Funds	Amount	Expenditures
ESSER I - CARES	\$858,008.00	Supplant - COVID-19related expenditures <ul style="list-style-type: none"> ● Extra duty pay for instructional staff ● Learning Management System – Schoology
ESSER II - CRRSA	\$3,474,883.00	Supplant – COVID-19 related expenditures <ul style="list-style-type: none"> ● Extra duty pay for staff – instructional and non-instructional ● Maintenance and cleaning processes due to COVID-19
ESSER III - ARP	\$7,806,614.00*	Supplemental – addressing learning loss (recovery) <ul style="list-style-type: none"> ● Staffing – e.g. instructional specialists, intervention teachers ● Training – e.g. Emotional Backpack, instructional coaching, Crisis training ● Tutoring funding ● Limited Virtual Option school management
ESSER Supplemental	\$2,914,988.00	Supplemental – addressing learning loss (recovery) <ul style="list-style-type: none"> ● Extended learning ● Compensatory services – SPED ● Contracted Services e.g. Presence Learning, TeachTown, ULS, Vize, Homebound instruction

*Elementary and Secondary School Emergency Relief Fund (ESSER)

** TEA awarded school districts in two disbursements (Two-thirds on 6/28/2021 and one-third on 1/28/2022)

VISION, MISSION, GOALS, AND OBJECTIVES

STATE MISSION, OBJECTIVES, AND GOALS

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Objectives

The objectives of public education are:

Objective 1: Parents will be full partners with educators in the education of their children.

Objective 2: Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.

Goal 2: The understanding of mathematics.

Goal 3: The understanding of science.

Goal 4: The understanding of social studies.

Education Code 4.001, .002

DISTRICT BELIEFS

1. Students are valuable individuals.
2. Students should be actively engaged.
3. Culture cultivates character and accountability.
4. Safe, supportive environments promote higher achievement.
5. Respecting diversity leads to cultural awareness and a global perspective.
6. Relationships in our classrooms, our schools, and our community are essential.
7. Well-planned, applicable staff development leads to improved instruction.
8. Enthusiastic and effective educators inspire our students.
9. A challenging, well-aligned curriculum fosters individual potential and continuous learning.

DISTRICT VISION STATEMENT

Tomball ISD students will lead in creating the future.

DISTRICT MISSION STATEMENT

Tomball ISD educates students to become responsible productive citizens by providing innovative, individually rigorous, and personally valuable educational experiences.

DISTRICT GOALS

1. Tomball ISD will develop, continuously enhance and utilize rigorous college, career, and life ready curriculum that is responsive to the needs of individual learners, including students in special education.
2. Tomball ISD will provide multiple sources of high quality academic content that infuses technology in learning experiences and instruction.
3. Tomball ISD will attract, develop and retain high quality staff through a well –defined, personally valuable professional development plan and support structure.
4. Tomball ISD will foster a culture of caring and compassionate educators to provide a supportive learning environment.
5. Tomball ISD will promote academic success by engaging students through real world experiences while cultivating independent thinking and creative problem solving.
6. Tomball ISD will prepare our graduates to succeed in the college/career path of their choice.
7. Tomball ISD will promote an emotionally and physically safe and secure learning environment.
8. Tomball ISD will be fiscally responsible while meeting the educational and facility needs of the students.
9. Tomball ISD will inspire students to develop and exhibit character traits that are reflective of community standards.
10. Tomball ISD will actively engage and involve parents and the community.

DISTRICT OBJECTIVES

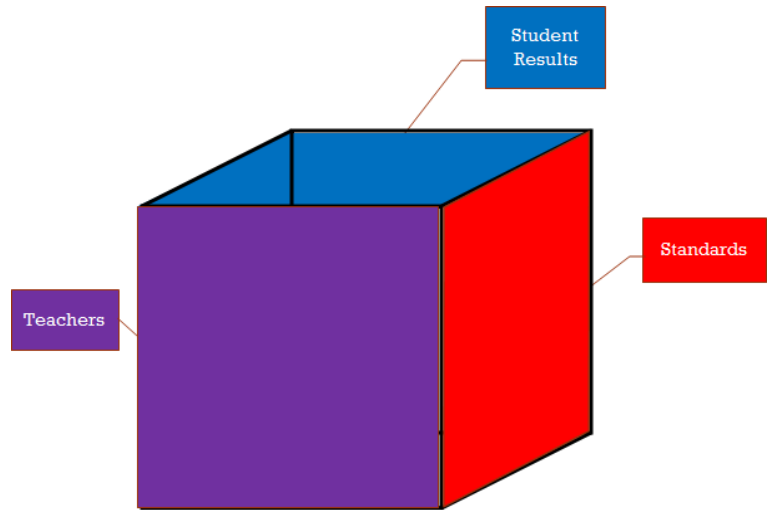
All Tomball ISD students will:

1. Achieve academic growth and reach their individual potential.
2. Develop and exhibit positive character traits in all aspects of their lives.
3. Actively seek opportunities beyond the classroom to enhance their educational experiences.
4. Be actively engaged, thinking independently to become creative problem solvers.
5. Be prepared for post-secondary success in the global marketplace.

AE(LOCAL)

DATA ANALYSIS AND COMPREHENSIVE NEEDS ASSESSMENT

Data Action is structured around a multidimensional “data cube” which represents the dynamic relationship between all students, teachers, and standards. Data Action starts with an analysis of integrated data sources through which district needs are identified. The District Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the district. The needs are assessed to determine what is the root cause which drives the current results. Lastly, strategies are developed to address those root causes. Action items are detailed to monitor timelines, responsibility, and resources, and a SMART goal is established to measure efficacy.

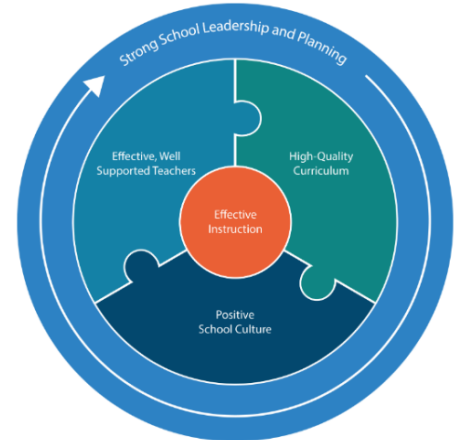


SAMPLE INTEGRATED DATA SOURCES

Students	Teachers	Standards
STAAR/EOC Results Texas Academic Performance Reports TELPAS results Curriculum- Based Assessments Formative assessments Interim Assessments Student portfolios CLI/STAR Early Literacy Results Results Driven Accountability (RDA) Eduphoria Aware Reports Individual education plans Attendance data Discipline referral data RtI Progress Monitoring reports Report cards Graduation/Dropout rates AP data Dual credit data CCMR Reports SAT/ACT Scores Summary of Major Assessment (SOMA) Framework	Student Growth/Progress reports STAAR/EOC results TTESS domain scores Walk-through data Professional development goals Attendance Retention rates Discipline referrals Lesson Plans Failure rates Grades vs Assessment Results TEKS content knowledge Technology skills Assessment design Participation in collaboratives AP exam participation and results UIL participation and results Growth Analysis Reports Star Renaissance SGA analysis	Assessment item analysis Lead4Ward reports Vertical Alignment Matrices TEKS gaps analysis Tomball ISD Curriculum Lesson plans/Instructional design Most Missed Questions (MMQ's) SAT Analysis Reports AP Analysis Reports PSAT Analysis Reports Summary of Major Assessment (SOMA) Framework

EFFECTIVE SCHOOLS FRAMEWORK (ESF) PRIORITIZED LEVELS

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these prioritized levels.








The Effective Schools Framework consists of a set of district commitments and, for schools, essential actions. District Commitments describe what local education agencies do to ensure that schools are set up for success. The Essential Actions describe what the most effective schools do to support powerful teaching and learning. The ESF framework is rooted in the continuous improvement process.

Tomball ISD practices the Effective Schools Framework through the following process:

IDENTIFY THE NEEDS: Increased focus on campus practices in addition to data

PLAN: Narrow focus on high leverage needs

IMPLEMENT and MONITOR: Supports and capacity-builders aligned to the framework

	<p>Strong School Leadership and Planning</p>	<p>Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.</p>
	<p>Effective, Well-Supported Teachers</p>	<p>Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.</p>
	<p>Positive School Culture</p>	<p>Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.</p>
	<p>High Quality Curriculum</p>	<p>All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.</p>
	<p>Effective Instruction</p>	<p>All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.</p>

DISTRICT ROOT CAUSES

Effective Instruction	In areas of low performance, instructional design and rigor have been insufficient for students to master the TEKS. Inconsistent monitoring and planning for CCMR has led to missed opportunities for students to engage in test-prep, courses, programs, and assessments to demonstrate readiness.
High Quality Curriculum	Data analysis has been disproportionately focused on developing interventions without sufficient application to the review and application of rigor across the curriculum in instructional design.
Strong School Leadership and Planning	Many administrators are still developing skills in effective practices for observations, calibrated feedback, and coaching.
Positive School Culture	In areas of low performance, too many instructional minutes are being lost to classroom management issues and student engagement
Effective, Well-Supported Teachers	Lack of consistent standards and capacity amongst district teachers of what constitutes quality instructional design has led to variables in lesson quality and efficacy.

CAMPUS IMPROVEMENT TEAM (CIT)

A campus improvement team shall be established on each campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

The committee shall serve exclusively in an advisory role except that each campus committee shall approve staff development of a campus nature.

Campus Improvement Team (CIT) Membership

Name of CIT Member	Position	Meeting Dates
Karla Sandoval	Non-classroom Professional	9/7/2022
Christine Kilcoyne	Classroom Teacher	11/16/2022
Janet Stackhouse	Classroom Teacher	2/8/2023
Laura Higley	Classroom Teacher	4/19/2023
Amanda Bass	Community Representative	5/24/2023
Tracy Fletcher	Community Representative	
Shelly Wheeler	Classroom Teacher	
Diana Toscano	Classroom Teacher	
Tiffany Randolph	Classroom Teacher	
Jill Hayes	Non-classroom Professional	
Jessica Mulkey	Classroom Teacher	
Tamara Hamilton	Business Representative	
Jennifer Whiting	Business Representative	
Christina Monroe	Classroom Teacher	
Shannon Lewis	Parent	
Dawn Rodriguez	Parent	

Accreditation

Tomball Independent School District and Tomball Memorial High School are fully accredited by the Texas Education Agency with no warnings or probationary sanctions for the district nor any campuses.

Tomball ISD Is a Texas Education Agency District of Innovation.

Campus and Program Description

Tomball Memorial High School is a 6A campus with approximately 3,017 students. Teachers and staff have been selected through an extensive interview process with a focus on student performance, student growth, collaboration and relationships. Students at Tomball Memorial High School are challenged on a daily basis through rigorous classroom instruction as scores have shown this to be a very high performing campus. Over 50% of the student population take TAP, AP or DC courses offered by instructors on campus. In addition, over 50% of the student population is involved in some type of extracurricular activity.

Tomball Memorial has been very successful in extracurricular activities with students reaching the playoffs in many of our sports, qualifying and placing at the state and national level in Fine Arts, Cheer, UIL Academics and CTE programs as well. As a campus, Tomball Memorial places a high focus on collaboration and professional learning communities. Time during the day is built into the master schedule for a majority of our teams to collaborate and plan together in order to provide the best possible initial instruction for students.

In addition, the campus also has a dedicated 40 minute time each day called Wildcat Den, that is used for intervention and enrichment of our students. The program focuses on HB4545, CCMR, PSAT, SAT and AP intervention and enrichments so students have the ability to be successful. Tomball Memorial High School prides itself on having a welcoming environment that supports all teachers and students and there is a strong focus on the campus core values which shapes the culture of the school.

Demographics

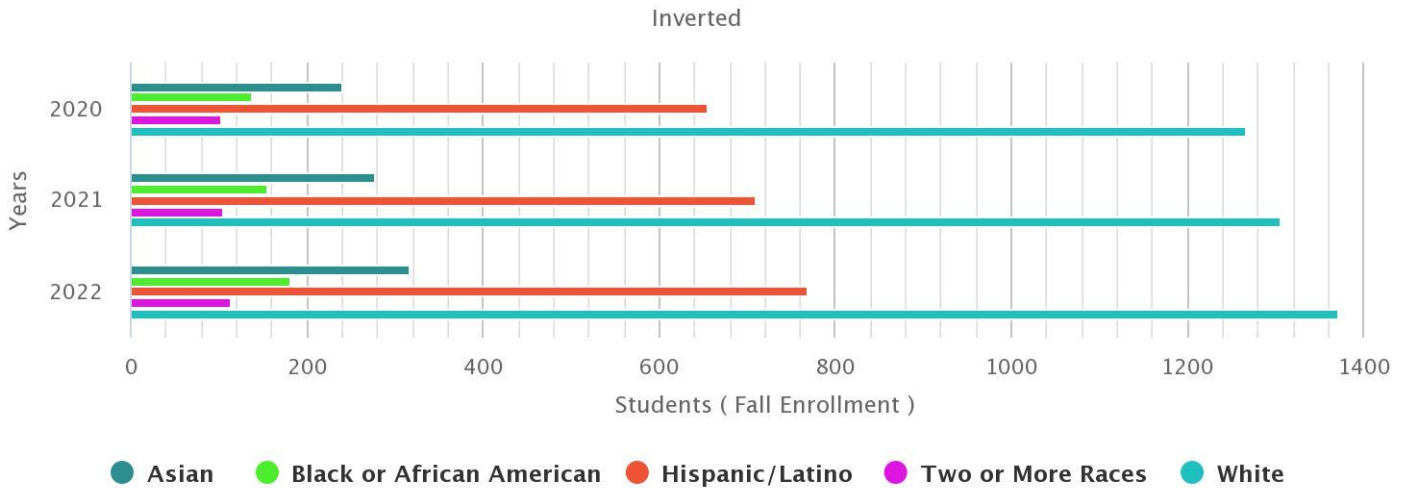
The following demographics represent the composition of the students and staff for the previous school year (2021-2022 Fall PEIMS) associated with the student performance measures used in the data analysis.

School Population		
	Count	Percent
Student Total	2,755	100%
9th Grade	773	28.06%
10th Grade	738	26.79%
11th Grade	643	23.34%
12th Grade	601	21.81%
Student Demographics		
	Count	Percent
<i>Gender</i>		
Female	1,355	49.18%
Male	1,400	50.82%
<i>Ethnicity</i>		
Hispanic-Latino	769	27.91%
<i>Race</i>		
American Indian - Alaskan Native	3	0.11%
Asian	317	11.51%
Black - African American	181	6.57%
Native Hawaiian - Pacific Islander	1	0.04%
White	1,370	49.73%
Two-or-More	114	4.14%
Student by Program		
	Count	Percent
Emergent Bilingual (EB)	126	4.57%
Bilingual	0	0.00%

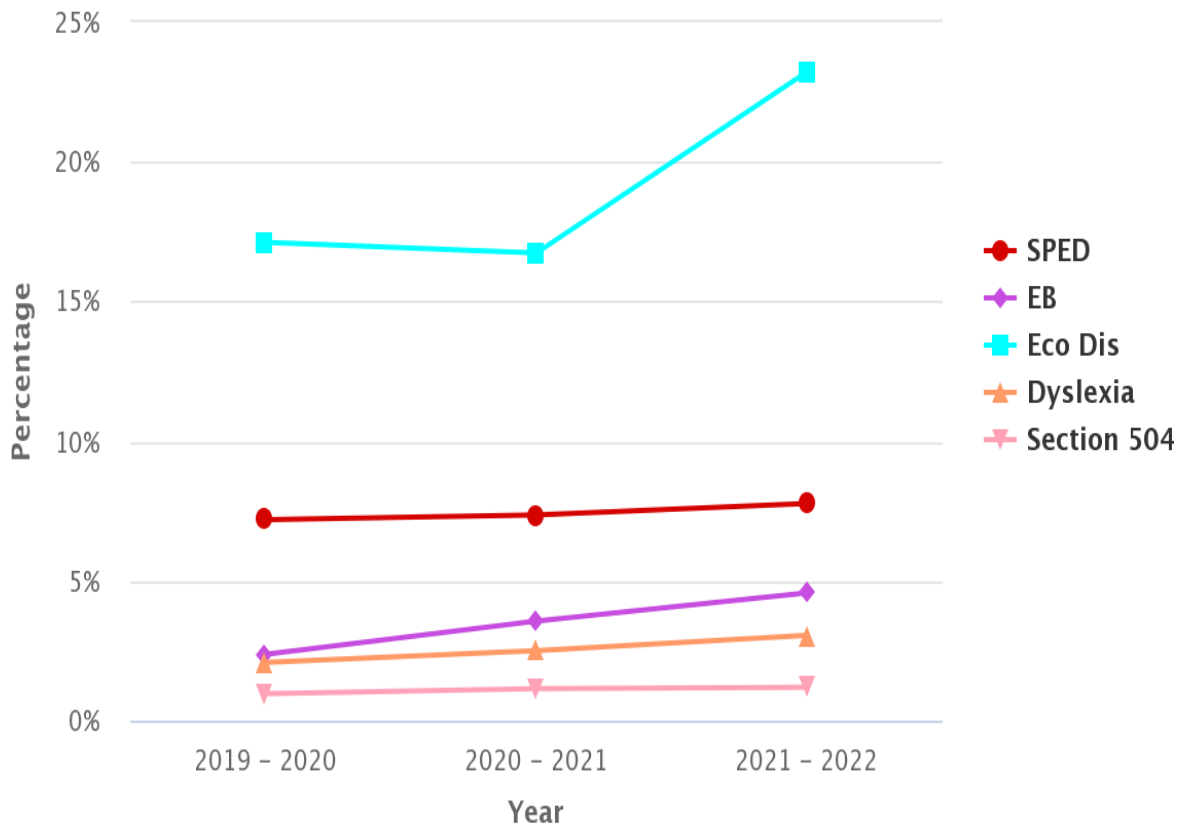
English as a Second Language (ESL)	83	3.01%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	37	1.34%
Gifted and Talented	301	10.93%
Special Education (SPED)	214	7.77%
Title I Participation	0	0.00%
Dyslexia	84	3.05%
<i>Economic Disadvantage</i>		
Economic Disadvantage Total	640	23.23%
Free Meals	375	13.61%
Reduced-Price Meals	26	0.94%
Other Economic Disadvantage	239	8.68%
Homeless Statuses		
Homeless Status Total	4	0.15%
Shelter	0	0.00%
Doubled Up	3	0.11%
Unsheltered	0	0.00%
Hotel/Motel	1	0.04%
Other Student Information		
	Count	Percent
At-Risk	618	22.43%
Title I Homeless	0	0.00%
Immigrant	31	1.13%
Migrant	0	0.00%
Military Connected	15	0.54%
Foster Care	5	0.18%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	241	8.75%
Intervention Indicator	261	9.47%
IEP Continuer	10	0.36%
Transfer In Students	34	1.23%

Special Services		
	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.47%
Other health impairment	66	30.84%
Auditory impairment	3	1.40%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	20	9.35%
Emotional disturbance	15	7.01%
Learning disability	68	31.78%
Speech impairment	2	0.93%
Autism	38	17.76%
Developmental delay	0	0.00%
Traumatic brain injury	1	0.47%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	2	0.93%
Homebound	2	0.93%
Hospital Class	0	0.00%
Mainstream	109	50.93%
Resource Room	60	28.04%
VAC	4	1.87%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	36	16.82%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	1	0.47%

Fall Enrollment by Ethnicity Race Report Category by Campus



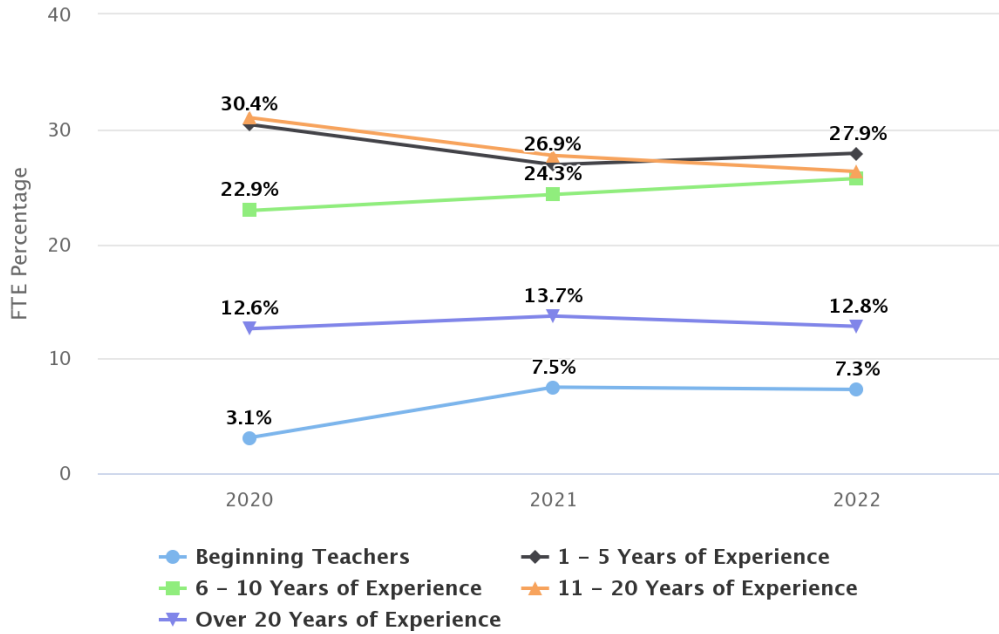
Ethnicity & Special Program Trends for Fall Tomball Memorial HS



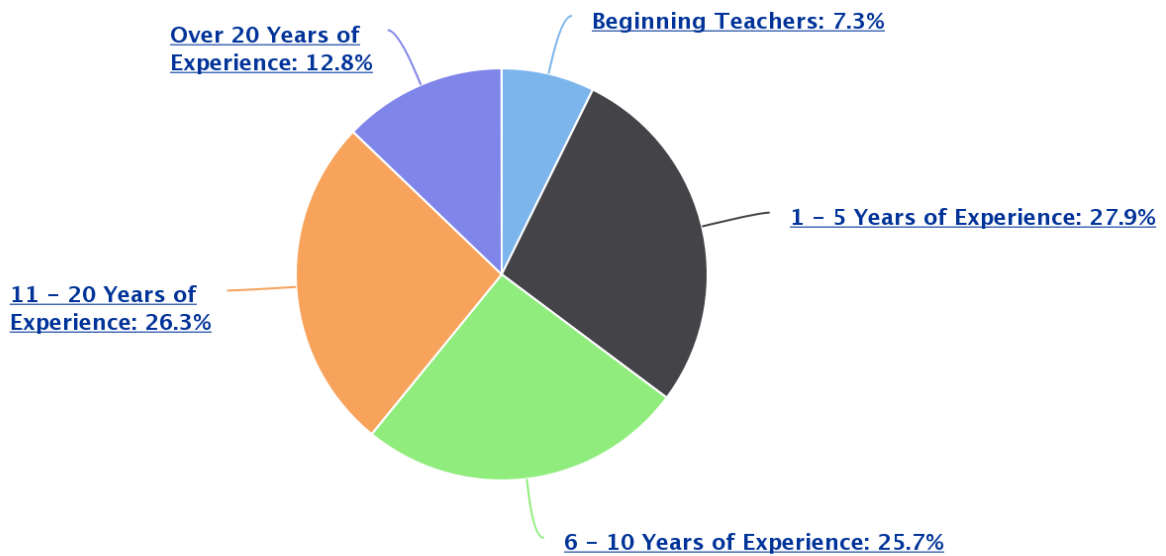
Staff Profile

ROLE ID (Fall)	2021-2022
003 - Assistant Principal	6
008 - School Counselor Provides guidance and counseling service...	7
011 - Educational Diagnostician	2
013 - Librarian	1
016 - Occupational Therapist	2
017 - Certified Orientation and Mobility Specialist (COMS)	1
020 - Principal	1
022 - School Nurse	1
023 - LSSP/Psychologist	2
026 - Speech Therapist/Speech-Language Pathologist	1
033 - Educational Aide	25
040 - Athletic Director	1
054 - Department Head	7
056 - Athletic Trainer	1
087 - Teacher	158
100 - Instructional Materials Coordinator	1
109 - Athletics (Other than Athletic Director)	1
120 - Instructional Coach	1
TOTALS	219

Teacher FTE by Years of Experience



Teacher FTE Percentage by Years of Experience for 2021 - 2022



State A-F Accountability

Accountability Rating

A

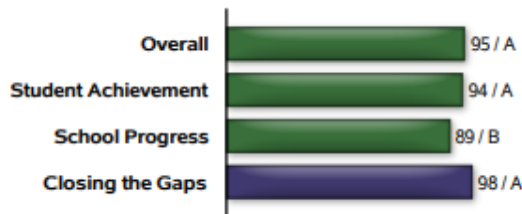
TOMBALL MEMORIAL H S earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

School Information

District Name: TOMBALL ISD
 Campus Type: High School
 Total Students: 2,752
 Grade Span: 09 - 12

For more information about this campus, see: <https://TXSchools.gov>

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for TOMBALL MEMORIAL H S. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ ELA/Reading
- ✓ Social Studies
- ✓ Comparative Closing the Gaps
- ✗ Science
- ✓ Mathematics
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness

STUDENT ACHIEVEMENT

Rating



94 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

[TELL ME MORE](#)

Student Achievement Calculation

Component	Score	% of Grade
STAAR Performance	93	40%
College, Career and Military Readiness	95	40%
Graduation Rate	95	20%
Total		100%

[TELL ME MORE](#)

Student Achievement Summary

STAAR Performance



out of 100

STAAR Performance measures achievement at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on the STAAR test.

[TELL ME MORE](#)

College, Career, and Military Readiness



out of 100

College, Career, and Military Readiness measures graduates' readiness for college, the workforce, or the military.

[TELL ME MORE](#)

Graduation Rate



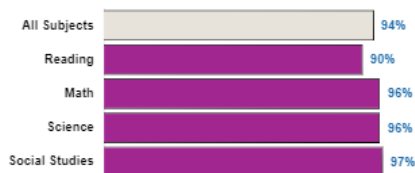
out of 100

Graduation Rate measures the percentage of students who graduate in 4-6 years.

[TELL ME MORE](#)

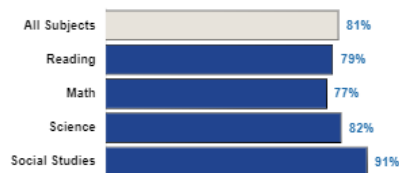
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



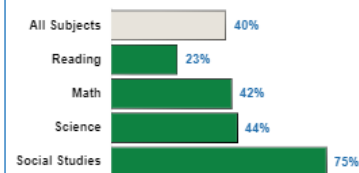
Subject	This School	District
All Subjects	94%	90%
Reading	90%	90%
Math	96%	90%
Science	96%	91%
Social Studies	97%	89%

Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	81%	71%
Reading	79%	73%
Math	77%	68%
Science	82%	71%
Social Studies	91%	71%

Percentage of Students Mastering Grade Level or Above



Subject	This School	District
All Subjects	40%	42%
Reading	23%	43%
Math	42%	39%
Science	44%	40%
Social Studies	75%	53%

* Indicates results are masked due to small numbers to protect student confidentiality

2021-22 STAAR Participation Rate: 99%
2020-21 STAAR Participation Rate: 97%



College, Career, and Military Readiness Details



Graduation Rate Details

CCMR Criteria	This School	District
Total credit for CCMR criteria	81%	79%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	70%	66%
Met criterion score on AP/IB exam(s)	36%	36%
Earned college credit for a dual credit course	37%	45%
Earned an industry-based certification	22%	15%
Earned a level I or level II certificate	0%	0%
Earned an associate degree	0%	6%
Completed an OnRamps course and qualified for college credit	0%	0%
Graduated with completed individualized education program (IEP) and workforce readiness	0%	1%
Graduated under an advanced diploma plan and identified as a current special education student	2%	2%

[DIG INTO THE DATA](#)

	This School	District
Four-Year Graduation Rate	98.3%	97.1%
Five-Year Graduation Rate	99.5%	99.4%
Six-Year Graduation Rate	99.1%	98.0%
Dropout Rate	0.3%	0.5%

[DIG INTO THE DATA](#)

Rating



89 out of 100


School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

[TELL ME MORE](#)

School Progress Calculation

Component	Score	% of Grade
Academic Growth	89	100%
Relative Performance	87	0%
Total		100%

[TELL ME MORE](#)

 **School Progress Summary**

Academic Growth



89 out of 100

Academic growth shows the amount of growth students make from year to year.

[TELL ME MORE](#)

Relative Performance



87 out of 100

Relative Performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.

[TELL ME MORE](#)

CLOSING THE GAPS

Rating



98 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

[TELL ME MORE](#)

Closing the Gaps Calculation

Component	Score	% of Grade
Academic Achievement	50.0	50.0%
Graduation Rate	8.8	10.0%
English Language Proficiency	10.0	10.0%
School Quality	30.0	30.0%
Total	99	100.0%

[TELL ME MORE](#)

Closing the Gaps Summary

Academic Achievement

% of Targets Met



100 out of 100

Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.

[TELL ME MORE](#)

Graduation Rate

% of Targets Met



88 out of 100

Graduation Rate measures the percentage of students who graduate in 4 years for all student groups.

[TELL ME MORE](#)

English Language Proficiency

% of Targets Met



100 out of 100

English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.

[TELL ME MORE](#)

School Quality

% of Targets Met



100 out of 100

School Quality measures readiness for college, the workforce, or the military across all student groups.

[TELL ME MORE](#)

Closing the Gaps Details

- Target Summary
- Target Details

✓ Met Target ✗ Did Not Meet Target

Student Group	Academic Achievement		Graduation Rate	English Language Proficiency	School Quality
	ELA/Reading	Mathematics			
% of Targets Met	100% (22 out of 22)		88% (7 out of 8)	100% (1 out of 1)	100% (11 out of 11)
All Students	✓	✓	✓	n/a	✓
African American	✓	✓	✓	n/a	✓
Hispanic	✓	✓	✓	n/a	✓
White	✓	✓	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a
Asian	✓	✓	✓	n/a	✓
Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	✓	✓	✓	n/a	✓
Economically Disadvantaged	✓	✓	✗	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	n/a	✓	✓
Receiving Special Education Services	✓	✓	✓	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✓	n/a	n/a	✓
Non-Continuously Enrolled	✓	✓	n/a	n/a	✓

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

Attendance

Cumulative Attendance Rate	2021-2022
Ethnicity	
Hispanic/Latino	92.97%
American Indian or Alaska Native	91.45%
Asian	96.86%
Black or African American	92.71%
Native Hawaiian or Other Pacific Islander	87.72%
White	94.02%
Two or More Races	95.53%
Gender	
Male	94.35%
Female	93.68%
Grade	
9th	94.25%
10th	94.77%
11th	94.02%
12th	92.79%
Special Population	
Special Education	90.88%
Economic Disadvantage	92.16%
Emergent Bilingual	93.82%
At Risk	91.67%
Gifted and Talented	96.04%
Migrant	-
Homeless Status	93.24%
Unaccompanied Youth	94.29%
Early Reading Indicator	-
Military Connected	95.09%
Foster Care	94.41%
RDSPD	-

Discipline

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974. Violent or Criminal Incidents PEIMS 425 Action Reason Codes as Submitted Summer 2022 Incident Total These codes include those specified by TEA as violent criminal offenses in the Unsafe School Choice Option Guidance Handbook (8/2019), based upon the USDE Unsafe School Choice Option Non-Regulatory Guidance. The remaining codes are monitored by TEA and may be used in the identification of persistently dangerous schools.

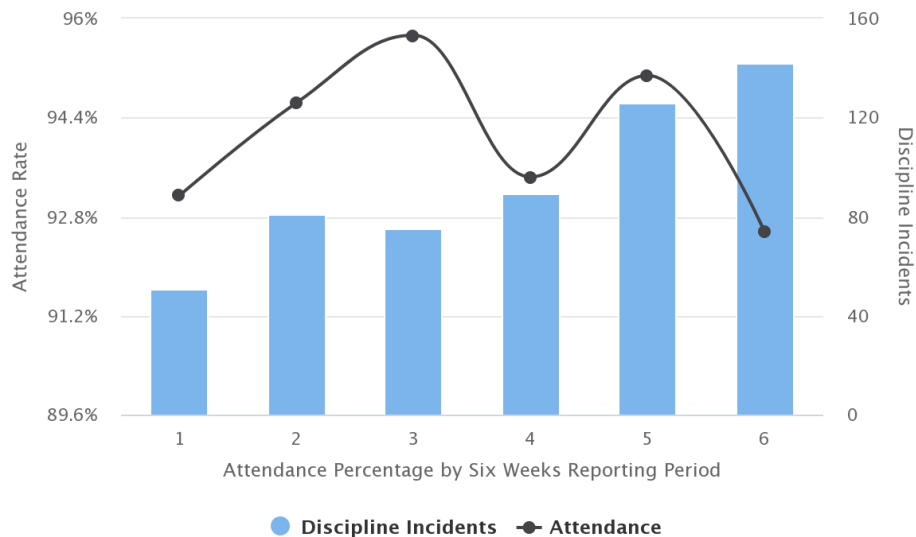
Discipline	PEIMS Code	Descriptor
Tobacco	33	Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.252
Alcohol	05	Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage – TEC §§37.006(a)(2)(D) and 37.007(b)
	37	Felony Alcohol Violation – TEC §37.007(a)(3)
Drugs	04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance – TEC §§37.006(a)(2)(C) and 37.007(b)
	36	Felony Controlled Substance Violation – TEC §37.007(a)(3)
Assaults	27	Assault Under Penal Code §22.01(a)(1) Against a school district employee or volunteer – TEC §37.007(b)(2)(C)
	28	Assault Under Penal Code §22.01(a)(1) Against someone other than a school district employee or volunteer – TEC §37.006(a)(2)(B)
	29	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)
	30	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)
	31	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)
	32	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)
Weapons	11	Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)
	12	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Illegal knife - longer than 5.5 inches)
	13	Unlawful Carrying of a Club under Penal Code 46.02 – TEC 37.007(a)(1)
	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)
Arson	16	Arson TEC 37.007(a)(2)(B)
Death / Deadly Conduct	17	Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder TEC 37.007(a)(2)(C)
	47	Manslaughter TEC 37.007(a)(2)(G)
	48	Criminally Negligent Homicide TEC 37.007 (a)(2)(H)
	49	Engages in Deadly Conduct TEC 37.007(b)(3)
Child Abuse	18	Indecency with a Child TE C37.007(a)(2)(D)
	57	Continuous Sexual Abuse of a Young Child or Children under Penal Code 21.02 Occurring on school property while attending a school-sponsored or school-related activity on or off school property TEC 37.007(a)(2)(I)
Kidnaping	19	Aggravated Kidnapping TEC 37.007(a)(2)(E)
Robbery	46	Aggravated Robbery TEC 37.007(a)(2)(F); 37.007(C)-(D)

Tomball ISD reported the following number of incidents for the above listed discipline infractions over the last three school years:

ESSA Unsafe School Choice Option (USCO) for 2021-2022 for Tomball Memorial High School																				
County-District Number: 101921 District Name: TOMBALL ISD																				
School Year (Enrollment)	Discipline Code																			Total
	11	12	13	14	16	17	18	19	29	30	31	32	36	37	46	47	48	49	57	
2021-2022 (2,870)	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	3
2020-2021 (2,632)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019-2020 (2,474)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	3

Discipline Action Group Summary Report 2022 Tomball Memorial High School

Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JIAEP Actions	JIAEP Students	JIAEP Percent	Total Students	Total Percent	Total Percent
All	2,867	361	179	6.24%	162	90	3.14%	41	36	1.26%	0	0	0.00%	564	208	7.25%
Asian	323	15	11	3.41%	6	5	1.55%	3	3	0.93%	0	0	0.00%	24	11	3.41%
Black or African American	200	61	31	15.50%	37	14	7.00%	7	6	3.00%	0	0	0.00%	105	34	17.00%
Hispanic/Latino	813	110	51	6.27%	52	32	3.94%	17	15	1.85%	0	0	0.00%	179	65	8.00%
American Indian or Alaska Native	5	7	2	40.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	7	2	40.00%
Native Hawaiian or Other Pacific Islander	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
Two or More Races	116	4	4	3.45%	3	2	1.72%	0	0	0.00%	0	0	0.00%	7	4	3.45%
White	1,409	164	80	5.68%	64	37	2.63%	14	12	0.85%	0	0	0.00%	242	92	6.53%
Female	1,408	122	66	4.69%	51	29	2.06%	10	9	0.64%	0	0	0.00%	183	75	5.33%
Male	1,459	239	113	7.75%	111	61	4.18%	31	27	1.85%	0	0	0.00%	381	133	9.12%
Special Education - Summer	224	68	26	11.61%	47	20	8.93%	7	5	2.23%	0	0	0.00%	122	36	16.07%
Economic Disadvantage - Fall	640	107	60	9.38%	55	32	5.00%	14	14	2.19%	0	0	0.00%	176	68	10.63%
Economic Disadvantage - Summer	727	133	70	9.63%	60	36	4.95%	17	16	2.20%	0	0	0.00%	210	80	11.00%
At Risk	618	188	86	13.92%	94	48	7.77%	23	20	3.24%	0	0	0.00%	305	101	16.34%
ESL	83	8	6	7.23%	2	2	2.41%	0	0	0.00%	0	0	0.00%	10	6	7.23%
Section 504 - Summer	249	63	24	9.64%	25	15	6.02%	4	4	1.61%	0	0	0.00%	92	28	11.24%



DROPOUT PREVENTION

Tomball ISD Strategies for Dropout Prevention

Aligned to NDPC/N Strategies

Effective Strategy	Major Tomball ISD Department/Program	Contact
Family Involvement Description: Reach out to all families	Federal Programs – Title I Family Engagement	Director of Federal Programs
Early Childhood Education Description: Begin positive learning environments early	Early Childhood, Pre-K Early Excellence Academy	Asst. Superintendent of Elementary, Elementary SSO, Dir. Elem. ELA
Reading & Writing Programs Description: Establish this foundation to all learning	Curriculum & Instruction English/Language Arts Literacy, Library Services	Director Secondary ELA Director Elementary ELA
Mentoring / Tutoring Description: Increase competency with a supportive adult or peer	Success Academies CIA: Secondary Schools Community Partnerships	Director Guidance/Counseling
Service Learning Description: Implement Academic learning connected to service	Curriculum & Instruction Project-Based Learning	Asst. Superintendent Strategic Initiatives
Alternative Schooling Description: Provide options beyond the traditional setting	Early College High School Tomball Connections Academy	Asst. Superintendent Secondary
Out-of-School Enhancement Description: Develop after-care, summer school, and extended hours	Co-curricular	School Support Officer Secondary
Professional Development Description: Provide resources and training for innovative, researched-based techniques	Professional Development	Asst. Superintendent Strategic Initiatives
Learning Styles and Multiple Intelligences Description: Implement proven methods for a diverse student population	Curriculum & Instruction Professional Development Special Populations	Chief Academic Officer Dir. Secondary ELA/Adv Academics Dir. Special Ed
Instructional Technologies Description: Integrate technology into daily curriculum	Curriculum & Instruction	Dir. Digital Learning
Individualized Instruction Description: Provide customized work plans for each student	Curriculum & Instruction Special Populations Counseling	Chief Academic Officer Dir Guidance/Counseling
Systemic Renewal Description: Change rules, roles, and relationships to effect school improvement	Superintendent Board	Superintendent Board members Chief of Staff
Community Collaboration Description: Engage businesses and organizations	Strategic Partnerships Agency collaboration Communications	Coordinator Community Engagement
Career Education and Workforce Readiness Description: Provide applied training and instruction for today's workplace	CTE College & Career Prep Freshmen Portfolios	Director CTE
Conflict Resolution and Violence Prevention Description: Teach the strategies of fair engagements and safety	Counseling Socio-Emotional Health District Support	Dir. Guidance/Counseling Dir. School Operations

CAMPUSWIDE REFORM STRATEGIES AND SMART GOALS

The Campus will implement the following campus-wide reform strategies to address campus needs and provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, English learners, and at-risk students) to meet the challenging State academic standards. The Campus will particularly address the needs of those at-risk of not meeting the challenging State academic standards. This Campus will use methods and instructional strategies to strengthen the academic program in the Campus, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1	<i>Ensure that every student in Algebra 1, Biology, US History, English 1 and English 2 demonstrate at least a year's worth of growth by the end of the 2022-2023 school year.</i>			
Strategies	Professional Development, Planning, Supervision, Master Schedule, Resources			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Focus on student growth across multiple types of testing including Beginning of the year, Interim, End of the year, EOC, Campus common assessments, 9 week assessments and semester exams</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Eduphoria Aware Data, PLC agendas and Data Protocol</i>	<i>Weekly review of PLC agendas & minutes including data protocol results</i>
<i>Use of Wildcat Den period and before/after school tutorials to focus on students who are not growing academically or falling behind</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Sign-in sheets and access to frontline intervention plans</i>	<i>Monthly review of Tutorial Records, Frontline intervention plan review and Wildcat Den records</i>
<i>Student goal setting and tracking of their own progress in classrooms along with weekly feedback from teachers and goal setting support for students</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>January - May</i>	<i>Goal Setting and tracking electronically in Schoology or through a hard copy that is accessible in teacher classroom</i>	<i>Monthly review of student goals and student scores based on teacher gradebook</i>
<i>Lesson plans and Team collaboration time focused on question 3 and 4 of the PLC framework and evidence of activities and strategies in classroom instruction</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Lesson Plans in Google Team Drive along with Agenda Templates in Google Drive</i>	<i>Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria</i>

<i>Team collaboration time weekly to discuss data using data protocol and next steps for students</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Lesson Plans in Google Team Drive along with Agenda Templates & PLC resources in Google Drive</i>	<i>Weekly review of lesson plans, agendas, norms and data that is available in Eduphoria</i>
---	--	------------------------------	--	--

Goal 2	<i>Increase the percentage of students reaching approaches, meets and masters on the EOC tests for Algebra 1 (96,75,55), English 1(92,84,41), English 2 (93,87,30), Biology (98,92,62) & US History (99,94,78) in order to reflect the top scores in our group of 40</i>
---------------	--

Strategies	<i>Collaboration, Master Schedule, Supervision, Planning, Professional Development</i>
-------------------	--

Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Focus on enrichment and extension activities both within the school day and outside of the school day</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Khan Academy, APEX, PSAT and SAT materials</i>	<i>Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria</i>
<i>Focus on bubble students who were close to achieving meets and masters or falling backwards to ensure students continue to move forward</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Eduphoria Aware Data, PLC agendas and Data Protocol</i>	<i>Weekly review of PLC agendas & minutes including data protocol results</i>
<i>Focus on question 4 in the PLC framework and evidence of activities and strategies in classroom instruction through lesson plan development and review</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Lesson Plans in Google Team Drive along with Agenda Templates in Google Drive</i>	<i>Weekly review of lesson plans, agendas, norms and post visit feedback from walkthrough data in Eduphoria</i>
<i>Team collaboration time weekly to discuss data using data protocol and next steps for students</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>Weekly - August - May</i>	<i>Lesson Plans in Google Team Drive along with Agenda Templates & PLC resources in Google Drive</i>	<i>Weekly review of lesson plans, agendas, norms and data that is available in Eduphoria</i>

<i>Student goals setting and tracking of their own progress in classrooms along with weekly feedback from teachers and goal setting support for students</i>	<i>Algebra 1, Biology, US History, English 1 & English 2 Teams, along with Dept. Chairs and Campus Admin</i>	<i>January - May</i>	<i>Goal Setting and tracking electronically in Schoology or through a hard copy that is accessible in teacher classroom</i>	<i>Monthly review of student goals and student scores based on teacher gradebook</i>
--	--	----------------------	---	--

Goal 3	<i>Ensure that at least 85% of our graduating seniors have achieved their CCMR measure prior to graduation in May.</i>
---------------	--

Strategies	<i>Collaboration, Master Schedule, Supervision, Communication, Planning, Resources</i>
-------------------	--

Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Provide Multiple TSI testing dates for students in the fall and spring semester and provide resources and prep time for students prior to testing</i>	<i>Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor</i>	<i>September - May</i>	<i>Money set aside to set up testing dates and students along with test scores and current CCMR status of students</i>	<i>Number of students successful in meeting CCMR measure after each TSI testing opportunity</i>
<i>Create College Prep Math & ELA courses in the master schedule and intentionally schedule students who need these courses in order to achieve CCMR status</i>	<i>Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor</i>	<i>July - September</i>	<i>Student scores and CCMR status for current senior students along with letter home explaining purpose for the course selection</i>	<i>All students successfully placed in the appropriate course and in the master schedule</i>
<i>Provide Testing Prep opportunities for students taking PSAT, SAT and TSIA in order to reach the threshold of college readiness for CCMR indicator.</i>	<i>Principal, Associate Principal for Instruction, Lead Counselor & College & Career Counselor</i>	<i>August - May during Wildcat Den 4 days a week. Additionally, one day boot camp in Oct to be contracted with a Test Prep company.</i>	<i>Contract with testing Prep company along with workbook for students and previous testing results to be more intentional on student invites</i>	<i>Review of the number of students who sign up and participate in the training. Will also follow up after PSAT and SAT dates and see how students who attend trainings perform on the test.</i>

<i>Promote ACT for some of our students who are more science driven to increase participation and possible CCMR measure</i>	<i>Principal, Associate Principal for Instruction, Counselors & College & Career Counselor</i>	<i>January - May</i>	<i>Promotional Resources and dates of upcoming ACT exams</i>	<i>Reviewing the number of students who take and are successful on the ACT exam that allows for students to reach the CCMR marker.</i>
<i>Provide Incentives on campus including being able to earn letter jacket if achieving CCMR measure</i>	<i>Principal, Administrators, Counselors, & Teachers</i>	<i>Twice a year during letter jacket ordering</i>	<i>Academic Lettering guidelines approved by District</i>	<i>Number of students who successfully meet the criteria each year</i>

Goal 4	<i>Improve the overall quality of collaboration among our staff to better serve students through professional learning communities with a focus on using data to help drive instructional practices</i>			
Strategies	Professional Development, Collaboration, Supervision, Planning, Master Schedule			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Provide teachers common conference periods during the school day by adjusting master schedule</i>	<i>Principal, Associate Principal for Curriculum & Instruction, Dept. Chairs & Lead Counselor</i>	<i>July - August</i>	<i>Master Schedule and Student course requests along with staffing document and extracurricular schedules</i>	<i>Successful master schedule that allows for teacher collaboration during the school day</i>
<i>Professional Development around PLC culture and implementation on campus</i>	<i>Principal & Associate Principal for Curriculum & Instruction</i>	<i>July - August</i>	<i>Consultant</i>	<i>Post training survey on effectiveness of training</i>
<i>Creation of a campus wide Data protocol tool and training on how to use the tool in collaborative teams</i>	<i>Principal</i>	<i>July - August</i>	<i>Data protocol tool and training</i>	<i>Weekly use of tool as evident in PLC agenda & minutes</i>
<i>Creation of campus wide Norms, Agendas and lesson plans</i>	<i>Principal</i>	<i>July - August</i>	<i>PLC Resources</i>	<i>Review of team norms, agendas and lesson plans in Google Folders</i>
<i>Weekly Dept chair and Leadership meetings to discuss levels of need and support</i>	<i>Principal</i>	<i>Weekly August - May</i>	<i>Calendar date and time along with location and set agenda</i>	<i>Weekly review of agendas, minutes and norms</i>

Goal 5	<i>Training & implementation of a strong character education program that supports our campus core values to build a stronger school culture.</i>			
Strategies	Professional Development, Collaboration, Feedback, Planning, Master Schedule			

Actions	Responsible	Timeline	Resource(s)	Evaluation
Focus on service to the community through the use of our time on Friday during Wildcat Den	Principal & Both Associate Principals for Curriculum & Instruction and Discipline and Operations	January 3 Training and implementation on January - May	Consultant & Wildcat Den every Friday	Google Doc of all community service by our students
Re-focus on campus core values and character lessons for students at least once a week during Wildcat Den	Principal, Administrators, Counselors and Teachers	Every Friday during Wildcat Den from August - May	Posters, Core Values and PA system	Weekly review of lesson Taught and overall Discipline Reports along with Panorama Survey
Campus wide incentive program to reward students who demonstrate core values, positive school attendance and have no discipline or tardies each marking period	Principal & Associate Principal for Discipline and Operations	Quarterly from August - May	Discipline Reports, Attendance Reports, Tardy Reports, Gift Cards and other items purchased for rewards	Weekly review of lesson Taught and overall Discipline Reports along with Panorama Survey
One on One mentoring time with teachers and students during Wildcat Den to focus on grades, behavior, mentoring and emotional support	Principal, Administrators, Counselors and Teachers	One day a week during Wildcat Den from January - May	Master Schedule time during the day along with rubric to guide teachers on how to lead discussions	Weekly review of lesson Taught and overall Discipline, Attendance & Grade Reports along with Panorama Survey
Core value posters in every classroom and office throughout the building along with a focus on core values in morning announcements each school day.	Principal & Associate Principal for Discipline and Operations	Posters available by 3rd week of October and announcements daily from August - May	Posters, Core Values and PA system	Walkthroughs and confirmation that all rooms have posters

Goal 6	Create & implement a strong system of intervention and enrichment during the school day. One focus will be on reducing the number of students needing support by 50% by end of school year. The other focus will be on increasing the overall scores of our students on PSAT, SAT and AP exams and improving the graduation rate for all student groups.			
Strategies	Collaboration, Planning, Master Schedule, Supervision			
Actions	Responsible	Timeline	Resource(s)	Evaluation

<i>Creation of different committees of teachers that focus on Academic and Behavior RTI along with attendance to better support our campus and use of resources</i>	<i>Principal</i>	<i>August - September = Set up and September - May for meetings and work</i>	<i>Meeting dates, agendas, minutes and google doc for volunteers</i>	<i>Google Doc of committees, members and meeting dates/agendas</i>
<i>Intervention plans created and submitted in Frontline for every student identified as HB4545 along with ALC meetings with all incoming 9th grade math & ELA students for HB4545</i>	<i>Principal & Associate Principal for Curriculum & Instruction</i>	<i>August - October 8 creation of all plans and then October - May monitoring and adjusting of plans</i>	<i>Frontline, eduphoria Aware and Gradebook</i>	<i>Reviewing Intervention Plans in frontline monthly to check for time spent with students per subject area along with student scores Quarterly to check for growth and progress</i>
<i>Wildcat Den period created to allow for students to be strategically scheduled for intervention or enrichment each day of the week including HB4545, Grad Lab - graduation rate and PSAT, SAT and AP growth.</i>	<i>Principal & Associate Principal for Curriculum & Instruction along with Wildcat Den Committee</i>	<i>August - October for initial creation and then October - May for feedback and adjustments</i>	<i>Google Doc and Spreadsheets with student information and Teacher guidelines along with committee norms, agendas and minutes</i>	<i>Weekly review of attendance and teacher feedback</i>
<i>Specific rotations on day of PSAT and SAT for freshmen to allow more time to address learning loss in Math & ELA</i>	<i>Principal & Associate Principal for Curriculum & Instruction along with Wildcat Den Committee</i>	<i>October and March</i>	<i>Rosters, HB4545 data and room location/teacher availability</i>	<i>Hours logged by students and overall feedback from teachers on student progress</i>
<i>Dedicated training for teachers and staff on how to better support students receiving special services or EL support</i>	<i>Principal, Administrators, Counselors, & Teachers</i>	<i>Weekly from August - May</i>	<i>K-12 Summit & training for Staff & Campus EL Specialist</i>	<i>Teacher surveys and overall performance data review of students receiving services to check on progress and use of accommodations</i>

Goal 7	<i>Improve & grow our instructional leadership team to better support staff and students through observations, effective feedback and coaching that positively impacts student outcomes in the classroom.</i>
---------------	---

Strategies	Training (PD), Coaching & feedback, Walkthroughs, Supervision, Planning			
Actions	Responsible	Timeline	Resource(s)	Evaluation
<i>Intentional Campus Walkthroughs weekly with quality feedback</i>	<i>Principal & Campus Admin</i>	<i>Weekly from August - May</i>	<i>Walkthrough forms in Eduphoria, T-TESS Training and Master Schedule</i>	<i>Weekly review of walkthrough data in Eduphoria STRIVE and agenda/minutes from leadership meeting discussions</i>
<i>Weekly leadership meetings with Admin along with weekly Dept. Chair meetings to discuss, collaborate and communicate around campus needs and opportunities for growth</i>	<i>Principal</i>	<i>Weekly from August - May</i>	<i>Calendar of dates and times along with norms, agendas and minutes</i>	<i>Weekly review of agenda and minutes from meetings</i>
<i>Provide opportunities throughout the year for teachers to observe each other and provide peer feedback and support</i>	<i>Principal</i>	<i>As needed from August - May</i>	<i>Sub coverage for staff</i>	<i>Review number of requests and over all impact in lesson plans and minutes from collaboration time with staff</i>
<i>New Teacher Mentor program on campus for all new teachers</i>	<i>Principal & Mentor Lead at TMHS</i>	<i>Monthly from August - May</i>	<i>Lead Mentor Teacher and mentor teachers</i>	<i>Monthly review of agenda & minutes and also panorama survey results</i>
Create coaching periods for dept. chairs in the master schedule when available to provide support for teachers within the dept.	Principal, Associate Principal for Curriculum & Instruction, Dept. Chairs & Lead Counselor	July - August	Master Schedule and Staffing	Review master schedule and overall log from coaching periods

STAFF DEVELOPMENT NEEDS

Summary of Needs:

The district addresses the Excellent Educators for All Initiative (Title I, Part A under the Every Student Succeeds Act) by developing goals and strategies to decrease the equity gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. It does not matter what classroom these students walk into – in Tomball ISD, an effective teacher awaits them. Tomball ISD submits the Equity Plan annually. In order to successfully implement the DIP for 2022-2023, professional development, including teacher-led training is required for teachers and administrators in the major areas of collaboration, infused technology, multiple pathways to teaching and leading, meaningful evaluation and support, strong teacher leadership, mentoring, instructional leadership.

Staff development has been identified as one of the strategies to meet the assessed needs addressed in this improvement plan. Summarize below what those campus staff development needs are. The Campus Improvement Team must approve this portion of the Campus Improvement Plan.

Date of CIT

Approval:

9/7/2022

Summary of Needs:

1. APEX & KHAN Academy Training - Took place during August Back to School PD for all teachers
2. PLC Training for Staff – Took place in August during back to school PD for teachers & staff
3. Data Protocol Training – to take place throughout the school year with each collaborative team
- 4 SPED. 504, ESL and Dyslexia training - Back to school PD and throughout the school year
5. Targeted support in specific content areas for staff (example - college board for AP classroom)

ASSURANCES

	Topic	Goals and Compliance
<input checked="" type="checkbox"/>	CIP Content and Development	This content and development process of this district improvement plan complies with the requirements of Texas Education Codes Chapters 11 and 39.
<input checked="" type="checkbox"/>	Comprehensive Needs Assessment	The Comprehensive Needs Assessment included an analysis of data for all students, student groups by ethnicity, gender, economic disadvantage, at-risk status, and participation in programs for special education, bilingual/ESL, gifted and talented and CTE. Goals and strategies were developed according to determined needs.
<input checked="" type="checkbox"/>	Needs of All Students	Through individual student level planning, monitoring and support, the goals of the DIP will be met for all students.
<input checked="" type="checkbox"/>	Goals and Strategies	The CIP goals and strategies include responsible staff, resources, timelines, monitoring, and evaluation.
<input checked="" type="checkbox"/>	Attendance and Completion	The DIP Comprehensive Needs Assessment included an analysis of campus-relevant data related to student attendance, dropout rates, graduation rates, on-track credit accrual of 9 th and 10 th grade students, and college readiness.
<input checked="" type="checkbox"/>	Transitions	The DIP Comprehensive Needs Assessment included an analysis of any campus-relevant transitions from Early Childhood or home to Pre-Kindergarten or Kindergarten, transitions from 8 th grade to 9 th grade including counseling on the Foundation High School program and endorsements, transition to college including counseling and information to students and parents about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas Grant programs, and the need for making informed curriculum choices to be prepared for success beyond high school.
<input checked="" type="checkbox"/>	Suicide Prevention	The District will follow the policies of the Tomball ISD Board of Education FFB, DMA, and FFE relating to suicide prevention to reduce and eliminate cases.
<input checked="" type="checkbox"/>	Conflict/Violence Prevention and Intervention	The District will follow the policies of the Tomball ISD Board of Education FOC, and FOCA relating to violence prevention and intervention.
<input checked="" type="checkbox"/>	Dating Violence Awareness	The District will follow the policies of the Tomball ISD Board of Education FFH relating to dating violence awareness and training.
<input checked="" type="checkbox"/>	Bullying Prevention	The District will follow the policies of the Tomball ISD Board of Education FFI, FDB, FFF, FFH, FO, CQA, and FFB relating to the prevention of bullying.
<input checked="" type="checkbox"/>	Coordinated Health Program	The District will follow the policies of the Tomball ISD Board of Education FFA and EHAA relating to a coordinated health program.
<input checked="" type="checkbox"/>	Child Abuse Prevention and Reporting	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
<input checked="" type="checkbox"/>	Child Sexual Abuse Prevention	The District will follow the policies of the Tomball ISD Board of Education DG, DH, DHB, FFG, FFH, and GRA related to the prevention and reporting of child abuse.
<input checked="" type="checkbox"/>	Drug, Tobacco, Alcohol Prevention	The District will follow the policies of the Tomball ISD Board of Education FNF relating to drug, tobacco, and alcohol prevention to reduce and eliminate use.
<input checked="" type="checkbox"/>	State Compensatory Education	The district-wide SCE plan is described in the District Improvement Plan. The comprehensive needs assessment of the DIP includes an analysis of student achievement data for at-risk students.
<input checked="" type="checkbox"/>	Dyslexia Treatment Program	The District will follow the policies of the Tomball ISD Board of Education EHB, FB, EHBC, and EKB relating to a Dyslexia Treatment Program.
<input checked="" type="checkbox"/>	Trauma-Informed Care Policy	The District will follow the policies of the Tomball ISD Board of Education in relation to requiring the integration of trauma-informed practices in each school environment. The Board approved the Trauma-Informed Care section within the Student Code of Conduct Handbook.

WAIVERS

Tomball ISD has requested and been approved by the Commissioner of Education for the following waivers allowable through the Texas Education Code and the Texas Administrative Code:

Waiver Type	Reason	Expires	Description
Foreign Exchange Student (5 or more)	Financial or staffing hardship / diminish high quality services / competition for resources	2024	Allows the district to limit the number of foreign exchange students to 5 per high school.
Modified Schedule State Assessment Testing Days	STAAR EOC testing day schedules	2024	This waiver allows the district or charter school to modify the schedule of classes on State Assessment testing days during the school year to reduce interruptions during testing periods.
Texas Data Portal of Texas Assessment Management System	Use of Eduphoria Aware	2024	This waiver allows school districts and charter schools to apply for a waiver of participation in the teacher portal component of the Texas Assessment Management System. A waiver is granted if a district or charter school can provide assurance that the local teacher data portal meets the statutory requirements.
Staff Development General	Professional Development	2024	Each district and open-enrollment charter school may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year. This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2019-2020 school year, the Staff Development Minutes Waiver may not be used prior to the first day of student instruction or after the last day of student instruction.
Required Reading Instrument	Other Waivers	2023	Waiver to use alternate 7th grade reading instruments
Full-Day Prekindergarten	Program Requirements	2025	This waiver exempts the district from the requirement to provide full-day prekindergarten for all eligible four-year old students.
Pregnancy-Related Services	Other Waivers	2023	Limited waiver to serve PRS students on campus
Remote Homebound Instruction	Other Waivers	2023	Limited case-by-case approved remote instruction for homebound students

DISTRICT OF INNOVATION

Tomball ISD is an approved Texas Education Agency District of Innovation. Districts of Innovation may be exempt from state statutes to:

- take greater local control in decision-making about the educational and instructional model for students
- have increased autonomy from state mandates that govern educational programming
- be empowered to innovate and plan differently – to think outside of the box

The Tomball ISD renewal plan will be in effect for the 2022-2023 school year through the 2026-2027 school year. This plan may be amended at any time by the committee with the approval of the Board of Trustees.

Statutory Exemption	Texas Education Code/ Tomball ISD Board Policy	Proposed Innovation
I. OPERATION OF SCHOOL AND SCHOOL ATTENDANCE	TEC 25.0811 EB(LLEGAL)	To allow for a calendar that fits the local needs of our community, we would like to consider moving the mandatory start date back one week which would better benefit our students. a. Students will begin no earlier than the <u>2nd</u> Monday of August. b. Teachers will begin no earlier than the <u>1st</u> Monday of August. c. This will allow the first and second semesters to be closer in the number of days of instruction. d. The goal is to improve the district attendance rate and student success through the flexibility in the calendar. e. Flexible start dates and times will accommodate Early College High School schedules.
II. SUBMITTING WAIVERS FOR KINDERGARTEN – GRADE 4 CLASS SIZE	TEC 25.111 TEC 25.112 TEC 25.113 EEB(LLEGAL)	While we certainly believe that small class size plays a positive role in the classroom, we do not believe it has a negative effect when you only add one or two more students. Many times it is not the number of the students but the makeup and chemistry of the classroom which influence the learning environment. a. TISD will attempt to keep all K-4th core classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees. b. In the event a K-4th core classroom reaches 24:1, the campus will notify the parents of the number of students in the classroom and inform them of the situation. c. A TEA waiver will not be necessary when a K-4th classroom exceeds the 22:1 ratio. d. This gives TISD flexibility without having to apply for waivers within the Texas Education Agency.
III. TEACHER CERTIFICATION	TEC 21.003a TEC 21.057a-e (DK LEGAL) (DK LOCAL) (DK EXHIBIT)	In order to best serve TISD students and allow more flexibility in our scheduling and class offerings, certification issues will be handled locally. a. The campus principal may submit to the superintendent a request to allow a certified teacher to teach one subject out of their certified field. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses which qualify this individual to teach this subject.

		<p>b. Flexibility with personnel on Title I campuses per ESSA guidelines.</p> <p>c. In exceptional circumstances, when a certified educator is not found for a unique or innovative class, the campus principal may submit to the superintendent a request for local certification that will allow a non-certified yet highly qualified professional to teach OR a certified educator to teach a subject in a related field for which she or he is not credentialed by the state.</p> <p>d. A teacher certification waiver, state permit applications or other paperwork will not be submitted to the Texas Education Agency.</p>
IV. IMPLEMENT A LOCAL TEACHER AND ADMINISTRATOR APPRAISAL SYSTEM	<p>TEC 21.203</p> <p>TEC 21.352</p> <p>DNA(LLEGAL)</p>	<p>a. Tomball ISD will follow a modified TTESS and TPESS as a localized Teacher Appraisal System and an Administrator Appraisal System, which are better aligned with the Tomball ISD strategic goals and student assessments. This exemption would allow flexibility to evaluate various performance measures, including classroom observations, goal setting and tracking, and collective student growth progress toward identified learning objectives. The local system will be detailed in Board Policy DNA(LOCAL) and accompanying documents.</p>
V. CAMPUS BEHAVIOR COORDINATOR	<p>TEC 37.0012</p> <p>FO(LLEGAL)</p>	<p>The proposal is for the District to seek exemption from the statute requiring each school to have a designated campus behavior coordinator. The relationships that are established between the campus administrator, counselor, student, and parent are the foundation for promoting and maintaining positive behavior. Utilizing a local district process allows the administrator who currently has a relationship with the parent and student to be the person to make parental contact. The administrator notifies the parent of discipline or behavior concerns, rather than having contact by a campus behavior coordinator, who may not know all the students, providing a much more individual and personal approach.</p>
VI. INTER-DISTRICT TRANSFERS	<p>TEC 25.036</p> <p>FDA(LLEGAL)</p>	<p>Texas Education Code 25.036 and Tomball ISD Board Policy FDA (Local) currently allow for inter-district student transfers. Under Section 25.036, a transfer is interpreted to be for one school year. However, in rare instances, a transfer appears not to be in the best interest of the student, the students of Tomball ISD, and the District when the transferred student engages in behavior that warrants significant discipline, does not attend needed interventions, and/or has attendance that falls below the TEA truancy standard. In those rare instances, Tomball ISD seeks the ability to revoke the transfer during the one school year time period.</p> <p>Proposed Innovation: Tomball maintains an inter-district transfer policy under Board Policy FDA (Local) requiring nonresident students wishing to transfer to file a transfer application for each school year, and in approving transfer requests, the Superintendent or designee shall consider the availability of space and instructional staff and the student's disciplinary history and attendance records. Under</p>

		<p>Policy FDA, transfer students are expected to follow the rules and regulations of the District. The District is seeking to eliminate the provision of a one-year commitment in accepting an inter-district transfer for the following circumstances:</p> <ul style="list-style-type: none">- student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion; and/or- student has not attended required interventions (if needed); and/or- student attendance falls below the TEA truancy standard.
--	--	--



Not just a district, a destination.