

Spring Independent School District

Thompson Elementary

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

THOMPSON ELEMENTARY IS COMMITTED TO THE DEVELOPMENT OF THE WHOLE CHILD THROUGH COMBINED COMMUNITY EFFORTS IN TEACHING POSITIVE VALUES THROUGH ACADEMICS.

Vision

THOMPSON ELEMENTARY SCHOOL WILL BE KNOWN AS A SCHOOL OF CHOICE, OFFERING ADVANCED OPPORTUNITIES FOR STUDENTS, TEACHERS AND STAKEHOLDERS TO FIND SUCCESS IN A GLOBAL COMMUNITY.

Core Beliefs

Scholars are the CORE of ALL decisions at Thompson.

We exercise excellence without excuse.

We exemplify leadership on a foundation of trust.

Our Communication is purposeful and intentional.

We Embody dignity and respect by embracing diversity.

We Are ONE.

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Goals

Goal 1: Reach every student.

Performance Objective 1: By the end of the 18-19 school year TES scholars will:

-40% of students reach Meets grade level in Writing from 27% in the previous year

-40% of students reach Meets grade level in Science from 17% in the previous year,

-20% of scholars will reach MASTERS level in Math from 18% in the previous year and

-30% of scholars will reach MASTERS level from 22% in the previous year as measured with the State Assessment in STAAR.

In Pre-kindergarten, TES scholars will demonstrate mastery of early literacy in reading as evidenced by performance on End of the Year (EOY) M-Circle indicators.

Evaluation Data Source(s) 1: STAAR 2019 Results

MAP Growth Data

MAP Skills Data

Teacher/Staff Input

Before and After School Intervention Data (Tutorials)





Parent Input

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) TES will systemically implement Exploring Writers and Lucy Calkins' Units of Writing Instruction with fidelity.</p> <p>Teachers in K-2 will also use Writers Workshop to build systems of literacy and writing in the primary grades that will support our intermediate scholars on STAAR assessments.</p> <p>Additionally, TES Teachers will engage in Professional Development focused on Balanced Literacy and differentiated instruction to meet the needs of all scholars through Leading Learning Webinar Series from Lead4Ward.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Leadership Team Instructional Leadership Team Campus Advisory Committee Literacy Coach (K-2) Instructional Specialist (3-5) Math Coach (3-5) Student Support Specialist Assistant Principal Classroom Teachers Intervention Teachers</p>	<p>Results: Quarterly assessment data showing at least a 10% gain as measured by formative assessments</p> <p>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness.</p>				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 199 General Fund - 1518.00</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) TES will revise and implement with fidelity a School-Wide Scope and Sequence that ensures the consistent teaching of Science TEKS across all grade-levels that support 5th Grade Tested TEKS on STAAR.</p> <p>All 5th grade teachers will receive science professional development from Suttle- Freeman Consultants to build their teaching capacity in unpacking science TEKS and ensuring success on Science STAAR assessments.</p> <p>Scholars will participate in instructional science labs with fidelity that align with the school wide scope and sequence.</p> <p>Kinder: Matter & Objects In the Sky</p> <p>1st Grade: Objects in the Sky & Matter</p> <p>2nd Grade: Measuring Matter & Organisms Living and Non-living</p> <p>3rd Grade: Density & Force & Motion</p> <p>4th Grade: Earth & Space & Organism & Soil</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Science Teaching Lead Instructional Coaches Leadership Team All Classroom Teachers Parents</p>	<p>Result: greater understanding of science TEKS across all grade levels.</p> <p>Impact: TES will show an overall increase in 5th Grade Science STAAR scores from 58% to 80% on the 2019 STAAR test.</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Demographics 1 Funding Sources: 211 Title I, Part A - 7500.00, 199 General Fund - 1500.00</p>							
<p>Comprehensive Support Strategy</p> <p>3) Secure resources (copy paper, cardstock, printers, toner, binder, marker/crayons, dividers, pencils, pens, pencils, poster-maker paper, staples, folders...etc...) and Instructional materials (Books, Workbooks, and supplementary resources academic in nature. Moreover, reference materials such as dictionaries and maps for instruction to ensure that students have the supplies and resources necessary to successfully participate in the learning environment.</p>		<p>Principal, Assistant Principal Literacy Coach Math Coach SSS</p>	<p>Result: Implementation-measured by documentation of materials purchased.</p> <p>Impact: scholars will demonstrate academic performance.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 211 Title I, Part A - 2500.00</p>							

<p>Critical Success Factors CSF 1</p> <p>4) Secure Instructional Resources for Teacher Support such as: Empowering Writings</p> <p>We will also engage in Study Island and Exact Path as intervention and scaffolding tools to utilize as an instructional support for our scholars in Math, Reading, Writing, and Science.</p>	2.4, 2.5, 2.6	Principal Asst. Principal Math Coach Instructional Specialist Tech Lab Teacher Classroom Teachers Parents	<p>Result: Close all safeguard gaps, Close all achievement gaps among Subpops, and address PBMAS concerns through SPED and ELL's.</p> <p>Impact: scholars will demonstrate improved academic performance.</p>				
Funding Sources: 211 Title I, Part A - 13200.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) At least 80% of all scholars in each classroom will be able to:</p> <ul style="list-style-type: none"> -identify all upper and lower case alphabet letters in English, in a timed format (Rapid letter naming) -associate sounds with each letter (Letter-Sound Correspondence) -provide names for images within a timed format (Rapid Vocabulary) -distinguish between print and illustrations and understand that letters form words (Book and Print Awareness) -identify rhyming words by their ending sounds (Phonological Awareness) -respond to questions after hearing or reading a story, retell the story in sequential order and include a character, the setting and a problem (Story Retell and Comprehension). 	2.6	Principal Literacy Coach PreK Teachers District PreK Coordinators	<p>Result: Scholars in PreK will develop grade and age appropriate levels in literacy.</p> <p>Impact: Pre-K scholars will read on or above grade level.</p>				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) All K-5 scholars will participate in MAP Growth for BOY, MOY, and EOY assessments and used as data points to drive instructional and intervention decisions. Students performing below grade level and participating in the SPED program will receive targeted interventions addressing their lowest TEKS/ objectives.</p>	2.4, 2.6	Principal Assistant Principal Student Support Specialist Classroom teachers Literacy Coach (K-2) Math Coach (3-5) ELA Interventionist (3-5)	<p>Expected Result: Scholars will show grow in their reading levels by 10% at each assessment.</p> <p>Impact: this intervention will also target our current SPED students resulting in an increase of 13%.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At Thompson ES, our African-American Students continue to perform at a rate below our Hispanic, and Asian Students. Root Cause 1: Inadequate, and inconsistent Literacy instruction that supports fluency, comprehension, and stamina
Student Achievement
Problem Statement 1: Thompson students are not meeting STAAR standard due to lack of acquisition of Literacy skills. Root Cause 1: Students leaving first grade not reading on grade level.
Curriculum, Instruction, and Assessment
Problem Statement 1: Ensuring that a viable and engaging curriculum is implemented with fidelity across all grade levels within the school. Root Cause 1: Dis-alignment, and or disjointed scope and sequence, and or lack of campus and district resources
Technology
Problem Statement 1: Most of our teachers are continuously experiencing technology issues with their assigned Teacher Laptop which has become a barrier to delivery of the instructional core. Root Cause 1: The Teacher laptops are antiquated, dated, and obsolete.
Demographics
Problem Statement 1: Based on the Title I, and School Quality Surveys Parents at Thompson ES desire differentiation in their school engagement program. Root Cause 1: The Thompson organization is not currently at capacity to provide differentiation with consistency in each and every classroom in regards to the instructional core.

Goal 2: Excellence in every school

Performance Objective 1: TES will utilize the "SpringWay" continuous improvement process for all data analysis and Data Decision Action Planning (DDAP), At-Bats, and planning with fidelity in 100% of our PLC sessions to build teacher capacity and more rigorous instructional delivery.

Evaluation Data Source(s) 1: End of the year assessments



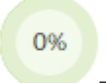

MAP Data

PLC Agenda and sign in sheets

RtI data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) TES will continue to sustain and grow campus PLC Norms and Structure: We will conduct data analysis or DDAP's of assessments at 100% of our weekly PLCs to identify struggling students that need focused attention, and develop instructional strategies to support based of our analysis. Staff members will use TLAC and Get Better Faster books as resources for planning and lesson implementation. Administrators will attend seminar entitled Creating a Data Driven Culture through Region IV.</p>	2.5, 2.6	Principal Asst. Principal Classroom Teachers Parents/Guardians/Families Literacy/Math Coach Student Support Specialist ESL Coordinators SPED Teachers Campus Advisory Committee	<p>Results: Increased alignment between cross functional teams and campus leaders.</p> <p>Impact: Scholars will demonstrate increased academic performance as measured on district and state assessments.</p>				
Funding Sources: 211 Title I, Part A - 552.40							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) TES will continue the district/ school Collaborative Student Support (CSSP) Process, or RTI Process with fidelity.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Student Support Specialist Classroom Teacher Counselor Instructional Coaches ESL Teachers U-STAR Teachers Parents/Guardians Students	<p>Result: increase student performance from our socio eco dis (at-risk) student sub group.</p> <p>Impact: Scholars will demonstrate increased academic performance.</p>				

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) All campus administrators will participate in 360° feedback survey. The results of the survey will be used to create professional goals and design professional development action plans</p>		<p>Principal Assistant Principal Literacy Coach Math Coach</p>	<p>Result - Increase self-awareness of leadership perceptions and staff capacity.</p> <p>Impact - Scholars demonstrate improved academic performance and Spring ISD teachers, support providers, and campus leaders demonstrate increased effectiveness.</p>				
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Goal 3: High Performance from every employee

Performance Objective 1: Attendance Matters: TES staff will be prepared daily to address the needs of all learners in order to increase student performance on district and state assessments with 85% of teachers having 0-2 absences per semester.

Evaluation Data Source(s) 1: End of Year Assessments:

- District Benchmarks
- District Checkpoints
- AESOP reports
- MAP Growth Data
- MAP Skills Data
- Primary Assessments
- Agendas
- Sign In Sheets
- Lesson Plans
- Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) TES will recognize and honor teachers every 9 weeks with 0 absences with an extrinsic incentive from the support of our PTO and other community partners.	2.5, 2.6	Campus Principal Leadership Team Instructional Leadership Team Team leaders Classroom Teachers	Result: Higher level of moral and excellent culture from staff. Impact: Increased teacher attendance which in turn will provide excellent lesson implementation.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) 100% of TES Instructional Leadership Team members comprised of team leaders, coaches, and administration will engage in a book study and implore "effective organizational changes" in alignment with the district's key imperatives. The Book: Good to Great by Jim Collins will be the anthology of study used to build teacher capacity, belief in their value, and empowerment to change the lives of scholars when they are in the work.</p>	2.6	Assistant Principal Instructional Leadership Team Leadership Team Coaches	Result: Increased Buy-In with district/campus culture and expectations from staff. Impact: Higher ratings on K-12 Survey on Staff Engagement and School Quality Survey				
Funding Sources: 211 Title I, Part A - 650.00							

<p>Comprehensive Support Strategy</p> <p>3) 100% of teachers and leaders will participate in the school wide read, Through the Cracks, by Carolyn Sollman to build an understanding of the importance of student teacher relationships and how regular teacher attendance cultivates those relationships.</p>	<p>2.4, 2.6</p>	<p>Classroom Teachers Team Leaders Instructional Coaches/Specialist Asst. Principal Student Support Specialist Instructional Leadership Team Campus Advisory Committee</p>	<p>Result: 90% of staff are able to articulate by student the level and status of their instructional growth.</p> <p>Impact: 90% of staff have visible signs of student data posted in their classrooms and their is observable data to support continuous tracking.</p>				
<p>Funding Sources: 211 Title I, Part A - 650.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) TES will utilize our U-STAR Teachers from Texas A&M University, classroom teachers, SSS, and ELA interventionist to provide weekly instructional interventions with a total of 25 students from 3rd-5th grade who were not previously successful on the STAAR assessments. This partnership will prove to be beneficial in building teacher attendance through ongoing and consistent collaborations.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Principal Asst. Principal Lead Mentor Instructional Coaches Mentor Teachers University Cooperating Teachers U-STAR Teachers</p>	<p>Result:</p> <p>*80% of identified 3rd, 4th and 5th grade students passing the 2018-2019 STAAR Assessment *100% of U-STAR teachers will sign a contract with Spring ISD and teach full-time at a Spring ISD School.</p> <p>Impact:</p> <p>TES scholars are served by experienced teachers and practitioners.</p>				
<p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 3000.00</p>							
<p>Comprehensive Support Strategy</p> <p>5) Research shows that poor teacher attendance has a direct negative correlation with student outcomes(ASCD,20018) and teachers not having the materials needed to ensure student success adds to burnout, low morale, and poor attendance.</p> <p>Secure resources (copy paper, cardstock, printers, toner, binder, marker/crayons, dividers, pencils, pens, pencils, poster-maker paper, staples, folders...etc...) to ensure that students have the supplies necessary to successfully participate in the learning environment.</p>	<p>2.4</p>	<p>Principal, Asst. Principal, SSS, Literacy Coach, Math Coach</p>	<p>Result: Implementation measured by documentation of materials purchased.</p> <p>Impact: Higher results on district and state assessments</p>				
<p>Funding Sources: 211 Title I, Part A - 8000.00</p>							
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>6) TES will maintain the retention rate for teachers with zero years of experience that are in good standing at 100%.</p>	<p>2.6</p>	<p>Principal Campus ILT Leadership Team members</p>	<p>Result - The number of teachers new to the field of education and new to TES will decrease.</p> <p>Impact: TES hires, trains and develops no new 0 year teachers for the 19-20 school year.</p>				



Goal 4: Engaged stakeholders in every community





Performance Objective 1: TES will build positive partnerships with students and families addressing both the academic, physical, socio-emotional, and behavioral needs every student by establishing an active PTO and executive board that will work to increase family participation by 50% in 17-18 to 80% in 18-19. This will be measured by our Title I Family Engagement and K-12 Insight Surveys.

Evaluation Data Source(s) 1: Monthly Family Engagement Calendars

- Donuts for Dads attendance
- Muffins for Moms attendance
- Monthly Meetings with the Principal
- Campus Advisory Committee
- Classroom Observations
- Parent Advisory Committee
- PTO and Executive Board
- Parent Liaison
- Parent Surveys
- Parent Input Forms

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) TES will host a Literacy Night (Polar Express) in the Fall and a Night Under the STAARs in the Spring for all families and scholars in all grades to participate in academic activities relating to building literacy foundations.</p>	3.1, 3.2	Campus Principal Asst. Principal leadership team Classroom Teachers Team Leaders PTO Parent Volunteers	Results: Parents will be empowered with information to support their children. Impact: Increased PTO and parent volunteer participation to support their scholars.				
Funding Sources: 211 Title I, Part A - 800.00							

<p>2) Ensure that 100% of our TES classroom teachers communicate, schedule, and complete a face to face conference with the parent and guardians of every TES student.</p> <p>TES administration will offer monthly Parent University to make parents aware of ways to support their scholars academically and encourage continued success.</p>	<p>2.4, 3.1, 3.2</p>	<p>Campus Principal Parent Liaison Asst. Principal Team Leaders Classroom Teachers Parents and Families Students (Tuesday Folders with Parent/Home Communication).</p>	<p>Result: 100% of parents and students will be able to articulate their academic status throughout the course of the school year. Daily folders will be checked with Parent/Home Communication feedback.</p> <p>Impact: Increased family engagement in PTO and parent presence.</p> <p>100% of teachers will have a collection of parent conference data forms submitted in their Family Engagement Binders.</p> <p>An increase in the number of parents participating in campus activities in the Fall and Spring Semesters. Going from 200 parent to 300 parents as our goal.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) TES will implement daily folders going home for all scholars to keep parents aware of behavior and academic success.</p>	<p>3.1</p>	<p>Classroom Teachers Leadership Team Team Leaders Instructional Leadership Team</p>	<p>Reduction in discipline referrals by 5%</p> <p>Reduction in the number of "Code Blues" (from 309 to 75)</p> <p>Reduction in negative feedback from parents on the elevate tool</p> <p>Parent Feedback Feedback in Home/School Communication Blackboard Connect Results from initial reminders of events.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: Opportunities and choice for every family.

Performance Objective 1: TES will provide extracurricular opportunities for scholars who maintain an average of 75 in all core content classes.

Evaluation Data Source(s) 1: Parent Surveys

Monthly Meeting with the Campus Principal

Parental Advisory Committee

PTO Meetings

Monthly Family Engagement Calendars

Tuesday Folders

Campus Website

TES Twitter Feed



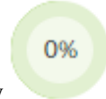

Blackboard Connect

Flyer's

Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>Critical Success Factors CSF 5</p> <p>1) TES will host an interactive Book Club with quarterly author presentations. Additionally, increase participation to the Little Free Library with support of the Book Club and community donations.</p>		Principal Librarian Parent Liaison Counselor Campus Webmaster Principal Secretary Team Leaders Instructional Coaches PALM Team Teachers SPED Teachers	<p>Result: Opportunities and choice will increase for families of early learners.</p> <p>Impact: Scholars will increase their literacy skill set.</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) TES, and PTO will host Traditional, Cultural, and Community Events that Support Access, Opportunities, and Family Engagement such as: Hispanic Heritage Month Performance, African-American Heritage Month Performance, Vietnamese/Chinese Festival, Campus Field Days, Father Daughter Dance, Mother/Son Dance, Muffins 4 Moms, and Donuts for Dads.</p>	3.1, 3.2	Campus Principal Parent Liaison Leadership Team Instructional Leadership Team Parents and PTO	<p>Result: Increased positive responses in K-12 Insight School Quality and Engagement Surveys.</p> <p>Impact: Active and purposeful parent/guardian participation increases and they become a part of the TES culture.</p>				
<p>Critical Success Factors CSF 5</p> <p>3) The TES Leadership Team will host Parent University series monthly throughout the school year focused and centered around specific-strategies to support academic, behavioral, and social growth and development.</p>	2.6, 3.2	Campus Principal Asst Principal Parent Liaison Counselor Student Support Specialist Literacy Coach Math Coach ESL Coord.	<p>Result: Increased number of parents from average attendance of 15 parents to 30 parents per session.</p> <p>70% of enrolled parents attending school wide events.</p> <p>Impact: Increase the number of parents that become TES partners in their child's education.</p>				
Funding Sources: 211 Title I, Part A - 700.00							
<p>4) TES will host a minimum of 3 basketball games and host a Spring Honor Choir.</p>		Principal Choir Teacher Basketball Sponsor	<p>Result: Increase opportunities and choice for scholars and families.</p> <p>Impact: Overall increase in academic grades, study habits, and behavior when scholars are involved in extracurricular activities.</p>				
<p>PBMAS</p> <p>5) TES students will participate in 135 minutes of physical activity weekly.</p>	2.5, 2.6	Principal Assistant Principal PE Teacher	<p>Expected Result: increase ability to make informed decisions in order to improve their mental, emotional, social and physical well being.</p> <p>Impact: an established pattern of health and well being which will be sustained and effects shown in general educational settings.</p>				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	TES will systemically implement Exploring Writers and Lucy Calkins' Units of Writing Instruction with fidelity. Teachers in K-2 will also use Writers Workshop to build systems of literacy and writing in the primary grades that will support our intermediate scholars on STAAR assessments. Additionally, TES Teachers will engage in Professional Development focused on Balanced Literacy and differentiated instruction to meet the needs of all scholars through Leading Learning Webinar Series from Lead4Ward.
1	1	2	TES will revise and implement with fidelity a School-Wide Scope and Sequence that ensures the consistent teaching of Science TEKS across all grade-levels that support 5th Grade Tested TEKS on STAAR. All 5th grade teachers will receive science professional development from Suttle- Freeman Consultants to build their teaching capacity in unpacking science TEKS and ensuring success on Science STAAR assessments. Scholars will participate in instructional science labs with fidelity that align with the school wide scope and sequence. Kinder: Matter & Objects In the Sky 1st Grade: Objects in the Sky & Matter 2nd Grade: Measuring Matter & Organisms Living and Non-living 3rd Grade: Density & Force & Motion 4th Grade: Earth & Space & Organism & Soil
1	1	3	Secure resources (copy paper, cardstock, printers, toner, binder, marker/crayons, dividers, pencils, pens, pencils, poster-maker paper, staples, folders...etc...) and Instructional materials (Books, Workbooks, and supplementary resources academic in nature. Moreover, reference materials such as dictionaries and maps for instruction to ensure that students have the supplies and resources necessary to successfully participate in the learning environment.
1	1	6	All K-5 scholars will participate in MAP Growth for BOY, MOY, and EOY assessments and used as data points to drive instructional and intervention decisions. Students performing below grade level and participating in the SPED program will receive targeted interventions addressing their lowest TEKS/ objectives.
2	1	3	All campus administrators will participate in 360° feedback survey. The results of the survey will be used to create professional goals and design professional development action plans
3	1	3	100% of teachers and leaders will participate in the school wide read, Through the Cracks, by Carolyn Sollman to build an understanding of the importance of student teacher relationships and how regular teacher attendance cultivates those relationships.
3	1	5	Research shows that poor teacher attendance has a direct negative correlation with student outcomes(ASCD,20018) and teachers not having the materials needed to ensure student success adds to burnout, low morale, and poor attendance. Secure resources (copy paper, cardstock, printers, toner, binder, marker/crayons, dividers, pencils, pens, pencils, poster-maker paper, staples, folders...etc...) to ensure that students have the supplies necessary to successfully participate in the learning environment.