



Tulia I.S.D

District Improvement Plan

2003-2008

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Tulia I.S.D. Profile

Personnel

Central Office

702 N.W. 8th Street
Tulia, TX 79088
806-995-4591

Dr. Ken Miller, Superintendent
Bobby Moudy, Business Manager
Cherri Miller, Director of Special Programs
Beth Wallace, Director of Special Education

Highland Elementary

800 N.W. 8th Street
806-995-4141

Bill Fowler, Principal
Shelly Borchardt, Counselor

Swinburn Elementary

300 N. Dallas
806-995-4309

Jan Morris, Principal
Yvonne Fifer, Counselor

District Employees

Professional Staff
Auxiliary Staff
Av. Teacher Experience
Av. Experience with Tulia ISD

Tulia Junior High

421 N.E. 3rd Street
806-995-4842

Dennis Holt, Principal
Johnny Lara, Asst. Principal
Shanon Frye, Counselor

Tulia High School

501 Hornet Place
806-995-2759

Bobby Hudson, Principal
Dean Thompson, Asst. Principal
Shirley Dalluge, Counselor

122
86
12.9 years
8.6 years

Board of Trustees

Sam Sadler, President
Mike Cothran, Vice President
Ka Wilfong, Secretary

Anna Granado
Steve Pond
Richard Chapman
Eddie Womack

Student Enrollment Data

Tulia Highland Elementary (PK-2)	251
W V Swinburn Elementary (3-5)	250
Tulia Junior High (6-8)	267
Tulia High School (9-12)	359
Total	1127 (enrollment as of 1/8/03)

Student Ethnicity

Hispanic	53%
Afro-American	6%
Anglo	41%

Attendance 95.7%

Dropout Rate 1.2%

Financial Information

2002-2003 Budget	\$10,192,630
Assessed Value	\$133,803,142 (net taxable)
Local M&O Tax Rate	\$1.379/\$100
Debt Tax Rate	\$0

Motto

Helping All Students Realize Their Full Potential

Philosophy/Mission Statement

In partnership with parents and the community, the District provides a progressive learning environment where all students are safe, supported, and encouraged to realize their full potential. It is the goal of the District that all students who remain enrolled will graduate from high school to become responsible, successful, productive citizens of the highest character, who are respectful of others and the cultural differences in the world around them.

The District will produce such graduates by employing highly qualified personnel and maintaining the modern facilities and technology necessary to deliver a challenging, innovative, and relevant curriculum that meets the academic, vocational, and social needs of its students.

Purpose of District Improvement Plan

In Texas, the focus of all district and campus planning and decision-making is to improve the performance of all students. The ultimate purpose of all planning and decision making in schools is to attain the state's educational goals of equity and excellence in achievement for all students.

DISTRICT EDUCATIONAL IMPROVEMENT COMMITTEE (DEIC)
District Improvement Plan for 2003-2004

Members:

Campus representatives:

Highland: Bill Fowler, Carol Allen, and Tonya James

Swinburn: Jan Morris, Denise Gastineau, and Sharla Moudy

Junior High: Dennis Holt, Perla Grubb, Traci Owens, and Jean Wright

High School: Bobby Hudson, Mary Lou Moreno, and Pam White

District representatives:

Cherri Miller, Ken Miller, and Beth Wallace

Business representative:

Boyd Vaughn

Parent representatives:

Susan Howard, Lisa Martinez, and Martha Rocha

Community representative:

Barbara Finch

Meetings Held:

October 1, 2002

October 15, 2002

November 5, 2002

January 23, 2003

**Elementary and Secondary Education Act of 1965 (ESEA)
Amended by No Child Left Behind Act of 2001 (NCLB)
ESEA Goals and Indicators**

1. **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (This includes students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
 - 1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.
 - 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

2. **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
 - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

3. **Performance goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
 - 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers, in the aggregate and in "high-poverty" schools.
 - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.
 - 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

4. **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

5. **Performance goal 5:** All students will graduate from high school.
 - 5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma,
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of data.
 - 5.2 Performance indicator: The percentage of students who drop out of school,
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education statistics reports on Common Core of Data.

Title I Schoolwide Components

Each schoolwide program plan addresses each of the following components—

(CN) a **comprehensive needs** assessment of the entire campus that is based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.

(RF) schoolwide **reform strategies** that—

1. provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;
2. use effective methods and instructional strategies that are based on scientifically based research that—
 - a. strengthen the core academic program in the school;
 - b. increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - c. include strategies for meeting the educational needs of historically underserved populations.
3.
 - a. include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and
 - b. address how the school will determine if such needs have been met; and
4. are consistent with, and are designed to implement, the State and local improvement plans, if any.

(HQ) instruction by **highly qualified** professional teachers.

(PD) in accordance with section 1119 and section 1114(a)(4), high-quality **and** ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student academic achievement standards.

(PI) strategies to increase **parental involvement** in accordance with section 1118, such as family literacy services.

(AHQ) strategies to **attract high-quality highly qualified** teachers to high need schools.

(TR) plans for assisting preschool children in the **transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(AA) measures to include teachers in the decisions regarding the use of **academic assessments** described in section 1111(b)(3) in order to provide information on, and to improve, the **achievement of individual students** and the overall instructional program.

(MA) activities to ensure that students who experience difficulty **mastering** the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) must be provided with effective, timely additional **assistance** which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(CI) **coordination and integration** of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [P.L. 107-110, Section 1114(b)(1)].

Equitable Access and Participation

Under the guidelines of the federal application for the Title programs, each school district is required to identify barriers and strategies to provide all students equitable access and participation. The following barrier and strategy was identified for Tulia I.S.D. This barrier and strategy will be addressed in the district improvement plan as denoted by PI, a Title I schoolwide component.

Barrier

Lack of Support From Parents

Strategy

Develop and implement a plan to increase support from parents (See Goal 4)

Special Populations/Programs

In the district improvement plan, the number notations will refer to the following populations/programs:

- 1 Title I program – (*The State Compensatory Education (SCE) funds will be used to support our Title I Schoolwide Program at all campuses since they are each over 50% poverty.)
- 2 English as a Second Language (ESL)
- 3 Migrant – Emergency Immigrants
- 4 Special Education
- 5 Gifted and Talented (Advanced Academic Services)
- 6 At-risk (*SCE)
- 7 Pregnancy or parenting support
- 8 Low socio-economic status
- 9 Minority populations (Our ethnic populations consist of Hispanic and White. Our Black population is statistically too small for comparative values.)
- 10 All populations

Tulia I.S.D.
Comprehensive Needs Analysis for 2003-08

A. TAAS/EOC Scores

TAAS:

District writing scores lowest, especially in Hispanic and economically disadvantaged subgroups

All scores-reading, writing, math-lower in economically disadvantaged and Hispanic subgroups

EOC:

Lower than state and previous year in **Algebra I**, Biology, and US History

Lower than previous year in English II

TAKS:

Teacher and student preparation for new and more difficult test

Teachers continue participation in and support of state's Reading and Math Initiatives

Increase students' reading proficiency in K-2 as reflected through TPRI and STAR assessments

B. Attendance

Attendance drives school funding. Our enrollment is decreasing therefore our attendance rates become even more critical.

C. Drop-out rate

Our dropout rate is in danger of increasing. Dropout rate highest with Hispanic subgroup and then economically disadvantaged.

D. Curriculum

Need to align curriculum and start developing new curriculum documents

Continue to update GT plan

Continue to update ESL plan

Consider curriculum resources and modifications to enhance inclusion strategies for special needs children

E. Technology

Further integrate technology into curriculum and effectively use NovaNET to meet high school curriculum needs especially for at-risk students

Participate in Community Network Grant

F. Safe environment

Develop suicide prevention plan
Consider effective sex education strategies with continued emphasis on abstinence to lessen area's frequency of STD's and pregnancy
Update crisis plan and inservice staff

G. Parental/community involvement

Develop parent involvement policy/plan
Involve more parents in Migrant PAC meetings
Increase community involvement
Include parents in drug and sex education strategies for youth
Participate in Community Network Grant

H. Staff development

Develop plan to help instructional aides gain highly qualified status
Continue staff development concerning requirements of NCLB and TAKS

I. Character education

Decrease pregnancy rate especially among Hispanic population
Decrease drug use, with emphasis on alcohol and tobacco, at all grade levels
Involve parents/community in educating our students

J. Post secondary

More students need to take SAT/ACT and to earn satisfactory scores
More students need to graduate under recommended or distinguished program
Increase financial aid and other college/vocational information to K-8 students and parents to encourage post-secondary education

K. Retention

Consider effects of Student Success Initiative on current 3rd grade students
Consider effects of 9th Grant Success Initiative Grant

L. Funding

Consider the continued use of the REAP program for Title I-Schoolwide Funding purposes
Campus committees to document funding uses and sources in campus improvement plans to help in planning the district budget, especially in SCE documentation

Tulia I.S.D.
District Improvement Plan 2003-2008
Goals and Objectives

Goal 1: Enhance student academic performance

Objective 1.1: Improve performance on TEKS mastery to enhance TAKS scores to 90% passing in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2007-08

Objective 1.2: Improve reading proficiency in grades K-2 with 90% of all students as assessed by the TPRI and STAR reading on or above grade level for all groups and with 95% by 2007-08

Objective 1.3: Improve attendance to 97% in all groups for 2003-04

Objective 1.4: Decrease dropout rate to 1.0% total and in all groups for 2003-04

Objective 1.5: Increase the number of high school students taking the SAT/ACT to 60% testing with 20% or more meeting at/above criteria for 2003-04 with 90% testing and 60% or more meeting at/above criteria for 2007-08

Objective 1.6: Increase the number of students graduating under recommended or distinguished high school programs to 40% for 2003-04 with 80% for 2007-08

Objective 1.7: Improve TAKS performance by teachers and administrators attending staff development for TEKS/TAKS at Region 16 and other conferences as applicable

Goal 2: Improve curriculum and instruction

Objective 2.1: Continue with the integration of technology in instruction

Objective 2.2: Meet diverse needs of students through updated programs

Objective 2.3: Increase number of highly qualified personnel

Objective 2.4: Align and coordinate curriculum and develop curriculum documents including benchmarks, timelines, etc.

Goal 3: Improve school climate

Objective 3.1: Provide programs to promote safe and drug-free schools

Objective 3.2: Enhance system of effective communication to parents and community

Objective 3.3: Promote good character in students

Goal 4: Increase parent and community involvement

Objective 4.1: Encourage effective and quality parental involvement through a written parent involvement plan

Objective 4.2: Increase school and community cooperation and pride

Objective 4.3: Increase community involvement through participation in the Community Network Grant

Tulia ISD – District Improvement Plan

School Wide Components (SW Comp)
 CN-Comprehensive needs
 RF-Reform strategies
 HQ-Highly qualified teachers
 PD-Professional development
 PI-Parental involvement
 AHQ-Attract HQ teachers
 TR-Transition for preschoolers
 AA-Academic assessments
 MA-Mastering assistance
 CI-Coordination and integration

Goal: 1 Enhance student academic performance

Objective:
 1.1 Improve performance on TEKS mastery to enhance TAKS scores to 90% passing in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2007-2008

NCLB Performance Goals Addressed:
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCDEJ	Continue to implement NovaNET at High School for at-risk students in Credit Recovery	CN RF AA MA	1 3 6 7 8 9	B Hudson S Dalluge, A Cox	3-Aug 4-Jun	Region 16	NovaNET	TI	4-May	student schedules
ABCDEJ	Continue to implement 9th Grade Success Initiative grant for at-risk students identified per grant requirements	CN RF AA MA CI	1 3 6 7 8 9	B Hudson S Dalluge, A Cox	3-Aug 4-Jun	Region 16	NovaNET	G-9	4-May	student schedules
ADHJ	Continue planning for vertical team alignment to include grade level benchmarks, timelines, etc.	CN AA RF PD MA	10	C Miller	3-Aug 4-Aug			D	4-Aug	agendas
ADEH	Teachers and other appropriate staff will attend staff development regarding TAKS information throughout the year	CN RF HQ PD AA MA	10	B Fowler, J Morris D Holt, B Hudson	3-Aug 4-Aug	Region 16		TI, D	4-Aug	training certif.
ACDK	OEYP will continue to be considered by K-8 as an extended day option instead of the extended year option	CN RF MA AA CI	6	B Fowler, J Morris D Holt	3-Aug 3-Dec			OEYP	4-Jan	application
ACDEHK	ARI, the Student Success Initiative, and the Math Initiative will continue to be implemented	CN RF HQ PD MA CI	1 2 3 6 8 9 10	B Fowler, J Morris	3-Aug 4-May		ARI software	G-ARI D	4-May	student and teacher schedules
AHL	Consider SCE funding on district budget planning as proposed by campus plans	CN RF HQ MA PD	6 10	K Miller, B Moudy C Miller	3-Aug 4-Aug		campus plans	SCE	3-Aug 4-May	campus plan form./summative evaluations

Codes for Funding: (D) – District funds (CT) – Career Technology (G-9) – 9th Grade Initiative
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-T) – Technology
 (M) – Migrant (OEYP) – Optional Extended Yr. (G-ARI) – Accelerated Reading Initiative

Tulia ISD – District Improvement Plan

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Goal: 1 Enhance student academic performance

Objective:
 1.1 Improve performance on TEKS mastery to enhance TAKS scores to 90% passing in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2007-2008 (continued)

NCLB Performance Goals Addressed:
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADEK	Continue to implement reading programs that include the dyslexia program at each campus	CN RF PD AA MA	1 4 10	B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May		Scottish Rite Tapes	TI	4-May	student schedules, 504 documentation

Codes for Funding: (D) – District funds (CT) – Career Technology (SCE) – Compensatory (OEYP) – Optional Extended Yr.
 (TI) – Title I Schoolwide (M) – Migrant

Grants: (G-9) – 9th Grade Initiative (G-T) – Technology (G-ARI) – Accelerated Reading Initiative

Tulia ISD – District Improvement Plan

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Goal: 1 Enhance student academic performance

Objective:
 1.2 Improve reading proficiency in grades K-2 with 90% of all students as assessed by TPRI and STAR reading on or above grade level for all groups for 2003-04 and with 95% by 2007-08

NCLB Performance Goals Addressed:
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEHK	Continue to implement ARI strategies and computer software purchased through the ARI grant for grades K-2	CN RF PD MA	1 2 3 6 8 10	B Fowler D Mahaney	3-Aug 4-May		software	G-ARI	4-May	ARI evaluation
CDHK	Continue with combined second and third grade level meetings in order to discuss the Student Success Initiative policies and its effects on grading, promotion, and retention	CN RF MA PD AA	1 2 3 6 8 10	C Miller B Fowler, J Morris	3-Aug 4-May				4-May	meeting agenda

Codes for Funding: (D) – District funds (CT) – Career Technology (G-9) – 9th Grade Initiative
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Goal: 1 Enhance student academic performance

Objective:
 1.3 Improve attendance to 97% in all groups for 2003-04

NCLB Performance Goals Addressed:
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABC	Evaluate campus incentives to promote perfect or improved attendance	CN RF	6 10	B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May			D	4-May	campus plans
BCG	Increase parental awareness of the importance of attendance through campus communication opportunities	CN PI	6 10	B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May				4-May	copies of communications
BCG	Submit newspaper articles increasing the community awareness of ADA and funding	CN PI CI	10	C Miller K Miller	3-Aug 4-May	Tulia Herald			4-May	articles
BG	Increase community involvement in attendance incentives	CN PI CI	10	C Miller B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May				4-May	telephone logs, contact doc.

Codes for Funding: (D) – District funds (CT) – Career Technology (G-9) – 9th Grade Initiative
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Goal: 1 Enhance student academic performance

Objective:
 1.4 Decrease dropout rate to 1.0% total and in all groups for 2003-04

NCLB Performance Goals Addressed:
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCFGHIJK	Establish a mentoring program of Hispanic community members to help mentor Hispanic students or communicate with Hispanic parents	CN RF PI CI	2 3 8 9	D Holt, S Frye B Hudson, S Dalluge	3-Aug 4-May	His. comm. members			4-May	agendas, campus sign-in sheets
BCFGI	Through the District's School Health Advisory Council (SHAC) a program will be continue to be developed to help involve parents and the community in the efforts of the school district to decrease pregnancy rates	CN PI CI	6 7 8 9 10	C Miller G Shannon	3-Aug 4-May	SHAC			4-May	SHAC agendas and minutes

Codes for Funding: (D) – District funds (CT) – Career Technology (G-9) – 9th Grade Initiative
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Goal: 1 Enhance student academic performance

Objective:
 1.5 Increase the number of high school students taking the SAT/ACT to 60% testing with 20% or more at or above criteria for 2003-04 with 90% testing and 60% or more meeting at/above crieteria for 2007-08

NCLB Performance Goals Addressed:
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEJ	Students will be encouraged to take the SAT/ACT and be further equipped academically through the 9th Grade Success Initiative Grant	CN RF AA	6 9 10	B Hudson S Dalluge	3-Aug 4-Aug		NovaNET	G-9	4-May	AEIS
CGJ	K-8 campuses will consider ways to increase parental and community awareness of college testing and the availability of post-secondary funding for students	CN PI CI	10	S Borchardt S Frye, Y Fifer	3-Aug 4-May	S Dalluge	handouts	D	4-May	campus plans

Codes for Funding: (D) – District funds
 (TI) – Title I Schoolwide
 (M) – Migrant

(CT) – Career Technology
 (SCE) – Compensatory
 (OEYP) – Optional Extended Yr.

Grants: (G-9) – 9th Grade Initiative
 (G-T) – Technology
 (G-ARI) – Accelerated Reading Initiative

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Goal: 1 Enhance student academic performance

Objective:
 1.6 Increase the number of students graduating under the recommended or distinguished high school programs to 40% for 2003-04 with 80% for 2007-08

NCLB Performance Goals Addressed:
 1, 2, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEJK	Students will be encouraged to participate in the recommended or distinguished HS programs and be further equipped academically through the 9th Grade Success Initiative Grant	CN RF AA MA	1 6 10	B Hudson S Dalluge	3-Aug 4-May		NovaNET	G-9	4-May	AEIS
ABCDGJK	K-8 campuses will consider ways to increase parental and community awareness of the higher achievement standards expected of high school graduates in regard to post-secondary education and job-related requirements	CN PI AA CI	6 8 9 10	S Borchart S Frye Y Fifer	3-Aug 4-May	S Dalluge	college/voc handouts	D	4-May	campus plans
CDGJ	K-12 campuses will consider additional ways of providing information to parents regarding the TEXAS Grant and other financial opportunities and requirements for students to attend post-secondary institutions	CN PI CI	8 9 10	S Borchart S Frye Y Fifer	3-Aug 4-May	S Dalluge	handouts	D	4-May	campus plans

Codes for Funding: (D) – District funds
 (TI) – Title I Schoolwide
 (M) – Migrant

(CT) – Career Technology
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Grants: (G-9) – 9th Grade Initiative
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Goal: 1 Enhance student academic performance

Objective:
 1.7 Improve TAKS performance by teachers and administrators attending staff development for TEKS/TAKS at Region 16 and other conferences as applicable

NCLB Performance Goals Addressed:
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEHJK	Campus administrators and teachers will update the staff development plan to address needed staff development areas especially in the area of TEKS/TAKS implementation	CN RF HQ PD AHQ AA MA	1 4 6 10	B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May	Region 16		TI D SCE	4-May	plan
ACDHJK	Teachers and administrators that have attended staff development in the areas of TEKS/TAKS will coordinate with their principals and the Director of Special Programs to present information to other staff members at their campus as well as other campuses as appropriate	CN RF HQ PD	10	B Fowler, J Morris D Holt, B Hudson C Miller	3-Aug 4-May				4-May	agendas

Codes for Funding: (D) – District funds (CT) – Career Technology (G-9) – 9th Grade Initiative
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-T) – Technology
 (M) – Migrant (OEYP) – Optional Extended Yr. (G-ARI) – Accelerated Reading Initiative

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Goal: 2 Improve curriculum and instruction

Objective:
 2.1 Continue with the integration of technology in instruction

NCLB Performance Goals Addressed:
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCDEJ	Continue to effectively use NovaNET through the credit recovery program and through the 9th Grade Success Initiative Grant	CN RF MA PD PI AA	1 6 7 8 9	B Hudson S Dalluge	3-Aug 4-May	Region 16	NovaNET 9th Grant	G-9, TI	4-May	report cards, TAKS
ADE	Participate in staff development opportunities in the integration of technology in instruction	CN PD HQ	10	A Cox	3-Aug 4-Aug	Region 16		CT, D, TI	4-May	training certif.
ACDEHK	Continue the ARI program in third grade by utilizing the previously purchased effective and researched reading software programs to further increase reading proficiency	CN RF MA PD AA	1 2 3 6 10	J Morris	3-Aug 4-May		software	G-ARI	4-May	student/teacher schedules
EG	Continue to participate in the Community Network Grant to further enhance community involvement in technology as well as to enhance the District's technology program	CN PI CI	10	A Cox	3-Aug 4-Aug				4-Aug	Tech. Plan

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Goal: 2 Improve curriculum and instruction

Objective:
 2.2 Meet diverse needs of students through updated programs

NCLB Performance Goals Addressed:
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
AH	Provide CAP training at each campus with a strategy for improvement in the needed area(s)	CN RF CI PD	4	B Wallace B Fowler, J Morris	3-Aug 3-Dec		video		3-Dec	agendas, campus plans
ADH	Provide an ESL program update meeting	CN RF PD MA	2 3	C Miller	3-Aug 3-Dec		Updated TEA LPAC Manual		3-Dec	agenda, handouts
ACDEHK	Continue the ARI program at third grade to further enhance the District's reading program	CN RF PD MA AA CI	1 2 6 10	J Morris	3-Aug 4-Jul		software	G-ARI	4-Aug	ARI evaluation
DH	Provide staff development for the updated District's GT program	CN RF PD MA AA	5 10	C Miller	3-Aug 3-Dec		GT Plan		3-Dec	agendas
ADG	If available, use Learn and Serve Grant monies at the high school	CN RF CI	10	B Hudson V Bennett	3-Aug 4-May			G-Learn/ Serve	4-May	HS campus plan
ABCDEJ	Continue the use of NovaNET through the Credit Recovery and 9th Grade Success Initiative Grant at the high school level	CN RF MA	1 6 7	B Hudson S Dalluge	3-Aug 4-May	Region 16	NovaNET	G-ARI, TI	4-May	student/teacher schedules
DHK	Each campus to consider the use of inclusion strategies for children with special needs	CN TR	2 3 4 5 10	B Wallace, B Fowler J Morris, D Holt B Hudson	3-Aug 4-May	Sp. Ed. Personnel		Sp. Ed.	4-May	campus plans

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Goal: 2 Improve curriculum and instruction

Objective:
 2.3 Increase number of highly qualified personnel

NCLB Performance Goals Addressed:
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ACDEFGHI K	Update staff development plans at each campus to include needs assessment to determine staff development needs	CN RF HQ PD AA MA	10	B Fowler, J Morris D Holt, B Hudson C Miller	3-Aug 4-May	Region 16	staff dev. plan		4-May	staff dev. plan
H	Attend meetings to determine local measures to ensure that the instructional paraprofessionals meet the NCLB highly qualified standards	CN RF HQ PD	10	K Miller, C Miller B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May	Region 16		TI	4-May	meeting certif.
H	Consider through District level meetings and campus meetings additional ways to enhance the recruitment of highly qualified teachers and instructional paraprofessionals	CN RF AHQ	10	K Miller, C Miller B Fowler, J Morris D Holt, B Hudson B Wallace	3-Aug 4-Aug				4-May	agendas

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Goal: 2 Improve curriculum and instruction

Objective:
 2.4 Align and coordinate curriculum and develop curriculum documents including benchmarks, timelines, etc.

NCLB Performance Goals Addressed:
 1, 2, 3, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADEH	Meet with campuses to discuss curriculum needs and suggestions on scheduling meetings during the school year and summer	CN RF PD AA MA	10	C Miller	3-Aug 4-Aug				4-Aug	agendas
ADEH	Schedule curriculum meetings with subject level and grade level teachers to continue developing a District TEKS/TAKS-based curriculum starting with the development of timelines and grade level benchmarks	CN RF PD AA MA	10	C Miller	3-Aug 4-Aug				4-Aug	agendas, curr. documents

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Goal: 3 Improve school climate

Objective:
 3.1 Provide programs to promote safe and drug-free schools

NCLB Performance Goals Addressed:
 1, 2, 3, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
FHI	Staff development presented on each campus concerning the Suicide Prevention Plan	CN RF PD CI	6 10	C Miller	3-Aug 3-Dec		Suicide Prev. Plan		3-Dec	agendas, sign-in sheets
FI	Implement character programs at each campus	CN RF	6 10	S Borchardt, Y Fifer S Frye, S Dalluge	3-Aug 4-May		program	D	4-May	counselor calendars
FHI	Provide staff development on each campus in recognizing and reporting child abuse, sexual harrassment, effective discipline management, violence prevention, and conflict resolution to help promote a safe school environment	CN RF PD	6 10	B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May	Region 16		TI	4-May	agendas, handouts
FHI	Update crisis plan and inservice teachers on updated plan	CN RF PD CI	10	K Miller, C Miller B Fowler, J Morris D Holt, B Hudson	3-Aug 4-May		previous crisis plan		4-May	crisis plan, agendas

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Goal: 3 Improve school climate

Objective:
 3.2 Enhance system of effective communication to parents and community

NCLB Performance Goals Addressed:
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ADGI	Provide more information to parents and community members through newspaper articles or newsletters regarding programs that require parental/community participation such as Title I, Migrant, ESL, etc.	CN RF PI CI	1 2 3 4 5 6 7 10	C Miller	3-Aug 4-May			D	4-May	articles
G	Provide more flexible scheduling opportunities for Title I parent meetings and to encourage parent-teacher conferences	CN PI	I, 10	B Fowler, J Moris D Holt, B Hudson	3-Aug 4-May				4-May	agendas
ABCDEFG IJK	Encourage school representatives to visit with community organizations to explain school programs and the desire for more parent and community involvement	CN PI CI	10	K Miller	3-Aug 4-May				4-May	agendas, calendars

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Goal: 3 Improve school climate

Objective:

 3.3 Promote good character in students

NCLB Performance Goals Addressed:
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
DFGHI	Provide guidance programs at each campus that emphasize good character traits and problem-solving skills	CN RF	6 10	S. Borchardt Y. Fifer S Frye, S Dalluge	3-Aug 4-May		program	D	4-May	calendars
BCFGI	Develop a program to decrease pregnancy through the School Health Advisory Council (SHAC)	CN RF CI PI	6 7 10	C Miller, S Dalluge G Shannon	3-Aug 4-May	SHAC			4-May	agendas, program info.
FGI	Provide awareness to community and parents of pregnancy problem in our city and area through newspaper articles and/or contact with community organizations	CN RF CI PI	6 7 10	C Miller, S Dalluge G Shannon	3-Aug 4-May	Tulia Herald			4-May	articles, agendas

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Goal: 4 Increase parental and community involvement

Objective:
 4.1 Encourage effective and quality parental involvement through a written parental involvement plan

NCLB Performance Goals Addressed:
 1, 2, 4, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
G	Provide information to parents and the community through newsletters, parent meetings, or newspaper articles to encourage their participation in the updating and support of the parental involvement plan	CN RF PD PI CI	10	C Miller	3-Aug 4-May				4-May	articles, agendas
G	Make the plan available to parents and community members	CN RF PD PI CI	10	C Miller	3-Aug 4-May				3-Aug	available copies

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Goal: 4 Increase parental and community involvement

Objective:

 4.2 Increase school and community cooperation and pride

NCLB Performance Goals Addressed:

4

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
G	Increase the provision of District program information to parents through newsletters, parent meetings, community organizations, and/or newspaper articles	CN RF PI CI	10	C Miller	3-Aug 4-May				4-May	articles, agendas
FGI	Encourage student participation in community service through student clubs and programs	CN RF CI	10	D Holt B Hudson	3-Aug 4-May				4-May	club minutes

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Goal: 4 Increase parental and community involvement

Objective:
 4.3 Increase parental and community involvement through participation in the Community Network Grant

NCLB Performance Goals Addressed:
 1, 5

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
EG	School staff participation in Community Network Grant program and meetings	CN CI PI	10	A Cox	3-Aug 4-May				4-May	agendas, sign-in sheets
EG	Enhance school technology program through the grant while providing awareness of school technology program to grant participants	CN CI PI	10	A Cox	3-Aug 4-May				4-May	agendas, tech. Plan

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**Tulia I.S.D.
District Improvement Plan 2003-04**

Summative Evaluation

Enhanced student academic performance

Improved performance on TEKS mastery to enhance scores to an equivalent of 90% passing on TAAS in all subject areas and all groups

Improved reading proficiency in grades K-2 with 90% of all students as assessed by the TPRI and STAR reading on or above grade level

Improved attendance to 97% in all groups

Decreased dropout rate to 1.0% total and in all subgroups

Increased the number of high school students taking the SAT/ACT to 60% testing with 20% or more meeting at/above criteria

Increase the number of students graduating under recommended or distinguished high school programs to 40%

Improved TAKS performance by teachers and administrators attending staff development for TEKS/TAKS at Region 16 and other conferences as applicable

Improved curriculum and instruction

Continued with the integration of technology in instruction

Met Objective

No-All grade levels except for third grade math met 90% or better on the TAAS standard according to the *Phase-In Summary Report* for all students but some subgroups did not meet the standard.

No-According to the STAR assessment at the end of the year 2003, only 39% of our second graders were at or above grade level.

No-Our overall attendance rate was 95.4%. (AEIS '02-'03)

No-Our overall dropout rate was 0.9%, but the subgroups had higher rates with the LEP subgroup being the highest at 5.0%. (AEIS '02-'03)

Yes-60.6% of our students tested with 20.9% meeting at/above criterion. (AEIS '02-'03)

Yes-40.7% of our students were RHSP/DAP graduates. (AEIS '02-'03)

No data-No comparison data is available since the first TAKS test administration was Spring '03. But, teachers and administrators have continued to attend staff development to improve TAKS performance and TEKS mastery.

Yes-Each campus has continued to integrate technology into the curriculum. Some examples are: Accelerated Math implemented at each campus; SuccessMaker implemented at Swinburn; NovaNET continued at high school; teachers continuing to increase use of computers for work processing, research, drawing, etc. at each campus; continued staff development in technology; etc.

Met diverse needs of students through updated programs

Yes-Texas High School Completion and Success Grant was approved by TEA to address the needs of our at-risk youth in grades 9-12. Also, Accelerated Math, SuccessMaker, and other programs were added at the campuses to help accelerate students as well as accommodate different learning styles.

Increased number of highly qualified personnel

Yes-The district is working through their district and campus plans to help all teachers become highly qualified through staff development and other means. The district has also developed and is implementing an evaluation that meets the highly qualified requirements of paraprofessionals.

Aligned and coordinated curriculum and developed curriculum documents including benchmarks, timelines, etc.

Yes-The District has developed preliminary benchmarks for each grade level. Each teacher is in the process of developing six-week curriculum overview documents for each subject as a subject-grade level team. The teachers have met in vertical and horizontal teams and will continue to do so as the curriculum is written.

Improved school climate

Provided programs to promote safe and drug-free schools

Yes-A human sexuality instructional program, "Worth the Wait", has been recommended by the School Health Advisory Council, approved by the Board of Trustees, and purchased to be implemented 2004-05. Also, an anti-bullying program has begun with teacher staff development taking place at all campuses and surveys being developed for grades 3-12. The anti-bullying program "Don't Laugh at Me" is also being implemented in grades 3-8 next year and will be supplemented with other materials.

Enhanced system of effective communication to parents and community

Yes-A Gifted and Talented parent meeting was held to explain to parents the updated Tulia G/T Plan. Also, Title I parents meetings were held at different times to provide flexibility for parents to attend. Also, school representatives have continued to speak to community and business groups on such topics as school finance, NCLB, human sexuality instructional programs and anti-bullying programs being implemented at the schools, etc.

Promoted good character in students

Yes-The counselors at each campus have continued with class, group, and individual guidance activities utilizing such programs as "Steps to Respect", "Character Counts", "Cool Kids", etc.

Increased parent and community involvement

Encouraged effective and quality parental involvement through a written parent involvement plan

Yes-The District and campuses developed a Parental Involvement Plan and distributed the plans to parents at each campus.

Increased school and community cooperation and pride

Yes-The school continues to work with the Swisher County Community Grant Program in order to coordinate activities that will provide educational assistance to the community, such as with the installation of the school's NovaNET program for the GED program at the downtown computer lab. Also, teachers encourage student participation in community activities, such as through Veterans Day Program at the junior high, etc. In addition, school representatives have continued to speak to community and business groups on such topics as school finance, NCLB, human sexuality instructional programs and anti-bullying programs being implemented at the schools, etc. in order for the community to become more aware of the programs being offered at the school.

Increased community involvement through participation in the Community Network Grant

Yes-The school continues to work with the Swisher County Community Grant Program in order to coordinate activities that will provide educational assistance to the community, such as with the installation of the school's NovaNET program for the GED program at the downtown computer lab.

Were the goals met for 2003-2004?

Was the student academic performance enhanced? Evidenced by what?

No Comments: Even though, except for one grade level, at least 90% of our students (sum of grades 3-11) met the TAAS passing standard goal in Spring 2003, the goals were not completely met as evidenced by our TAKS scores for the Spring of 2003 (AEIS 2002-03). We were above the state performance for met standard for the sum of all tests taken in ELA 74% (State-71.5%) but below in all other areas – Reading 85% (85.6%), Mathematics 76.8% (77.8%), Writing 84.8% (86.3%), Science 62.7% (70.7%), Social Studies (89.1%), and for All Tests 64.3% (67.4%). Also, our reading grade level scores were not increased for grades 1 and 2.

But at each campus, new programs are continuing to be implemented to help the at-risk child achieve success; and staff development is being provided for teachers to help them increase their students' successes. The high school is implementing *The Texas High School Completion and Success Grant* for grades 9-12 for 2004-05. The elementary school staff consisting of grades PK-2 is meeting to determine how best to improve their existing programs in reading and math as well as to determine what other scientifically researched programs may be implemented to help their students be on grade level upon exiting in grade 2. Also, some 1st grade teachers are participating in RISE, an instructional program to help limited English speaking students attain success in school.

Were curriculum and instruction improved? Evidenced by what?

Yes Comments: Curriculum and instruction are being improved through the development of curriculum documents for each subject and grade level in the District. The benchmarks for each grade level have been established as well as the forms being used by each teacher to develop their six-week overviews. The curriculum process is continuing with the teachers submitting six-week overview documents each six weeks and by documenting the TEKS taught through their annual TEKS checklist. Hopefully, each grade level will have an increase in TAKS scores in Spring 2004, even though the standards at all grade levels except for exit are increasing. Plans are already being made for staff development next year to include completing and refining the curriculum documents that are being written this year.

Also, teachers are continuing to attend staff development opportunities at our educational service center as well as through conferences, etc.

Was the school climate improved? Evidenced by what?

Yes Comments: The District is continuing to work on school climate. It has developed an awareness of the violence of bullying in our schools through staff development at each campus. This emphasis on bullying awareness will continue through student surveys to be given Spring 2004 and the implementation of the "Don't Laugh at Me" program next year in grades 3-8. Also, the "Worth the Wait" human sexuality instructional program is being implemented in 2004-05 for grades 6-8 and high school.

Was parental and community involvement increased? Evidenced by what?

Yes Comments: The school implemented its objective of increasing parent and community involvement with the distribution of the Parental Involvement Plan for the District as well as for each campus to every parent. Also, a District-wide G/T parent meeting was held to update parents on the current G/T plan. In addition, the partnership between the school and the Swisher County Community Grant Program has grown through the installation of NovaNET at the downtown lab location for use in its GED program. Furthermore, the School Health Advisory Council (SHAC) has become more involved in school programs, such as with the recommendation of the "Worth the Wait" program. Also, the SHAC is trying to reach out to the community through informing ministers through the ministerial alliance about the challenges facing the District as well as programs that the District is implementing to help face the challenges of our youth.