

TULIA I.S.D.
HIGHLAND
ELEMENTARY

CAMPUS
IMPROVEMENT PLAN

2007-2011

**Highland Elementary Campus Improvement Plan
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2007-2011**

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Highland Elementary Profile

Personnel

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

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

Highland Elementary
800 Northwest 9th
806-995-4141
Casey McBroom, Principal
Shanon Frye, Counselor

Campus Employees (AEIS 2005-06)

Professional Staff	24.5
Teachers	21.6
Professional Support	1.6
Campus Administrator	1.3
Educational Aides	5.5
Av. Teacher Experience	
Beginning Teachers	1
1-5 Years Experience	1
6-10 Years Experience	0
11-20 Years Experience	13.4
Over 20 Years Experience	6.2

Board of Trustees

Richard Chapman, President
Eddie Womack, Vice President
Ka Wilfong, Secretary

Cody Culwell, MD
Angie Martin

Steve Pond
Eddie Subealdea

Student Enrollment Data

Highland Elementary (Pre-K-2nd)	295
<u>Student Ethnicity (AEIS 2005-06)</u>	
Hispanic	53.6%
Afro-American	8.5%
Anglo	38.0%
Asian/Pac.Islander	0%
<u>Attendance (AEIS 2004-05)</u>	96.4%
<u>Annual Dropout Rate (Gr 7-8) (AEIS 2004-05)</u>	0.0%
<u>Completion Rate II (w/GED) (AEIS 2004-05)</u> (Accountability Indicator)	95.6%

Financial Information

Total Campus Budget	\$1,214,839
Per Pupil	\$ 4,402

By Function:

Instruction	80.9%
Instructional Related Service	4.8%
Instructional Leadership	0.7%
School Leadership	6.4%
Support Services – Student	7%
Other Campus Costs	0.2%

Highland Staff Responsibilities
Campus Improvement Plan
2007-2008

Campus Office

800 North West 9th Street
Tulia, TX 79088

Mr. Casey McBroom, Principal
Ms. Shanon Frye, Counselor
Mrs. Carla Sadler, Campus Secretary

Campus Faculty and Staff

Carol Allen	DeeAnn Mahaney
Charolotte Bellah	Jaine Notley
Elaine Bevill	Lanette Roach
Sandra Brent	Ashley Norrell
Zane Burrow	Kathy Vaughn
Teresa Carter	Sonya Womack
Shawnte Clawson	
Debbie Combest	
Janet Elmore	
Amber Ferguson	
Chantell Francis	
Theresa Hill	
Tonya James	
Kristy Lopez	

Para Professionals

JoAnn Baldwin	Lisa Evans
Debra Barnes	Kim Burk
Joyce Childers	Dora Mendez
Wendalin Cruz	Sherma Flowers

Campus Employees

Professional Staff	23
Auxiliary Staff	9

Motto

Helping All Students Realize Their Full Potential

Philosophy/Mission Statement

In partnership with parents and the community, Highland provides a progressive learning environment where all students are safe, supported and encouraged to realize their full potential. It is the goal of Highland 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.

Highland will assist to 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 Campus 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.

Highland Elementary School
Campus Educational Improvement Committee (CEIC)
2007-2008

Casey McBroom	Principal/DEIC
Shanon Frye	Counselor
Pam McCrary	District Employee
Kelly Wilson/Wells Fargo Bank	Business Member
Michael Barnes	Community Member
Brittnay Foerster	Parent Member
Monica Gomez	Parent Member
Zane Burrow	Kindergarten
Sandra Brent	First Grade
Dee Mahaney	Second Grade
Sharla Moudy	General Education

DEIC Campus Representatives:

Casey McBroom
Dee Mahaney
Zane Burrow
Sandra Brent

Highland Elementary
Comprehensive Needs Analysis for 2007-2011

A. Test Results

TAKS/SDAA II/TELPAS:

Teachers (K-2) continue staff development and data analysis regarding TAKS/TPRI /TELPAS to help accelerate the instruction of our at-risk population.

Teachers in grades K-2 continue participation in and support of state's reading and math initiatives.

Increase students' reading and math proficiencies in K-2 as reflected through TPRI, SAT10TAKS-structured assessments, and STAR assessments.

Teachers of K-2 will increase the usage of TAKS-related instructional materials, especially in grades 1 and 2.

Implement the components of the TIER 3 model on each campus to develop instructional programs that will help to accelerate students that are below grade level and to decrease special education referrals.

Address areas of weaknesses by group performance District-wide through data analysis – LEP, economically disadvantaged, Hispanic, special education.

Use data analysis of AMAO's/TELPAS, AYP, AEIS reports, PBMAS, and TAKS/SDAA II results to address the weaknesses of LEP population.

Address critical areas of Adequate Yearly Progress (AYP-federal accountability), especially with our LEP and special education populations.

Address vocabulary weaknesses in grades K-2 to enable students to increase skills in formal language in speaking, reading, and writing.

B. Attendance

Attendance drives school funding. Our enrollment is decreasing therefore our attendance rates become even more critical. Our attendance rate remained the same from 96.4% in 2003-04 to 96.4% in 2004-05 and up to 96.5% in 2005-06.

C. Completion Rate/Drop-out Rate

Our Completion Rate II (w/GED) for grades 9-12 was 95.6% for "all students" for 2005. Our Completion Rate I (w/o GED) with the same population was 93.4% for 2005. Completion Rate II was slightly below state average (95.7%). Completion Rate I was above state average (91.9%).

Our dropout rate (standard accountability indicator) for grades 7-8 remained at 0.0% for 2003-04 and 2004-05.

D. Curriculum

Continue alignment of district curriculum through participation in Region 5 Curriculum Cooperative. Teachers will continue to incorporate the program into curriculum documents and refine documents to fit student needs and district instructional materials and resources.

Continue the use of lesson planning program and teacher website development through the OnCourse program developed by Schoolworksite.com. to assure consistent implementation of instruction and increased communication with parents.

Continue development of a district scope and sequence utilizing Region 5 Curriculum Leadership Cooperative resources and increased vertical teaming meetings to align district curriculum.

Address advanced and accelerated curriculum in curriculum documents to meet the needs of all student groups including at risk and gifted and talented.

Consider curriculum resources and modifications to enhance inclusion strategies for special needs children to enable them to achieve at their enrolled grade levels.

Increase formal vocabulary usage in grades K-12 to address identified weaknesses on state assessments and enhance student achievement.

E. Technology

Teachers and administrators increase expertise in lesson planning and website development in their use of OnCourse by Schoolworksite.com. to assure consistent implementation of instruction and to increase parent and student communication as indicated by district survey.

Teachers and administrators utilize on-line curriculum documents through Region 5 Curriculum Cooperative to align instruction.

Teachers and administrators continue to use the online program Compass through Region 7 and WebCCAT to develop benchmark tests, disaggregate testing data, complete personal graduation plans, etc.

Increase student internet safety awareness as identified in parent survey.

F. Safe and Healthy environment

Teachers and staff will continue to participate in the federal and state Emergency Operations Plan (EOP) under the leadership of the District Emergency Management Coordinator to assure a safe school environment. Principals will be designated as Incident Commanders, and each campus will have teams established through the EOP. The District staff will participate in training, emergency drills, etc.

Teachers and staff, under the leadership of the school nurse and the food services supervisor, will continue implementation of the District Wellness Plan through the District's School Health Advisory Council (SHAC). Activities and curriculum will be established that will increase student, school staff, parental, and community awareness of nutrition and physical activities that will not only benefit students now but will help establish wellness "habits" that will benefit our students as they mature.

G. Parental/Community Involvement

Consider ways to increase effective communication to parents/community of state and federal accountability standards, such as AYP, AMAO's, AEIS, etc.

Increase parent/community involvement in the continued development and implementation of the Emergency Operation Plan (EOP) and the District's Wellness Plan.

Update parent involvement policy/plan in District and campus improvement teams and Title I meetings.

Consider different means of effectively involving parents in the expectations and learning of their children, especially with Spanish-speaking parents who are not bilingual.

H. Staff Development

Continue efforts to ensure that all staff is highly qualified by providing staff development determined by District and campus need as indicated on district technology and staff development needs surveys.

Continue staff development concerning requirements of AYP, AEIS, PBMAS, AMAO's, and EOP.

Increase staff development concerning strategies to effectively accelerate the learning of English language learners (ELL), special education students, and low-economic status students.

Continue staff development to increase skills in math, English language arts, science, and social studies.

Teachers and staff will participate in training in order to increase expertise in OnCourse developed by Schoolworksite.com, WebCCAT, curriculum development through Region 5 Curriculum Cooperative, and the use of Compass through Region 7.

I. Character Education

Decrease the pregnancy rate and thereby reducing the dropout rate-Continue *Worth the Wait* program in grades 6-8 and HS.

Continue to integrate bullying awareness programs through campus strategies to encourage a safe, healthy school environment for all students.

Involve parents/community in educating our students through increase parent communication-newsletters, meetings, email, and teacher websites as indicated by district/parent survey.

J. Post Secondary

More students need to take SAT/ACT earning satisfactory scores – (Number tested decreased from 55.7% (Class of 2004) to 49.3% (Class of 2005). The number at or above criterion decreased from 33.3% (Class of 2004) to 22.2% (Class of 2005).)

All students need to be prepared upon entering high school to graduate under recommended or distinguished programs, including the underrepresented populations such as economically disadvantaged and Hispanic. (Number graduating under RHSP/DAP decreased from 57.3% (Class of 2004) to 53.5% (Class of 2005).)

Increase information concerning financial aid and other college/vocational information to K-8 students and parents to encourage post-secondary education

K. Retention

Continue to study the effects of Student Success Initiative (SSI) on 3rd grade and 5th grade students in order to help prepare students who will be in the eighth grade in 2007-08. Grade 3 cumulative passing percentage on TAKS Reading (First and Second Administrations) increased from 95% in 2005 to 98% in 2006. Grade 5 cumulative passing percentage on TAKS Reading (First and Second Administrations) increased from 84% in 2005 to 91% in 2006. Grade 5 cumulative passing percentage on TAKS Math (First and Second Administrations) increased from 89% in 2005 to 96% in 2006.

Continue study of state retention rates through AEIS reports compared to District retention rates to determine if changes need to be made at a District level, especially for grades K-5. The state retention rates for students that entered school in the fall of 2005-06 and who were not promoted were for K - 2.9%, 1st - 5.9%, and 2nd - 3.5% compared to District retention rates for K - 2.5%, 1st - 2.7%, and 2nd - 6.1%.

L. Funding

Consider the continued use of the REAP program for Title I-Schoolwide funding purposes to raise the academic achievement of all students.

Campus committees to document funding uses and sources in campus improvement plans to help in planning the district budget, especially in SCE documentation and Title I monies.

As the state provides information and guidance, consider the use of 15 percent of our District's Individuals with Disabilities Education Act, Part B (IDEA-B) funds to develop and implement early intervening services for students in kindergarten through grade 12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

Equitable Access and Participation 2007-2008

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. There were no barriers or strategies identified for Tulia ISD in the approved Title I application for the school year 2006-07.

Special Populations/Programs

In the district improvement plan, the number notations under “Special Prog/Pops” 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 language learners (ELL)
- 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

**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)].

**Highland Elementary
Campus Improvement Plan 2007-2011
Goals and Objectives**

Goal 1: Enhance student academic performance

Objective 1.1: Improve performance on TEKS mastery to enhance TAKS/TAKS-I/TAKS-M/LDAA scores to 90% passing or meeting ARD expectations in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2009-10

Objective 1.2: Improve reading proficiency in grades K-2 with 90% of "all students" and all groups as assessed by the TPRI, TAKS-formatted assessments, and STAR reading on or above grade level for 2009-10

Objective 1.3: Improve attendance to 97% in all groups for 2007-08

Objective 1.4: Increase completion rate (grades 9-12) to 95% for all subgroups (Hispanic, White, economically disadvantaged, etc.) for 2007-08

Objective 1.5: Increase the number of eligible high school students taking the SAT/ACT to 70% testing with 40% or more meeting at/above criteria for 2007-08 and 90% testing with 70% or more meeting at/above criteria for 2009-10

Objective 1.6: Increase the number of students graduating under the recommended or distinguished achievement high school programs to 90% for 2009-10

Objective 1.7: Accelerate special education students so that 75% become successful on grade-level testing by 2008-09, either through TAKS or TAKS-I

Goal 2: Improve curriculum and instruction

Objective 2.1: Continue the integration of technology in instruction with increased use of technology through Schoolworksite.com, Compass, CLC, WebCCAT, etc.

Objective 2.2: Meet diverse needs of all students through accelerated and advanced programs, especially English language learners (ELL), special education students, and gifted and talented students

Objective 2.3: Increase number of highly qualified personnel to 100% in 2007-08

Objective 2.4: Increase formal vocabulary usage for all students in all subject areas as assessed by TAKS, CLC, and WebCCAT

Objective 2.5: Continue to develop and align curriculum in partnership with Region 5 for all grades and subjects

Objective 2.6: All teachers use effective technology to develop curriculum, write lesson plans, disaggregate testing scores, and designing their own website on Schoolworksite.com

Goal 3: Improve school climate

Objective 3.1: Continue programs to promote 100% safe and drug-free schools

Objective 3.2: Enhance system of effective communication to all staff, parents and community, especially in the reporting of federal and state accountability standards

Goal 4: Increase parent and community involvement

Objective 4.1: Encourage effective and quality involvement of all parents through further development and implementation of parent involvement plan

Objective 4.2: Develop strategies to increase parental involvement of non-bilingual Spanish speaking parents in the district by 10%.

Highland Elementary 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/TAKS-I/TAKS-M/LDAA scores to 90% passing or meeting ARD expectations in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2009-10

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		
ADEHJ	Continue to contract with Region 5 Curriculum Cooperative to receive staff development and curriculum documents to adapt to local use	CN AA RF PD MA CI	2 4 5 6 8 10	Phillips	6-May 7-Aug	Region 5	Curriculum	TI, SE	30-May	curriculum documents
ADHK	Teachers and other appropriate staff will attend staff development regarding TAKS information throughout the year with emphasis on reaching at-risk students including LEP and special ed.	CN RF HQ PD AA MA	2 4 6 10	McBroom	6-Jun 7-Aug	Region 16		TI, D, SE	7-Aug	attendance certificates
ACDEGK	OEYP will continue to be considered by K-12 as an extended day option to work with at-risk students	CN RF MA AA PI CI	2 4 6	McBroom	1-Dec 30-Jul			OEYP SCE G-TS	7-Aug	OEYP schedules, evaluation
ACDEGHK	Continue to implement ARI/AMI and the Student Success Initiative including Grade Placement Committees and accelerated instruction in grades 3,5,8	CN RF MA CI PI AA	2 4 6 8	McBroom Phillips	1-Nov 1-Jun		ARI/AMI materials	G-ARI/AMI TI, SCE	1-Apr	SSI documentation

Codes for Funding: (D) – District (CT) – Career Technology
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) - St. Success Init.
 (G-TS) - TEXSHEP

Highland Elementary Improvement Plan

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Goal: 1 Enhance student academic performance

Objective:
 1.1 Continued: Improve performance on TEKS mastery to enhance TAKS/TAKS-I/TAKS-M/LDAA scores to 90% passing/meeting ARD expectations in all subject areas (Reading, Writing, Mathematics, Science, and Social Studies) and all groups by 2009-10

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 reading programs that include the dyslexia program and math programs that effectively accelerate at-risk students.	CN RF PD AA MA CI	1 2 3 4 6 8 9 10	McBroom	27-Aug 29-May		Education City ELLIS CEI Lexia	TI, SE G-ARI/AMI	30-May	TAKS results, retentions
ACDHK	Continue in vertical and horizontal team curriculum meetings with special emphasis on core curricular areas	CN RF HQ PD AA MA CI	10	McBroom Phillips	30-May 7-Aug	Region 5	curriculum document TAKS/ SDAA II	D, TI	7-Aug	curriculum documents, agendas
ADEGHJK	Address vocabulary to better equip students to effectively utilize formal language in spelling, reading, and writing	CN RF PD AA MA CI	2 3 4 6 8 9 10	McBroom Phillips	27-Aug 29-May		vocabulary programs CLC	D, TI	30-May	lesson plans, curriculum documents
ABCDEG HJK	Utilize strategies to better address needs of ELL students and special education students so that they may accelerate to grade level	CN RF PD AA MA CI PI	2 3 4 5 6 9	McBroom Phillips	27-Aug 1-Jun			D, TI ARI/AMI SE G-TS	7-Aug	lesson plans, curriculum documents

Codes for Funding: (D) – District (CT) – Career Technology (G-TS) – TEXSHEP
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) - St. Success Init.

Highland Elementary Improvement Plan

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Goal: 1 Enhance student academic performance

Objective:
 1.1 Improve performance on TEKS mastery to enhance TAKS/TAKS-I/TAKS-M/LDAA scores to 90% passing or meeting ARD expectations in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2010-11

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 implementation of three tier response to intervention in math and reading to effectively accelerate at-risk students	CN RF PD AA MA CI	1 2 3 4 6 8 9 10	McBroom	27-Aug 29-May		Lexia CEI Labs My Reading Coach Scotthish Rite	TI. SE G-ARI/AMI	30- May	SST minutes, retentions, referrals, test scores
ACDEHK	Develop benchmark assessments and test taking strategies to effectively assess student progress towards TEKS mastery	CN RF PD AA MA CI	6 10	McBroom Phillips	27-Aug 11-Apr		CLC Dibles materials OLSAT release tests WebCCat Dmac	TI D G-ARI/AMI	each six weeks	assessments, curriculum documents, tutorial lists

Codes for Funding: (D) – District (CT) – Career Technology
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 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) - St. Success Init.
 (G-TS) - TEXSHEP

Highland Elementary 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: 1.2 Improve reading proficiency in grades K-2 with 90% of "all students" and all groups as assessed by the TPRI, TAKS-formatted assessments, and STAR reading on or above grade level for 2008-09										
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 utilize comprehensive reading programs using the 3-tier model and placing emphasis on all students meeting grade level or above by end of grade 2	CN RF PD AA PI MA	1 2 3 4 6 8 10	McBroom	27-Aug 29-May		software, basal Lexia	TI, SE G-AMI/ ARI	30- May	ARI evaluation, SST Minutes
ACDHK	Continue with combined core grade K-8 level meetings in order to discuss the Student Success Initiative policies and its effects on grading, promotion, and retention	CN RF MA PD CI AA	2 3 4 6 8 9 10	McBroom Phillips	6-Aug 30-May		TAKS results TPRI		7-May	meeting agenda, campus improvement plans
ADEGHK	Implement new strategies in K-2 to improve 2nd grade independent reading and math skills	CN RF PD PI AA MA CI	1 2 3 4 6 8 9 10	McBroom	27-Aug 29-May		TAKS Coach Mentoring Minds	TI SCE, SE	7-May	lesson plans, curriculum documents
ACDEHJK	Emphasize vocabulary building and formal language skills	CN RF PD AA MA CI	2 3 4 6 8 9 10	McBroom	27-Aug 29-May		CLC, vocabulary programs	TI	30- May	lesson plans, curriculum documents
ACDEHJK	Develop definite benchmark testing on skill attainment, especially as relates to TAKS and TAKS-formatted materials	CN RF PD AA MA CI	10	McBroom	20-Aug 29-May	Region 16	Dibles materials WebCCAT, Dmac	TI	7-May	lesson plans, benchmark tests, TAKS Scores

Codes for Funding: (D) – District (CT) – Career Technology (G-ARI/AMI) - St. Success Init.
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-TS) - TEXSHEP
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Highland Elementary Improvement Plan

Highland Elementary 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:										
1.3 Improve attendance to 97% in all groups for 2007-08										
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		
ABCKL	Evaluate campus incentives to promote perfect or improved attendance	CN RF MA CI	6 10	McBroom	20-Aug 7-May	CPOC		D	7-May	campus plans, incentives
ABCFG IJKL	Increase parental awareness of the importance of attendance through campus communication opportunities especially with regard to the AEIS & AYP accountability ratings	CN PI AA CI	6 10	Miller McBroom Phillips	27-Aug 7-May				Each six weeks or as needed	grade reports, communication logs AEIS and AYP reports SST minutes

Codes for Funding: (D) – District (CT) – Career Technology (SCE) – Compensatory (OEYP) – Optional Extended Yr. (SE) - Special Education
 (TI) – Title I Schoolwide (G-TX)- TEXSHEP
 (M) – Migrant
 (T) - State Tech. Allotment

Grants: (G-ARI/AMI) - St. Success Init.

Highland Elementary Improvement Plan

School Wide Components (SW Comp)
 CN-Comprehensive needs
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 CI-Coordination and integration

Goal: 1 Enhance student academic performance

Objective:
 1.4 Increase completion rate (grades 9-12) to 95% for all subgroups (Hispanic, White, economically disadvantaged, etc.) for 2007-08

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		
ABCDEF GHJK	Campus will consider acceleration strategies for at-risk students to reach grade level performance in math and reading	CN RF PI AA MA CI PD	12 3 4 6 8	McBroom Phillips	29-May 15-May	CPOC		TI	7-May	curriculum documents, lesson plans
CDFGI	The District's School Health Advisory Council (SHAC) will continue to determine ways to increase the involvement of parents and the community in the efforts of the school district to address health issues of students	CN PI CI	6 7 8 9 10	Phillips Frye	27-Aug 29-May	SHAC			7-May	SHAC agendas and minutes

Codes for Funding: (D) – District (CT) – Career Technology (G-ARI/AMI) - St. Success Init.
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-TS)- TEXSHEP
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Highland Elementary Improvement Plan

School Wide Components (SW Comp)
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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 70% seniors testing with 40% or more meeting at/above criteria for 2007-08 and 90% testing with 70% or more meeting at/above criteria for 2009-10

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		
ACGJ	K-12campuses will consider ways to increase parental and community awareness of college testing and the availablity of post-secondary funding for students	CN PI AA CI	10	Frye	20-Aug 7-May		handouts	TI, D	7-May	campus plans
ABCDEFG HJKL	Campus will consider acceleration strategies to ensure that each at-risk child will perform at grade level in math and reading	CN PI PD AA MA CI	1 2 3 4 6 7 8 9	McBroom Phillips	20-Aug 15-May	Region 16		D, TI SE	7-May	lesson plans, curriculum documents

Codes for Funding: (D) – District (CT) – Career Technology (G-ARI/AMI) – St. Success Init.
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-TS)- TEXSHEP
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Highland Elementary Improvement Plan

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Goal: 1 Enhance student academic performance

Objective:
 1.6 Increase the number of students graduating under the recommended or distinguished achievement high school programs to 90% for 2009-10

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		
ABCDGJK	K-12 campuses will consider ways to increase informed curriculum choices through student, parent, 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 MA	10	Frye	27-Aug 7-May		college/voc handouts		7-May	campus plans
CGJ	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 AA CI	8 9 10	Frye	20-Aug 7-May		handouts	D, M	30-May	campus plans

Codes for Funding: (D) – District (CT) – Career Technology (G) – Grants
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-ARI/AMI) – St. Success Init.
 (M) – Migrant (OEYP) – Optional Extended Yr. (G-TS)- TEXSHEP
 (T) - State Tech. Allotment (SE) - Special Education

Highland Elementary Improvement Plan

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Goal: 1 Enhance student academic performance

Objective:
 1.7 Accelerate special education students so that 75% become successful on grade-level testing by 2008-09, either through TAKS or TAKS-I

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		
ACDEH	Campus administrator and teachers will update the staff development plan to address needed staff development especially in the area of curriculum/programs that help with grade level acceleration	CN RF HQ PD AHQ CI AA MA	1 2 3 4 5 6 8 9 10	McBroom	6-May 7-May	Region 16 CPOC		TI D, SE	7-May	campus plans, programs
ACDEHK	Teachers and principal will seek staff development in the specific core subjects for teaching the at-risk students, ELL students, and students with disabilities	CN RF HQ PD AA MA CI	1 2 3 4 6 8 9 10	McBroom	6-May 7-May	Region 16		TI D, SE	7-May	campus plans
ACDEK	Campus will consider acceleration strategies involving a 3-tier approach to ensure that each at-risk child will perform at grade level	CN PI PD AA MA CI	1 2 3 4 6 7 8 9	McBroom Phillips	20-Aug 29-May	Region 16	DMAC Star Reading TPRI	D, TI SE	7-May	lesson plans, curriculum documents

Codes for Funding: (D) – District (CT) – Career Technology (G-ARI/AMI) – St. Success Init.
 (TI) – Title I Schoolwide (SCE) – Compensatory (G-TS)- TEXSHEP
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Highland Elementary Improvement Plan

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Goal: 2 Improve curriculum and instruction

Objective:
 2.1 Continue with the integration of technology in instruction with increased use of technology through Schoolworksite.com, Compass, CLC (curriculum coop), WebCCAT, 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		
ADE	Participate in staff development to promote the integration of technology in instruction through effective use of programs such as Schoolworksite.com, Dmac, CLC	CN PD AA HQ MA CI	10	McBroom	6-Jun 7-May	Region 16 & Program Training	tech. programs	TI, T	7-May	training certificates
ACDEHK	Continue the ARI/AMI grant in K-8 to increase reading and math proficiencies utilizing teacher assisted computer based programs and strategies	CN RF MA PD AA CI	1 2 3 4 5 6 8 9 10	McBroom	1-Nov 1-Jun	reading teachers	Succ.Make AR/AM, Wilson Mentoring Minds Schoolworksite.com	G-ARI/AMI TI, SE	7-May	curriculum documents, lesson plans
ABCDE GK	Increase parent involvement and communication utilizing Schoolworksite.com teacher websites and homework calendars	CN RF PI TR AA MA	10	McBroom	27-Aug 29-May	Tech Coord.	Schoolworksite.com	TI	7-May	teacher websites
ADEHJ K	Campus will determine ways to assist students in developing the knowledge, skills, and competencies for a broad range of career opportunities including career and technology	CI CN RF PD CI	10	McBroom	27-Aug 29-May	Region 16	Smart Board	CT TI, D	7-May	CATE courses

Codes for Funding: (D) – District (CT) – Career Technology
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) - St. Success Init.
 (G- TS)- TEXSHEP

Highland Elementary Improvement Plan

School Wide Components (SW Comp)
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 CI-Coordination and integration

Goal: 2 Improve curriculum and instruction

Objective:

2.2 Meet diverse needs of all students through accelerated and advanced programs, especially English language learners (ELL), special education students, and gifted and talented students

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		
ADH	Provide a program update for ESL including an updated state LPAC manual	CN RF PD MA	2 3 9	Phillips	20-Aug 6-Dec		Updated ESL Manual		6-Dec	agenda, manual
ACDEHK	Participate in staff development that concentrates on accelerating at-risk students more than one grade level each year in core areas	CN RF HQ PD AA MA CI	1 2 4 5 6 8 9 10	McBroom	27-Aug 31-Jul		Region 16	G-ARI/AMI TI, SE	20-Aug	training certificates
ACDHK	Campus to consider the use of strategies, including inclusion for children with special needs and transition for preschool children from early childhood programs, to ensure grade level achievement and to meet the needs of G/T students through differentiation	CN TR RF MA HQ CI AA	1 2 3 4 5 6 8 9	Wallace Phillips McBroom	20-Aug 15-May	Sp. Ed. Personnel G/T Coord., Region 16	CLC Channing Bete	SE, TI	7-May	campus plans, lesson plans, curriculum documents, Sp. Ed. IEP's

Codes for Funding:

(D) – District
 (TI) – Title I Schoolwide
 (M) – Migrant
 (T) - State Tech. Allotment
 (CT) – Career Technology
 (SCE) – Compensatory
 (OEYP) – Optional Extended Yr.
 (SE) - Special Education

Grants: (G-ARI/AMI) – St. Success Init.
 (G-TS)- TEXSHEP

Highland Elementary Improvement Plan

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Goal: 2 Improve curriculum and instruction

Objective:
 2.2 Meet diverse needs of all student through accelerated and advanced programs, especially English language learners (ELL), special education students, and gifted and talented students

NCLB Performance Goals Addressed:

Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
ABCF GJ	All students identified as homeless will receive services as required by the McKinney-Vento Act	CN RF TR AA MA CI	10	Phillips Frye	27-Aug 31-Jul	ESC 16		G-TS	5-Jan 5-May each month	grant evaluation, monthly reports
ABFH	Continued participation in the Texas Behavior Support Initiative to improve classroom management techniques and to help special needs students achieve at full potential	CN RF PD CI	4	McBroom	27-Aug 29-May	ESC 16		SE D	7-May	referrals training certificates

Codes for Funding:

(D) – District

(TI) – Title I Schoolwide

(M) – Migrant

(T) - State Tech. Allotment

(CT) – Career Technology

(SCE) – Compensatory

(OEYP) – Optional Extended Yr.

(SE) - Special Education

Grants:

(G-ARI/AMI) - St. Success Init.

(G-TS)- TEXSHEP

Highland Elementary Improvement Plan

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Goal: 2 Improve curriculum and instruction

Objective:
 2.3 Maintain number of highly qualified personnel at 100% in 2007-08

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		
ACDEH	Update improvement plans to include current staff development needs as determined through teacher survey and input	CN RF HQ PD AA MA CI	10	McBroom	20-Aug 29-May	Region 16 CPOC	Campus Imp Plans	TI SE	7-May	campus plans, teacher survey
H	Continue district evaluations to ensure that instructional paraprofessionals and professionals meet the NCLB highly qualified standards	CN RF HQ PD AHQ	10	Miller McBroom	27-Aug 29-May	Region 16	evaluations	TI D, SE	7-May	HQ evaluations
G, H	Recruit highly qualified personnel through university/college job fairs, ESC, and the district web page	CN RF AHQ CI	10	McBroom Miller McCaslin	1-Feb 30-Jun	ESC 16 Universities	job fair materials	D	7-May	certificates, HQ Report, web page
H	Retain highly qualified personnel by providing adequate instructional materials, release time for professional development, reliable technology, and mentoring opportunities	CN RF HQ PD AHQ	10	McBroom Miller McCasland Phillips	20-Aug 29-May	CPOC	materials	TI D SE		certificates, schedules, work orders
G H	Financial reimbursement for ExCET tests taken to meet highly qualified status	CN RF HQ PD AHQ	10	Miller Phillips	6-Aug 7-May	ESC 16	ExCET materials	TI D SE	7-May	certificates, HQ Report

Codes for Funding: (D) – District (CT) – Career Technology
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) – St. Success Init.
 (G-TS)- TEXSHEP

Highland Elementary 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: 2 Improve curriculum and instruction										
Objective: 2.3 Maintain the number of highly qualified personnel at 100% in 2007-2008										
NCLB Performance Goals Addressed:										
Needs Assess.	Action Strategies/Implementation	SW Comp	Special Prog/Pops	Persons Responsible	Timeline Start/End	Resources			Evaluation (Formative)	
						Human	Material	Fiscal		
G H	Equitable distribution of highly qualified and inexperienced teachers to ensure that low-income and minority students are not taught at higher rates than other student groups by teachers who are not highly qualified	CN RF HQ PD AHQ CI	10	Miller McBroom	20-Aug 29-May		Certification Data	D TI SE	7-May	Certification Data, Campus Assignment Rosters, PEIMS
G H	Offer district ExCET Academy for teachers interested in obtaining ESL certification	CN RF HQ PD AHQ	2	Special Programs	4-Jun 5-Jun	ESC 16		TI	29-Aug	Sign in sheets, ExCET Records Certification Data

Codes for Funding: (D) – District (CT) – Career Technology (G-ARI/AMI) - St. Success Init.
(TI) – Title I Schoolwide (SCE) – Compensatory (HS-A) - High School Allotment
(M) – Migrant (OEYP) – Optional Extended Yr.
(T) - State Tech. Allotment (SE) - Special Education

Highland Elementary Improvement Plan

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Goal: 2 Improve curriculum and instruction

Objective:

2.4 Increase formal vocabulary usage for all students in all subject areas as assessed by TAKS, CLC benchmarks, and WebCCAT

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		
ADK	Continue the use of Vocabulary Cartoons and CLC vocabulary in ELA classes	CN RF AA MA CI	10	McBroom	27-Aug 29-May		Vocabulary Cartoons CLC	TI	29-May	lesson plans, curriculum documents
ADGH	Campus teams meet to determine a school-wide approach to formal vocabulary usage by all students with parent involvement component	CN RF PD PI AA MA CI	1, 10	McBroom	20-Aug 29-May	CPOC	CLC vocabulary lists	D, TI	29-May	agendas, curriculum documents, lesson plans, TAKS results

Codes for Funding:

(D) – District	(CT) – Career Technology
(TI) – Title I Schoolwide	(SCE) – Compensatory
(M) – Migrant	(OEYP) – Optional Extended Yr.
(T) - State Tech. Allotment	(SE) - Special Education

Grants: (G-ARI/AMI) - St. Success Init.
 (G-TS)- TEXSHEP

Highland Elementary Improvement Plan

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Goal: 2 Improve curriculum and instruction

Objective:
 2.5 Continue to develop and align curriculum in partnership with Region 5 for all grades and subjects

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		
ADH	District and campus teams meet to adapt, align, and implement CLC curriculum on all campuses	CN RF PD CI AA MA	10	Phillips McBroom	20-Aug 15-Jun	CPOC	curriculum		15-Jun	agendas, curriculum documents, lesson plans
ADEH	Campus teams document strategies designed to accelerate the academic performance of students working below grade level in CLC curriculum documents	CN RF PD CI AA MA	1 2 3 4 6 7 8 9	McBroom	20-Aug 29-May	CPOC	curriculum		29-May	agendas, curriculum documents, lesson plans

Codes for Funding: (D) – District (CT) – Career Technology (G-TS)- TEXSHEP
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) – St. Success Init.

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Goal: 2 Improve curriculum and instruction

Objective:
 2.6 All teachers use effective technology to develop curriculum, write lesson plans, disaggregate testing scores, and design their own website on Schoolworksite.com.

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		
ADEHF	Committees of teachers meet to discuss use of available technology on campus	CN RF PD AA MA CI	10	McBroom	20-Aug 7-Aug	CPOC	Schwork Dmac		7-Aug	agendas, curriculum documents, lesson plans,
ADEH	Teachers and administrators attend staff development to encourage efficient use of new technology and software programs	CN RF HQ PD AA CI	10	McBroom	20-Jun 7-Jun	Region 16 technology facilitator	software technology	TI, D SE	7- June	agendas, sign-ins
ADE	Campus teams determine strategies utilizing available technology and software programs to accelerate the academic performance of students working below grade level	CN RF PD PI AA MA CI	1 2 3 4 6 7 8 9	McBroom	20-Aug 29-May	CPOC	software	D, TI SE G-ARI/ AMI	29- May	agendas, curriculum documents, lesson plans
ADEHF	Consider implementation of internet safety program on elementary campus	CN RF PD AA MA CI	10	McBroom	27-Aug 15-May		Texas First		29- May	lesson plans, curriculum documents

Codes for Funding:

(D) – District
 (TI) – Title I Schoolwide
 (M) – Migrant
 (T) - State Tech. Allotment
 (CT) – Career Technology
 (SCE) – Compensatory
 (OEYP) – Optional Extended Yr.
 (SE) - Special Education

Grants: (G-ARI/AMI) - St. Success Init.
 (G-TS)- TEXSHEP

Highland Elementary Improvement Plan

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Goal: 3 Improve school climate

Objective:

3.1 Continue programs to promote 100% 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		
BCDFI GH	Continue to implement anti-bullying program	CN RF CI PI PD	10	Frye	27-Aug 29-May		program materials	D	29-May	lesson plans, calendars
FHI	Provide staff development and appropriate classroom programs in recognizing and reporting child abuse, sexual harrassment, discipline management, violence and suicide prevention, and conflict resolution to promote safe schools	CN RF PD CI	10	Phillips Frye McBroom	20-Aug 1-Jun		see attached program list		6-May	agendas, handouts, counselor schedules, lesson plans
FGHI	Continued implementation of the District Emergency Operations Plan (EOP)	CN RF PD CI PI	10	Moudy McBroom	20-Aug 29-May	ESC 16 Community agencies	EOP manuals	D	29-May	agendas, drills

Codes for Funding: (D) – District (CT) – Career Technology
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) – St. Success Init.
 (G-TS)- TEXSHEP

Highland Elementary Improvement Plan

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Goal: 3 Improve school climate

Objective:

3.1 Continue programs to promote 100% 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		
BCDF GHI	Consider ways to increase parent involvement in anti-bullying programs	CN RF CI PI	10	Phillips McBroom	27-Aug 29-May	SHAC	program materials	TI	7-May	parent involvement plan-update
BCDFI GHI	Continue to identify and address student health issues through SHAC intervention such as childhood obesity	CN RF PD PI CI	10	Phillips Frye Earl	27-Aug 15-May	SHAC	CATCH Wellness Plan	D TI	7-May	lesson plans, agendas, handouts, website, survey

Codes for Funding:

(D) – District

(TI) – Title I Schoolwide

(M) – Migrant

(T) - State Tech. Allotment

(CT) – Career Technology

(SCE) – Compensatory

(OEYP) – Optional Extended Yr.

(SE) - Special Education

Grants: (G-ARI/AMI) – St. Success Init.

(G-TS)- TEXSHEP

Highland Elementary Improvement Plan

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Goal: 3 Improve school climate

Objective:
 3.2 Enhance system of effective communication to all staff, parents and the community, especially in the reporting of federal and state accountability standards

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		
ABCDF GIJKL	Provide information to parents and community through newspaper articles, newsletters, email, and websites regarding programs and school activities that require parental/community participation, new accountability standards, and state/federal funding issues	CN RF PI CI TR	10	Miller Phillips McBroom	6-Jun 7-May		newsletter brochures Coole School Planner	D	7-May	articles, newsletters, websites, communication logs
GL	Provide more flexible scheduling opportunities for Title I parent meetings to explain accountability measures that involve Title I funding	CN PI	I, 10	McBroom	27-Aug 15-May		school compacts	TI	16-Oct 6-Mar	agendas, invitations, minutes, sign in sheets
ABCDFG JKL	Encourage school representatives to visit with community organizations to explain school programs, funding, and accountability standards	CN PI AA HQ MA CI	1 2 3 4 5 6 8 10	Miller Phillips McBroom	6-Aug 7-May				7-May	agendas, calendars
ABCGH	Consider ways to enhance site based decision making procedures and professional growth activities	CN RF PD AA MA CI	10	McBroom Phillips	20-Aug 29-May	CPOC DEIC	survey		7-May	survey, agendas, staff development calendars

Codes for Funding: (D) – District (CT) – Career Technology (G-TS) - TEXSHEP
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) – St. Success Init.

Highland Elementary Improvement Plan						School Wide Components (SW Comp)				
Goal: 4 Increase parental and community involvement						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				
Objective: 4.1 Encourage effective and quality involvement of all parents through further development and implementation of parent 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	Make available a copy of the district and campus parent involvement plans to all parents	CN RF PD PI AA CI TR	10	McBroom Phillips	20-Aug 29-May		parent involve. plans		7-May	Involvement plans, website, agendas
G	Update the district and campus parent involvement plans through district and campus improvement teams and Title I parent meetings	CN RF PD PI AA CI TR	10	McBroom Phillips	6-Aug 7-May	DEIC CPOC Title I			7-May	parent involvement policy
G	Continue to encourage parents to be active members of school committees and meetings including Title I meetings, SHAC, Migrant PAC, DEIC and CPOC	CN PI CI	10	McBroom Phillips	20-Aug 7-May 29-May	CPOC	parent involve. plans		7-May	agendas, membership lists
F G	Encourage community and parent involvement in the development of the Emergency Operations Plan (EOP)	CN PI CI	10	Moudy McBroom	20-Aug 7-May	DEIC CPOC SHAC	EOP training materials	D, TI	7-May	agendas, sign-ins, EOP procedure manuals

Codes for Funding: (D) – District (CT) – Career Technology
 (TI) – Title I Schoolwide (SCE) – Compensatory
 (M) – Migrant (OEYP) – Optional Extended Yr.
 (T) - State Tech. Allotment (SE) - Special Education

Grants: (G-ARI/AMI) Student Success Ini
 (G-TS)-TEXSHEP

Highland Elementary 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: 4 Increase parental and community involvement

Objective:
 4.2 Develop strategies to increase parental involvement of non-bilingual Spanish speaking parents in the district by 10%

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		
G	Campus will consider strategies to encourage involvement and participation of all parents, especially non-bilingual Spanish speaking parents, in school activities and programs	PI CI	2 3 9	McBroom	20-Aug 7-May	CPOC		TI	7-May	agendas, sign in sheets, campus plans
G	Encourage campus programs to include bilingual participation whenever possible and as many materials written in other languages as possible	PI CI	2 3 9	Miller Phillips McBroom	27-Aug 29-May	bilingual personnel		TI	7-May	agendas, communication logs, handouts

Codes for Funding: (D) – District (CT) – Career Technology (SCE) – Compensatory (OEYP) – Optional Extended Yr. (SE) - Special Education
 (TI) – Title I Schoolwide (G-TS) - TEXSHEP
 (M) – Migrant
 (T) - State Tech. Allotment

Grants: (G-ARI/AMI) - St. Success Init.

**Highland Elementary
Campus Improvement Plan
2007-2008**

Summative Evaluation

The summative evaluation will be developed at the end of the year and into the next year as test results (TAKS/TAKS I/TAKS-M/ LDAA/ TELPAS) and accountability reports (AEIS/AYP/PBMAS/AMAOs) are received.

Enhanced student academic performance	Met Objective
1.1 Improve performance on TEKS mastery to enhance TAKS/TAKS-I/TAKS-M/LDAA scores to 90% passing or meeting ARD expectations in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all groups by 2009-2010.	No-Made gains in TPRI scores and DIBELS benchmarks. Our campus is not applicable to the TAKS scores
1.2 Improve reading proficiency in grade K-2 with 90% of “all students” and all groups assessed by the TPRI, TAKS-formatted assessments, and STAR reading on or above grade level for 2008-2009.	Yes-Second grade scores on TPRI are at or above the 90%
1.3 Improved attendance to 97% in all groups for 2007-2008.	No-96.5%
1.4 Increase completion rate (grades 9-12 to 95% for all subgroups (Hispanic, White, economically disadvantaged, etc.) for 2007-2008.	NA
1.5 Increase the number of high school student taking the SAT/ACT to 70% seniors testing with 40% or more meeting at/above criteria for 2007-2008 and 90% testing with 70% meeting at/above criteria for 2009-2010.	NA
1.6 Increase the number of students graduating under the recommended or distinguished achievement high school programs to 90% for 2009-2010.	NA
1.7 Accelerate special education students so that 75% become successful on grade-level testing by 2008-09, either through TAKS or TAKS-I.	NA

Improve curriculum and instruction	Met Objective
2.1 Continue with the integration of technology in instruction with increased use of technology through Schoolworksite.com, Compass, CLC, WebCCAT, etc.	Yes-Growth in student use in My Reading Coach and Symphony Math
2.2 Meet diverse needs of all students through accelerated and advanced programs, especially English language learners (ELL), special education students, and gifted and talented students.	Yes-Special scheduling and use of technology.
2.3 Increase number of highly qualified personnel to 100% in 2007-2008.	Yes-maintained the 100%
2.4 Increase emphasis on formal vocabulary usage for all students in all subject areas as assessed by TAKS, CLC, and WebCCAT	Yes-Implementation of classroom routines with word walls and math terms.
2.5 Continue to develop and align curriculum in partnership with Region 5 for all grades and subjects.	Yes-Continued use of CLC
2.6 All teachers use effective technology to develop curriculum, write lesson plans, disaggregate testing scores, and designing their own website on Schoolworksite.com.	Yes- CLC scope and sequence and use of On Course.

Improve school climate	Met Objective
3.1 Continue programs to promote 100% safe and drug-free schools.	Yes-Red Ribbon Week and weekly counselor sessions.
3.2 Enhance system of effective communication to all staff, parents, and community, especially in the reporting of federal and state accountability standards.	Yes-Provided for flexible meeting times to meet the schedules of the patents

Increase parent and community involvement	Met Objective
4.1 Encourage effective and quality involvement of all parents through further development and implementation of parent involvement plan.	Yes-Scheduled several activities for parents to be involved-reading night, Mothers Day, Super Bowl etc.
4.2 Develop strategies to increase parental involvement of non-bilingual Spanish speaking parents in the district by 10%.	Yes-arranged for home visits with bilingual staff.

Were the goals met for 2007-2008? Evidenced by what?

Comments: **Was student academic performance enhanced? Evidenced by what?**

Comments:

Student performance was enhanced with district improvement shown in the following categories: All Students, Commended All Subjects, Writing, Reading, Math, Second Grade SAT 10 Reading. However, the goal of 90% passing for all subgroups was not met in any subject. Only TAKS Modified Reading exceeded the 75% district passing goal. There was improvement noted in completion rate, SAT/ACT scores, and in the number of high school students graduating with recommended or distinguished high school programs.

For TAKS/TAKS Accommodated 2008:

- 69% (61%/07) of TISD students passed All TAKS tests taken.
- 11% (8%/07) of TISD students earned a Commended score on All Tests
- **District wide results:**

93% of all students tested passed Writing

92% of all students tested passed Reading – February and April administrations.

83% of all students tested passed Social Studies.

79% of all students tested passed Math – April and May administrations.

The highest performances for a state accountability group in a subject were White students testing in Reading (95%), Math (91%), Writing (95%) and Social Studies (94%).

▪ **District wide results less than 70% passing:**

65% of all students tested passed Science.

- 41% of first graders and 42% of second graders were reading at or above grade level at the end of the year on the STAR.
- 40% of first graders and 50% of second graders scored at or above the 50th national percentile in reading on the SAT10.
- 53% of first graders and 39% of second graders scored at or above the 50th percentile in math on the SAT10.

When analyzing the district performance of state student groups the following percentage point gaps are seen:

▪ **30 percentage points** or more:

Science - (W-AA:50), (W-H:36)

All Tests- (W-AA: 32)

▪ **10 to 29 percentage points:**

Math- (W-AA:22), (W-H:19)

Science- (W-AA: 28)

Social Studies- (W-AA:14), (W-H:17)

All Tests- (W-H:20)

When analyzing differences in performance mastery for students identified as at-risk for SCE:

Math: 43% (2006), 44% (2007), 61%(2008)

Reading: 75% (2006), 78% (2007), 85%(2008)

Writing: 94%(2006), 63%(2007), 85%(2008)

Science: 35%(2006), 31%(2007), 46%(2008)

Social Studies: 64%(2006), 66%(2007), 76%(2008)

The lowest performance for a state accountability group were:
At Risk students testing in Science (46%).
Special Ed students testing in Science (23%) and SS: (45%)

When analyzing differences in performance according to gender:

Male (305 students)/ Female (299 students)

▪ **5 or less percentage points:**

Math: M-78%, F-80%

Reading: M-89%, F-94%

All Tests: M-60%, F- 63%

▪ **6 to 9 percentage points:**

Writing: M-89%, F-96%

Science: M-69%, F-61%

Social Studies: M-86%. F-80%

When analyzing differences in performance mastery for students identified as Migrant:

Number of Migrant identified students - 8

Reading (7 students tested): 63% (2007) / 100% (2008)

Writing (2 students tested): Not Tested(2007/ 50%(2008)

Science (2 students tested): 38% (2007)/ 50%(2008)

Social Studies (2 students tested): Not tested (2007)/ 100% (2008)

Math (8 students tested): 57% (2007) /75% (2008)

When analyzing performance according to the Texas Student Success Initiative:

Grades 3, 5, 8 Reading were above 90% and above state averages.

Grades 5,8 Math were above 90% and above state averages.

Each campus continued to implement and update new programs to help the at-risk child succeed. OEYP instruction was offered after school and during the summer to accelerate learning. The ARI/AMI initiative was continued on three campuses and provided new materials and additional instruction for at-risk students. Teacher staff development was provided to increase student achievement.

Was curriculum and instruction improved? Evidenced by what?

Comments:

Yes. Curriculum and instruction are being improved through the continued development of aligned curriculum documents and online lesson plan documents. Teachers continued horizontal and vertical alignment through participation in Region 5 CLC Curriculum Cooperative. There was continued documentation of TEKS through the use of the Schoolworksite online planning system. Test results were disaggregated in campus groups to identify curriculum needs and changes to better meet student needs. All campuses implemented a Response to Intervention (RTI) aimed at accelerating struggling learners through supplemental programs and use of intervention strategies in the classroom.

Tulia ISD continued efforts to ensure that 100% of all core academic subject area teachers were highly qualified and assisted teachers in maintaining or attaining certification. Teachers were afforded opportunity to attend training and acquire ESL certification at district expense.

Staff development was offered on topics of preference indicated by a teacher survey of professional growth needs the prior spring.

Was the school climate improved? Evidenced by what?

Comments:

Yes-The district continued implementation of anti-bullying programs on each campus. All campuses participated in conflict resolution, drug abuse, and refusal skill programs. Campuses also implemented character education programs through regular group and individual counseling.

Teachers were afforded increased opportunities for professional growth, mentoring, and collegial planning and discussion.

Was parental and community involvement increased? Evidenced by what?

Comments: Yes- District and campus community involvement plans were distributed to all parents. Parent conferences were held on elementary campuses to discuss the involvement plans. The School Health and Advisory Committee continues to involve parent and community in school district efforts to address student health issues and are assisting in an evaluation of the district coordinated school health program. Campus programs were held to increase the awareness of college testing and the availability of post-secondary funding. Newspaper articles, newsletters, a monthly district lunch menu, Channel 8, and an expanded Tulia ISD website were utilized to increase community awareness of school programs and activities. Student participated in service projects such as the community canned food drive. Campuses increased the use of student intervention teams as a means of informing and involving parents in school decisions. Tulia ISD staff, parents, and community members participated in implementation of the Emergency Operations Plan (EOP) to assure a safe school environment for all Tulia ISD students. Parents participated in a survey designed to inform the district and campus administration of preferences for receiving school communication.

APPENDIX

School Name: TULIA HIGHLAND EL

2005-06 School Report Card

School Enrollment: 295

School Number: 219903101

Grade Span: EE - 02

2006 School Accountability Rating: Recognized

School Type: Elementary

Paired with W V SWINBURN EL.

District Name: TULIA ISD

2006 District Accountability Rating: Academically Acceptable

The complete report for this school is the 2005-06 Academic Excellence Indicator System (AEIS) Report

Questions? See the School Report Card Definitions in English, Definiciones in Spanish.

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.
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TAKS Met 2006 Passing Std (Sum of All Grades Tested)
(EXCLUDING grade 8 Science)

Reading/ELA	2006	87%	88%	*	95%	86%	93%	> 99%	*	*	93%
	2005	83%	83%	*	89%	77%	86%	96%	*	*	86%
Mathematics	2006	75%	72%	*	90%	86%	85%	97%	*	*	87%
	2005	71%	71%	*	89%	77%	84%	97%	*	*	85%
Writing	2006	91%	97%	*	> 99%	> 99%	> 99%	> 99%	*	*	> 99%
	2005	90%	92%	*	94%	*	92%	> 99%	*	*	92%
Science	2006	70%	64%	*	75%	*	69%	88%	*	*	68%
	2005	63%	55%	*	61%	*	42%	88%	*	*	43%
All Tests	2006	67%	64%	*	81%	67%	73%	93%	*	*	75%
	2005	62%	59%	*	73%	54%	63%	91%	*	*	64%

Students Not Tested Due to Exemptions

ARD Exempt	2006	0.7%	1.2%	n/a	0.5%	0.0%	0.9%	0.0%	-	*	0.7%
	2005	0.8%	1.5%	n/a	0.4%	0.0%	0.8%	0.0%	-	*	0.7%
LEP Exempt	2006	1.0%	0.7%	n/a	0.9%	0.0%	1.7%	0.0%	-	*	1.3%
	2005	1.0%	0.5%	n/a	1.8%	0.0%	3.1%	0.0%	-	*	2.6%

Attendance Rate

2004-05	95.7%	97.0%	-	96.4%	96.5%	96.2%	96.5%	-	-	96.0%
2003-04	95.7%	96.8%	-	96.4%	95.6%	96.6%	96.5%	-	-	96.5%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' indicates results are masked due to small numbers to protect student confidentiality.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

School Name: TULIA HIGHLAND EL

2005-06 School Report Card

School Enrollment: 295

School Number: 219903101

Grade Span: EE - 02

District Name: TULIA ISD

School Type: Elementary

	State Average	District Average	School Group Average	School
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Class Size Averages by Grade

Elementary: Kindergarten	19.3	16.7	-	17.4
Grade 1	18.9	15.8	-	15.8
Grade 2	18.9	17.0	-	17.0
Grade 3	18.9	16.4	-	-
Grade 4	19.3	15.2	-	-
Grade 5	21.9	18.4	-	-
Grade 6	21.4	11.8	-	-
Mixed Grades	25.7	-	-	-

Number of Students per Teacher

Number of Students per Teacher	14.9	11.0	-	13.6
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Instructional Staff Percent *

Instructional Staff Percent *	63.8%	68.6%	n/a	n/a
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Instructional Expenditure Ratio *

Instructional Expenditure Ratio *	64.6%	65.4%	n/a	n/a
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Expenditures per Student (2004-2005)

	School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures	-	\$4,534
Instruction (11,95)	-	\$3,670
Instructional-Related Services (12,13)	-	\$216
Instructional Leadership (21)	-	\$33
School Leadership (23)	-	\$289
Support Services-Student (31,32,33)	-	\$319
Other Campus Costs (35,36,51,52,53)	-	\$7

2005-06 Academic Excellence Indicator System

District Name: TULIA ISD

Campus Name: TULIA HIGHLAND EL

Campus #: 219903101

2006 Accountability Rating: Recognized

This school is paired with 219903102 ,W V SWINBURN EL

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 Campus Performance

Section I - Page 1
Total Students: 295
Grade Span: EE - 02
School Type: Elementary

District Name: TULIA ISD
Campus Name: TULIA HIGHLAND EL
Campus #: 219903101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2006 Standard (NOTE: The two 'All Tests' rows were revised Feb 2007)															
Grade 3 (English) (First Administration Only)															
Reading	2006	90%	97%	-	97%	> 99%	97%	96%	*	*	94%	> 99%	*	98%	*
	2005	89%	92%	-	92%	60%	94%	95%	*	*	97%	87%	*	90%	*
Mathematics	2006	83%	76%	-	76%	71%	61%	96%	*	*	76%	77%	*	71%	*
	2005	82%	86%	-	86%	60%	81%	> 99%	*	*	90%	83%	*	79%	*
All Tests	2006	79%	77%	-	77%	71%	62%	96%	*	*	76%	78%	*	71%	*
	2005	79%	82%	-	82%	40%	79%	95%	*	*	90%	73%	*	74%	*
TAKS Met 2006 Standard															
Grade 4 (English)															
Reading	2006	83%	96%	-	96%	*	97%	> 99%	*	*	94%	> 99%	80%	95%	> 99%
	2005	80%	89%	-	89%	*	82%	> 99%	*	*	84%	94%	*	85%	*
Mathematics	2006	84%	98%	-	98%	*	> 99%	95%	*	*	97%	> 99%	*	97%	> 99%
	2005	82%	91%	-	91%	*	86%	96%	*	*	90%	91%	*	89%	*
Writing	2006	92%	> 99%	-	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2005	91%	94%	-	94%	*	92%	> 99%	*	*	91%	97%	*	92%	*
All Tests	2006	74%	95%	-	95%	80%	97%	95%	*	*	90%	> 99%	80%	92%	> 99%
	2005	70%	81%	-	81%	*	72%	96%	*	*	75%	86%	*	76%	*
TAKS Met 2006 Standard (NOTE: The two 'All Tests' rows were revised Feb 2007)															
Grade 5 (English) (First Administration Only)															
Reading	2006	81%	84%	-	84%	*	79%	92%	*	*	88%	80%	*	76%	*
	2005	75%	65%	-	65%	*	49%	92%	*	*	64%	66%	*	49%	*
Mathematics	2006	82%	87%	-	87%	*	78%	> 99%	*	*	94%	81%	*	80%	*
	2005	80%	78%	-	78%	*	74%	88%	*	*	83%	73%	*	71%	*
Science	2006	76%	75%	-	75%	*	69%	88%	*	*	84%	68%	*	68%	*
	2005	64%	61%	-	61%	*	42%	88%	*	*	67%	53%	*	43%	*
All Tests	2006	66%	67%	-	67%	*	58%	85%	*	*	79%	57%	*	56%	*
	2005	56%	54%	-	54%	*	35%	85%	*	*	58%	50%	*	34%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 Campus Performance

Section I - Page 2
Total Students: 295
Grade Span: EE - 02
School Type: Elementary

District Name: TULIA ISD
Campus Name: TULIA HIGHLAND EL
Campus #: 219903101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2006 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2006	87%	88%	-	95%	86%	93%	> 99%	*	*	93%	98%	75%	93%	73%
	2005	83%	83%	-	89%	77%	86%	96%	*	*	90%	89%	*	86%	45%
Mathematics	2006	75%	72%	-	90%	86%	85%	97%	*	*	88%	92%	86%	87%	64%
	2005	71%	71%	-	89%	77%	84%	97%	*	*	90%	87%	*	85%	73%
Writing	2006	91%	97%	-	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2005	90%	92%	-	94%	*	92%	> 99%	*	*	91%	97%	*	92%	*
Science	2006	70%	64%	-	75%	*	69%	88%	*	*	84%	68%	*	68%	*
	2005	63%	55%	-	61%	*	42%	88%	*	*	67%	53%	*	43%	*
All Tests	2006	67%	64%	-	81%	67%	73%	93%	*	*	81%	80%	58%	75%	55%
	2005	62%	59%	-	73%	54%	63%	91%	*	*	75%	71%	*	64%	36%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2006	27%	21%	-	31%	14%	23%	45%	*	*	31%	31%	< 1%	22%	< 1%
	2005	25%	19%	-	21%	8%	13%	36%	*	*	21%	21%	*	10%	< 1%
Mathematics	2006	23%	23%	-	43%	21%	38%	53%	*	*	44%	42%	< 1%	34%	27%
	2005	20%	14%	-	23%	8%	17%	34%	*	*	22%	23%	*	15%	9%
Writing	2006	30%	26%	-	24%	40%	17%	29%	*	*	20%	28%	*	19%	< 1%
	2005	26%	22%	-	22%	*	18%	30%	*	*	22%	23%	*	14%	*
Science	2006	16%	11%	-	25%	*	21%	35%	*	*	38%	14%	*	13%	*
	2005	14%	7%	-	17%	*	6%	32%	*	*	17%	17%	*	10%	*
All Tests	2006	11%	7%	-	11%	< 1%	5%	23%	*	*	14%	8%	< 1%	7%	< 1%
	2005	10%	6%	-	9%	< 1%	5%	19%	*	*	12%	6%	*	5%	< 1%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 Campus Performance

Section I - Page 3
Total Students: 295
Grade Span: EE - 02
School Type: Elementary

District Name: TULIA ISD
Campus Name: TULIA HIGHLAND EL
Campus #: 219903101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)														
Tested	97.1%	97.9%	-	98.6%	100.0%	97.4%	100.0%	-	*	99.1%	98.0%	97.2%	98.0%	84.6%
By Assessment														
TAKS (1 or more)	90.7%	89.1%	-	89.3%	83.3%	87.8%	92.6%	-	*	88.6%	90.1%	41.7%	86.8%	84.6%
Not on TAKS	6.4%	8.8%	-	9.3%	16.7%	9.6%	7.4%	-	*	10.5%	7.9%	55.6%	11.3%	0.0%
TAKS-I Only	0.1%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	8.8%	-	9.3%	16.7%	9.6%	7.4%	-	*	10.5%	7.9%	55.6%	11.3%	0.0%
TAKS-I/SDAA II Only	0.8%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	94.4%	-	94.9%	100.0%	94.8%	93.8%	-	*	95.6%	94.1%	88.9%	94.7%	84.6%
Non-Acct System	6.5%	3.5%	-	3.7%	0.0%	2.6%	6.2%	-	*	3.5%	4.0%	8.3%	3.3%	0.0%
Mobile	5.6%	3.5%	-	3.7%	0.0%	2.6%	6.2%	-	*	3.5%	4.0%	8.3%	3.3%	0.0%
Non-Acct Test	0.2%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.8%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.9%	2.1%	-	1.4%	0.0%	2.6%	0.0%	-	*	0.9%	2.0%	2.8%	2.0%	15.4%
Absent	0.2%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	1.2%	-	0.5%	0.0%	0.9%	0.0%	-	*	0.9%	0.0%	2.8%	0.7%	0.0%
LEP Exempt	1.0%	0.7%	-	0.9%	0.0%	1.7%	0.0%	-	*	0.0%	2.0%	0.0%	1.3%	15.4%
Other	1.0%	0.1%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	680	-	215	18	115	81	0	1	114	101	36	151	13
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.4%	-	97.8%	100.0%	96.1%	100.0%	-	*	98.3%	97.2%	96.9%	96.7%	76.5%
By Assessment														
TAKS (1 or more)	90.8%	89.1%	-	87.2%	92.9%	85.9%	88.0%	-	*	84.7%	89.9%	21.9%	85.6%	70.6%
SDAA II Only	6.2%	8.3%	-	10.6%	7.1%	10.2%	12.0%	-	*	13.6%	7.3%	75.0%	11.1%	5.9%
By Mobility Status														
Acct Subset	91.3%	94.3%	-	95.2%	100.0%	93.8%	96.4%	-	*	94.9%	95.4%	90.6%	94.1%	64.7%
Mobile Subset	5.7%	3.1%	-	2.6%	0.0%	2.3%	3.6%	-	*	3.4%	1.8%	6.3%	2.6%	11.8%
Not Tested	3.0%	2.6%	-	2.2%	0.0%	3.9%	0.0%	-	*	1.7%	2.8%	3.1%	3.3%	23.5%
Absent	0.2%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	1.5%	-	0.4%	0.0%	0.8%	0.0%	-	*	0.8%	0.0%	3.1%	0.7%	0.0%
LEP Exempt	1.0%	0.5%	-	1.8%	0.0%	3.1%	0.0%	-	*	0.8%	2.8%	0.0%	2.6%	23.5%
Other	1.0%	0.5%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,931,773	733	-	227	14	128	83	0	2	118	109	32	153	17
Attendance Rate														
2004-05	95.7%	97.0%	-	96.4%	96.5%	96.2%	96.5%	-	-	96.3%	96.4%	94.4%	96.0%	97.9%
2003-04	95.7%	96.8%	-	96.4%	95.6%	96.6%	96.5%	-	-	96.3%	96.6%	96.0%	96.5%	98.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 Campus Profile

Section II - Page 1
Total Students: 295
Grade Span: EE - 02
School Type: Elementary

District Name: TULIA ISD
Campus Name: TULIA HIGHLAND EL
Campus #: 219903101

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	295	100.0%	-	1,053	4,505,572
Students By Grade:					
Early Childhood Education	4	1.4%	-	0.4%	0.3%
Pre-Kindergarten	25	8.5%	-	2.4%	4.0%
Kindergarten	90	30.5%	-	8.5%	7.8%
Grade 1	89	30.2%	-	8.5%	8.0%
Grade 2	87	29.5%	-	8.3%	7.6%
Grade 3	0	0.0%	-	6.6%	7.6%
Grade 4	0	0.0%	-	6.3%	7.3%
Grade 5	0	0.0%	-	7.6%	7.5%
Grade 6	0	0.0%	-	6.9%	7.2%
Grade 7	0	0.0%	-	6.9%	7.5%
Grade 8	0	0.0%	-	5.9%	7.4%
Grade 9	0	0.0%	-	8.0%	8.7%
Grade 10	0	0.0%	-	8.5%	7.2%
Grade 11	0	0.0%	-	7.4%	6.2%
Grade 12	0	0.0%	-	7.9%	5.7%
Ethnic Distribution:					
African American	25	8.5%	-	7.6%	14.7%
Hispanic	158	53.6%	-	53.8%	45.3%
White	112	38.0%	-	38.4%	36.5%
Native American	0	0.0%	-	0.0%	0.3%
Asian/Pac. Islander	0	0.0%	-	0.2%	3.1%
Economically Disadvantaged	243	82.4%	-	69.8%	55.6%
Limited English Proficient (LEP)	20	6.8%	-	5.3%	15.8%
Students w/Disciplinary Placements (2004-05)	0	0.0%	-	2.0%	2.3%
At-Risk	104	35.3%	-	42.2%	48.7%
Mobility (2004-05)	28	15.7%	-	13.3%	21.1%
Number of Students per Teacher	13.6	n/a	-	11.0	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	2.5%	-	2.5%	2.9%	18.2%	-	18.2%	11.8%
Grade 1	2.7%	-	2.7%	5.9%	0.0%	-	0.0%	10.2%
Grade 2	6.1%	-	6.1%	3.5%	25.0%	-	25.0%	4.3%
Grade 3	-	-	1.8%	3.3%	-	-	7.1%	2.6%
Grade 4	-	-	1.5%	1.8%	-	-	0.0%	1.4%
Grade 5	-	-	7.9%	3.8%	-	-	0.0%	2.2%
Grade 6	-	-	1.5%	1.5%	-	-	7.7%	1.6%
Grade 7	-	-	1.9%	2.3%	-	-	0.0%	2.5%
Grade 8	-	-	0.0%	1.7%	-	-	0.0%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2005-06 Campus Profile

Section II - Page 2
 Total Students: 295
 Grade Span: EE - 02
 School Type: Elementary

District Name: TULIA ISD
 Campus Name: TULIA HIGHLAND EL
 Campus #: 219903101

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	17.4	-	16.7	19.3
Grade 1	15.8	-	15.8	18.9
Grade 2	17.0	-	17.0	18.9
Grade 3	-	-	16.4	18.9
Grade 4	-	-	15.2	19.3
Grade 5	-	-	18.4	21.9
Grade 6	-	-	11.8	21.4
Mixed Grades	-	-	-	25.7
Secondary: English/Language Arts	-	-	12.2	20.3
Foreign Languages	-	-	16.7	21.3
Mathematics	-	-	12.9	20.3
Science	-	-	12.9	21.5
Social Studies	-	-	12.3	22.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 Campus Profile

Section II - Page 3
Total Students: 295
Grade Span: EE - 02
School Type: Elementary

District Name: TULIA ISD
Campus Name: TULIA HIGHLAND EL
Campus #: 219903101

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	30.0	100.0%	-	100.0%	100.0%
Professional Staff:	24.5	81.5%	-	63.7%	62.5%
Teachers	21.6	72.1%	-	52.5%	50.7%
Professional Support	1.6	5.3%	-	5.9%	8.0%
Campus Admin. (School Leader.)	1.3	4.2%	-	4.3%	2.8%
Educational Aides:	5.5	18.5%	-	12.5%	10.2%
Total Minority Staff:	4.7	15.7%	-	23.5%	41.5%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	-	0.0%	9.1%
Hispanic	0.0	0.0%	-	5.2%	20.1%
White	21.6	100.0%	-	94.8%	69.4%
Native American	0.0	0.0%	-	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	-	0.0%	1.1%
Males	1.0	4.6%	-	22.7%	22.9%
Females	20.6	95.4%	-	77.3%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	1.0	4.6%	-	8.4%	7.5%
1-5 Years Experience	1.0	4.6%	-	13.6%	29.0%
6-10 Years Experience	0.0	0.0%	-	12.6%	19.4%
11-20 Years Experience	13.4	62.0%	-	39.9%	24.2%
Over 20 Years Experience	6.2	28.8%	-	25.5%	19.9%
			Campus	District	State
Average Years Experience of Teachers:		17.1 yrs.	- yrs.	14.3 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		14.6 yrs.	- yrs.	10.9 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$27,570	-	\$27,698	\$34,505
1-5 Years Experience		\$28,830	-	\$30,122	\$36,567
6-10 Years Experience		-	-	\$36,274	\$39,008
11-20 Years Experience		\$41,530	-	\$41,737	\$43,978
Over 20 Years Experience		\$44,915	-	\$45,314	\$51,998
Average Actual Salaries (regular duties only):					
Teachers		\$41,272	-	\$39,203	\$41,744
Professional Support		\$48,129	-	\$47,377	\$50,029
Campus Administration (School Leadership)		\$52,547	-	\$54,121	\$62,704
Contracted Instructional Staff (not incl. above):		0.0	-	0.0	4,958.9

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 Campus Profile

Section II - Page 4
Total Students: 295
Grade Span: EE - 02
School Type: Elementary

District Name: TULIA ISD
Campus Name: TULIA HIGHLAND EL
Campus #: 219903101

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$1,214,839	100.0%	\$4,402	\$1,251,340	100.0%	\$4,534	-	-	-
Instruction (11,95)	\$978,067	80.5%	\$3,544	\$1,012,859	80.9%	\$3,670	-	-	-
Instructional-Related Services (12,13)	\$59,118	4.9%	\$214	\$59,541	4.8%	\$216	-	-	-
Instructional Leadership (21)	\$9,228	0.8%	\$33	\$9,228	0.7%	\$33	-	-	-
School Leadership (23)	\$79,289	6.5%	\$287	\$79,709	6.4%	\$289	-	-	-
Support Services-Student (31,32,33)	\$87,140	7.2%	\$316	\$88,006	7.0%	\$319	-	-	-
Other Campus Costs (35,36,51,52,53)	\$1,997	0.2%	\$7	\$1,997	0.2%	\$7	-	-	-
By Program:									
Total Operating Expenditures	\$1,212,842	100.0%	\$4,394	\$1,247,654	100.0%	\$4,520	-	-	-
Bilingual/ESL Education (25)	\$45,180	3.7%	\$164	\$45,726	3.7%	\$166	-	-	-
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$74,011	6.1%	\$268	\$99,619	8.0%	\$361	-	-	-
Gifted & Talented Education (21)	\$73	0.0%	\$0	\$73	0.0%	\$0	-	-	-
Regular Education (11)	\$1,003,578	82.7%	\$3,636	\$1,011,920	81.1%	\$3,666	-	-	-
Special Education (23)	\$90,000	7.4%	\$326	\$90,316	7.2%	\$327	-	-	-
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	20	6.8%	-	5.3%	14.6%
Career & Technology Education	0	0.0%	-	32.1%	20.3%
Gifted & Talented Education	6	2.0%	-	5.4%	7.6%
Special Education	32	10.8%	-	12.8%	11.1%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	1.2%	8.8%
Career & Technology Education	0.0	0.0%	-	6.6%	4.0%
Compensatory Education	1.0	4.6%	-	13.4%	3.2%
Gifted & Talented Education	0.0	0.0%	-	0.0%	2.2%
Regular Education	18.6	86.1%	-	69.0%	68.9%
Special Education	2.0	9.2%	-	9.7%	10.4%
Other	0.0	0.0%	-	0.0%	2.5%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

August 2007

2007 DISTRICT ACCOUNTABILITY SUMMARY

District Name Links to the Accountability Data Table

DISTRICT NAME: TULIA ISD
DISTRICT NUMBER: 219903
ACCOUNTABILITY RATING: Academically Acceptable

SUMMARY

ACCOUNTABILITY RATINGS

CAMPUS RATING:	NUMBER OF SCHOOLS
EXEMPLARY	0
RECOGNIZED	2
ACADEMICALLY ACCEPTABLE	2
ACADEMICALLY UNACCEPTABLE	0
AEA: ACADEMICALLY ACCEPTABLE	0
AEA: ACADEMICALLY UNACCEPTABLE	0
AEA: NOT RATED - OTHER	0
NOT RATED: OTHER	0

TOTAL	4

Campus Name Links to the Accountability Data Table

CAMPUS LIST (in campus number order)

COMMENTS	CAMPUS	RATING
001	TULIA H S	Academically Acceptable
041	TULIA J H	Academically Acceptable
101	TULIA HIGHLAND EL	Recognized
PAIRED WITH 102		
102	W V SWINBURN EL	Recognized

Total Count = 4

DISTRICT NAME: TULIA
CAMPUS NAME: TULIA HIGHLAND EL
CAMPUS NUMBER: 219903101

Campus Rating: Recognized
Grade Span: EE - 02

Analysis groups used to determine ratings are highlighted in BLUE.
Academically Acceptable standards are shown in parentheses.
(This school is paired with W V SWINBURN EL.)
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE											
----- 2007 ----- ----- 2006 ----- ----- Required Improvement -----											
Met	Performance	Number Met	Number	Pct Met	Stu Grp	Number Met	Number	Pct Met	Met Min	Act	
RI?	Results	Std	Taking	Std	%	Std	Taking	Std	Size	Chg	
	Reading/ELA (65%)										
	All Students	179	182	98%	100%	171	180	95%		3	
	African Amer	*	*	93%	*	*	*	86%		7	
	Hispanic	*	*	98%	*	89	96	93%		5	
	White	*	*	> 99%	*	*	*	> 99%		*	
	Econ Disadv	126	129	98%	71%	114	123	93%		5	
	Writing (65%)										
	All Students	45	50	90%	100%	*	*	> 99%		*	
	African Amer	*	*	83%	*	*	*	> 99%		*	
	Hispanic	*	*	91%	*	*	*	> 99%		*	
	White	*	*	91%	*	*	*	> 99%		*	
	Econ Disadv	29	33	88%	66%	*	*	> 99%		*	
	Social Studies (65%)										
	All Students	*	*	*	*	*	*	*		*	
	African Amer	*	*	*	*	*	*	*		*	
	Hispanic	*	*	*	*	*	*	*		*	
	White	*	*	*	*	*	*	*		*	
	Econ Disadv	*	*	*	*	*	*	*		*	
	Mathematics (45%)										
	All Students	158	179	88%	100%	161	179	90%		-2	
	African Amer	11	14	79%	8%	*	*	86%		-7	
	Hispanic	81	96	84%	54%	80	94	85%		-1	
	White	66	69	96%	39%	*	*	97%		-1	
	Econ Disadv	108	128	84%	72%	106	122	87%		-3	
	Science (40%)										
	All Students	50	56	89%	100%	52	69	75%		14	
	African Amer	*	*	*	*	*	*	*		*	
	Hispanic	26	31	84%	55%	27	39	69%		15	
	White	*	*	95%	*	23	26	88%		7	
	Econ Disadv	33	38	87%	68%	32	47	68%		19	

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE										
----- 2007 ----- ----- 2006 ----- ----- Required Improvement -----										
Met	SDAA II	# Tests Met	#	Pct Met	Stu Grp	# Tests Met	#	Pct Met	Met Min	Act
RI?	Results (50%)	ARD	Tests	ARD	%	ARD	Tests	ARD	Size	Chg
	All Students	-	-	-	-	-	-	-	-	-

SDAA II data not evaluated for your accountability rating due to grade span, small numbers, or no data.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2006?	Exceptions Applied
13	N/A	N/A	N/A	N/A	N/A

August 2007

TEXAS EDUCATION AGENCY
2007 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: TULIA

CAMPUS NAME: TULIA HIGHLAND EL

CAMPUS NUMBER: 219903101

Campus Rating: Recognized

Grade Span: EE - 02

Analysis groups used to determine ratings are highlighted in BLUE.

Academically Acceptable standards are shown in parentheses.

(This school is paired with W V SWINBURN EL.)

Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

		Class of 2006				Class of 2005				Required Improvement	
Met	RI	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg
		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

		2005-06			
		# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
	All Students	-	-	-	-
	African Amer	-	-	-	-
	Hispanic	-	-	-	-
	White	-	-	-	-
	Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: TULIA
 CAMPUS NAME: TULIA HIGHLAND EL Campus Rating: Recognized
 CAMPUS NUMBER: 219903101 Grade Span: EE - 02

Analysis groups used to determine acknowledgment are marked with an 'X'.
 Special formats ('*') are used to protect student confidentiality.

Advanced Course/Dual Enrollment Completion (2004-05): NOT APPLICABLE

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

AP/IB Results (2004-05): NOT APPLICABLE

Student Groups	Number Taking AP and/or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/or IB	Number Scoring at or Above Criterion	Number Taking AP and/or IB	Percent Scoring at or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

AP/IB Results data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Attendance Rate (2004-05): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
X All Students	27,308	28,341	100%	96.4%
African American	2,454	2,542	9%	96.5%
X Hispanic	14,792	15,372	54%	96.2%
X White	10,062	10,427	37%	96.5%
X Economically Disadvantaged	19,319	20,124	71%	96.0%

Attendance Rate standard for your acknowledgment is 97.0%.

Commended on Reading/ELA: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	55	180	100%	31%
African American	*	*	*	14%
X Hispanic	22	96	53%	23%
X White	31	*	*	45%
X Economically Disadvantaged	27	123	68%	22%

Reading includes second administration results for students tested at the same campus.

2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: TULIA
 CAMPUS NAME: TULIA HIGHLAND EL Campus Rating: Recognized
 CAMPUS NUMBER: 219903101 Grade Span: EE - 02

Analysis groups used to determine acknowledgment are marked with an 'X'.
 Special formats ('*') are used to protect student confidentiality.

Commended on Mathematics: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	77	179	100%	43%
African American	3	*	*	21%
X Hispanic	36	94	53%	38%
X White	37	*	*	53%
X Economically Disadvantaged	42	122	68%	34%

Mathematics includes second administration results for students tested at the same campus.

Commended on Writing: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	13	*	*	24%
African American	*	*	*	40%
Hispanic	5	*	*	17%
White	6	*	*	29%
X Economically Disadvantaged	7	*	*	19%

Commended on Science: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	17	69	100%	25%
African American	*	*	*	*
X Hispanic	8	39	57%	21%
White	9	26	38%	35%
X Economically Disadvantaged	6	47	68%	13%

Commended on Social Studies: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	*	*	*	*
African American	*	*	*	*
Hispanic	*	*	*	*
White	*	*	*	*
Economically Disadvantaged	*	*	*	*

Social Studies data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Comparable Improvement: NOT APPLICABLE

	Total Number of Matched Students	Quartile
Reading/ELA	-	^
Math	-	^

Data not evaluated for CI acknowledgment due to no matched students or small numbers.

^ Does Not Meet Minimum Size Requirement.

2006 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: TULIA
 CAMPUS NAME: TULIA HIGHLAND EL Campus Rating: Recognized
 CAMPUS NUMBER: 219903101 Grade Span: EE - 02

Analysis groups used to determine acknowledgment are marked with an 'X'.
 Special formats ('**') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2005): NOT APPLICABLE

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

SAT/ACT Results (Class of 2005): NOT APPLICABLE

Student Groups	Number Taking SAT and/ or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/ or ACT	Number Scoring at or Above Criterion	Number Taking SAT and/ or ACT	Percent Scoring at or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring at or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring at or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2006 AYP Results

Campus Name: TULIA HIGHLAND EL (219903101) TULIA
Status: Recognized, Meets AYP - Results of Small Number Analysis

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students*
Performance: Reading/English Language Arts									
2005-06 Assessments									
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Assessments									
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change 2005 to 2006	-	-	-	-	-	-	-	-	-
Performance: Mathematics									
2005-06 Assessments									
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Assessments									
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change 2005 to 2006	-	-	-	-	-	-	-	-	-

2006-07 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

*In accordance with the Hurricane Katrina/Rita Flexibility Waiver, Displaced Students are not evaluated on Performance Measures.

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2006 AYP Results

Campus Name: TULIA HIGHLAND EL (219903101) TULIA
Status: Recognized, Meets AYP - Results of Small Number Analysis

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students
Participation: Reading/English Language Arts									
2005-06 Assessments									
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
2004-05 Assessments									
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation: Mathematics									
2005-06 Assessments									
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
2004-05 Assessments									
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a		n/a

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2006 AYP Results

Campus Name: TULIA HIGHLAND EL (219903101) TULIA
Status: Recognized, Meets AYP - Results of Small Number Analysis

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students
Attendance 2004-05									
Days Present	27,308	2,454	14,792	10,062	19,319	4,024	2,113		
Days Membership	28,341	2,542	15,372	10,427	20,124	4,264	2,159		
Attendance Rate	96.4%	96.5%	96.2%	96.5%	96.0%	94.4%	97.9%		
Student Group %	100%	9%	54%	37%	71%	15%	8%		
Attendance 2003-04									
Days Present	25,006	2,557	13,250	9,199	17,401	1,777	1,807		
Days Membership	25,930	2,674	13,723	9,533	18,034	1,851	1,844		
Attendance Rate	96.4%	95.6%	96.6%	96.5%	96.5%	96.0%	98.0%		
Student Group %	100%	10%	53%	37%	70%	7%	7%		
Change	-0.0	0.9	-0.4	0.0	-0.5	-1.6	-0.1		

2006 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP	Displaced Students
Performance: Reading	-	-	-	-	-	-	-	-
Performance: Math	-	-	-	-	-	-	-	-
Participation: Reading	-	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-	-
Other: Graduation Rate	-							
Other: Attendance Rate	-							

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 3% cap
- X Missed AYP for this measure for other reasons or a combination of reasons
- E Meets AYP for this performance measure by receiving exception to 3% cap

Educational Acronyms

AAR	Academic Achievement Record
ACT	American College Test
ADA	Average Daily Attendance
ADA	Americans with Disabilities Act
AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
AMAOs	Annual Measurable Achievement Objectives (NCLB accountability)
AP	Advanced Placement (courses to earn AP credit for college)
ARD	Admission Review and Dismissal (special ed. committee)
ARI/AMI	Accelerated Reading Instruction/Accelerated Mathematics Instruction
AYP	Adequate Yearly Progress (NCLB accountability)
CAP	Corrective Action Plan (special education)
CATE	Career and Technology Education
CLC	Curriculum Leadership Cooperative (Region 5)
COE	Certificate of Eligibility (migrant program)
CPOC	Campus Performance Objective Committee (site-based decision making)
DAEP	Disciplinary Alternative Education Program (same as AEP)
DAP	Distinguished Achievement Program (HS graduation program)
DAT	Differential Aptitude Test
DEIC	District Education Improvement Council (site-based decision making)
ELL	English Language Learners (same as LEP)
EOP	Emergency Operations Plan
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ExCET	Examination for the Certification of Educators in Texas
FAPE	Free and Appropriate Public Education
FAQ	Frequently Asked Questions
FERPA	Family Education Rights and Privacy Act
GED	General Educational Development
GPC	Grade Placement Committee (Student Success Initiative)
GT	Gifted and Talented program
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program (sp. ed. plan for students)
IMI/IRI	Intensive Math Initiative/ Intensive Reading Initiative
ISS	In-School Suspension
JJAEP	Juvenile Justice Alternative Education Program
LEA	Local Education Agency
LDAA	Locally Developed Alternative Assessment (special education students)
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
MEP	Migrant Education Program
NCLB	No Child Left Behind (federal education bill)
NGS	New Generation System (migrant program)
OCR	Office of Civil Rights (federal)
OEYP	Optional Extended Year Program
OLPT	Oral Language Proficiency Test
OLSAT	Otis Lennon School Ability Test
PAC	Parent Advisory Council (migrant program)
PDAS	Professional Development and Appraisal System
PBMAS	Performance-Based Monitoring Analysis System
PEIMS	Public Education Information Management System
PSF	Permanent School Fund

REAP	Rural Education Achievement Program
RHSP	Recommended High School Program (HS graduation program)
RPTE II	Reading Proficiency Tests in English II (only for ELL students)
SAT10	Scholastic Aptitude Test, 10 th Ed.
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SCE	State Compensatory Education
SDAA II	State Developed Alternative Assessment II
SEM	Standard Error of Measurement
SHAC	School Health Advisory Council
SSI	Student Success Initiative (grades 3, 5, and 8-2008)
TAAS	Texas Assessment of Academic Skills (no longer administered except for exit-level retest)
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TAKS-I	Texas Assessment of Knowledge and Skills-Inclusive (special education alternative to TAKS)
TASP	Texas Academic Skills Program
TEA	Texas Education Agency
TEASE	TEA Secure Environment (TEASE)
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency System
TEExES	Texas Examinations of Educator Standards (replaces ExCET)
THEA	Texas Higher Education Assessment (replaces TASP)
THEO	Texas Homeless Education Office
TOP	Texas Observation Protocols
TPRI	Texas Primary Reading Inventory
TRS	Texas Retirement System
USDE	United States Department of Education