

**Tulia Junior
High School**

**Campus
Improvement Plan**

2009-2010

Tulia Junior High School Campus Improvement Plan
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Tulia Jr. High School Profile

Personnel

Campus Office

421 NE 3rd St.
Tulia, TX 79088

Mr. Johnny Lara, Principal
Ms Lynette Walker, Assistant Principal
Mrs. Cherilyn Morrison, Counselor
Mrs. Elva Moreno, Campus Secretary

Campus Faculty and Staff

Susan Anderson	Traci Owens
Brent Barnett	Paula Owens
Erica Beanes	Aarika Proctor
Russell Conrad	Vicki Stark
Kathy Cole	Sue Tanner
Craig Cooke	Jennifer White
Tate Criswell	Sharon Wyatt
Christa Day	Cory Whitaker
Dana Eudey	
Karen Fisher	
Sherella Lewis	
Maria Galan	
Emma Hernandez	
Shana McDowell	
Dawn Shelton	

Campus Employees

Professional Staff	20
Auxiliary Staff	4
Av. Teacher Experience	13.3 years
Av. Experience with Tulia ISD	8.9 years

Board of Trustees

Richard Chapman, President	Brad Hill, Member
Eddie Womack, Vice President	Steve Pond, Member
Eddie Subealdea, Secretary	Terry Murrell, Member

Motto

Helping All Students Realize Their Full Potential

Philosophy/Mission Statement

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

The Campus 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.

**Tulia Jr. High
Campus Educational Improvement Committee (CEIC)
Campus Improvement for 2009-2010**

Members:

Campus representatives:

Susan Anderson, Erica Beaney, Dana Eudey, Sherella Lewis, Cherilyn Morrison,
Vicki Stark, Lynette Walker

District representative:

Kristi Water

Business representative:

Shavonne George

Parent representatives:

Elizabeth Mc Daniels

Community representative:

Terry Blocker

**Tulia Jr. High
Campus Comprehensive Needs Analysis for 2009-2010**

A. Test Results

Accountability Ratings	<ul style="list-style-type: none"> ▪ Academically Acceptable, State Accountability System ▪ Met AYP, Federal Accountability System/
Current Performance	<p>For TAKS/TAKS Accommodated 2008: 70% of students passed all Test. 8% of students received commended score on all Test:</p> <p>Reading/ELA- 29% Math-20% Writing- 22% Science- 14% Social Studies- 23%</p> <p>Campus wide results 70% or above 95% of all students tested passed Writing</p> <p>93% of all students tested passed Reading – February and April administrations.</p> <p>90% of all students tested passed Social Studies.</p> <p>83% of all students tested passed Math – April and May administrations.</p> <p>The highest performances for a state accountability group in a subject were White students testing in Reading (95%), Math (92%), Social Studies (96%), Science(83%) and Hispanic Writing (95%).</p> <ul style="list-style-type: none"> ▪ District wide results less than 70% passing: 54% of all students tested passed Science. ▪ 41% Hispanic passed Science
<p>IMPROVEMENT: 11%- All Students Passing 15%- Writing 6%- Reading 16%- Math</p> <p>DROPS: 4%- Social Studies 13%- Science</p> <p>SUBJECT PERFORMANCE: Writing (95%) Reading (93%) Social Studies (90%) Math (83%) Science (54%)</p>	<p>Performance Gaps Science and Math shows the largest gaps between subgroups. AA subgroup has low representation</p> <p>AT RISK IMPROVEMENT: 17% - Math 6%- Reading 15%- Writing 9% - All Test</p>
	<p>When analyzing the district performance of state student groups the following percentage point gaps are seen:</p> <ul style="list-style-type: none"> ▪ 30 percentage points or more: Science - (W-H:42) ▪ 10 to 29 percentage points: Math- (W-H:14) Social Studies-(W-H:10) All Tests- (W-H:11) <p>When analyzing differences in performance mastery for students identified as at-risk for SCE:</p> <p>Math: 60% (2007),77%(2008) Reading: 84% (2007),90%(2008)</p>

<p>AT RISK DROPS: 19% - Science 2% - Social Studies</p> <p>GENDER: No large gaps noted.</p> <p>MIGRANT: Low numbers (3 Students).</p>	<p>Writing: 77%(2007), 91%(2008) Science: 61%(2007),42%(2008) Social Studies:93%(2007),91%(2008)</p> <p>The lowest performance for a state accountability groups were: Hispanic students testing in Science (41%). Special Ed students testing in Science (10%) All Test (18%) At Risk students in Science (42%).</p> <p>When analyzing differences in performance according to gender: Male (305 students)/ Female (299 students)</p> <ul style="list-style-type: none"> ▪ 5 or less percentage points: ▪ 6 to 9 percentage points: Social Studies: M-93%. F-86% <p>When analyzing differences in performance mastery for students identified as Migrant: Number of Migrant identified students - 8</p> <p>Reading (3 students tested): 100% (2008) Writing (2 students tested): (2008) Science (1 student tested):2008 Social Studies (1 student tested): (2008) Math (3 students tested): (2008)</p>
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Student Performance Strengths

Tulia Jr. High received **Gold Performance Acknowledgment** In Attendance. Campus TAKS scores for all students showed improvement in reading, writing, and math. Campus scored above state in reading, writing and math. A. % gains were made by the at-risk subgroup in reading, math and writing. No gender gaps were noted.

Student Performance Needs

- Teachers (K-12) continue staff development and data analysis regarding TAKS/TAKS M/TELPAS to help accelerate the instruction of our at-risk population.
- K-8 participation in state reading and math initiatives.
- as reflected through TPRI, SAT10, TAKS-structured assessments, and STAR assessments.
- Continue implementation of a three tier intervention model on each campus to accelerate students that are below grade level and to decrease special education referrals.
- Address areas of weaknesses by group performance Campus-wide through data analysis – LEP, economically disadvantaged, Hispanic, special education.
- Address critical areas of Adequate Yearly Progress (AYP-federal accountability), especially special education populations.
- Address college readiness for all subgroups.

B. Attendance

Attendance Strengths

Campus student 2007 attendance remained the same as 2006 year 97.2%, which is above the state average of 95.5%. District-wide monetary incentives were offered to both students and staff for perfect attendance. Flu shots were made available at no or minimal charge.

Attendance Needs

- Continue to evaluate the effectiveness of attendance incentives.
- Continue to engage parents as partners in school attendance.

C. Completion Rate/Drop-out Rate

<p>Completion/Dropout</p> <p>Dropout Rate remains at 0%.</p>	<ul style="list-style-type: none"> ▪ The overall dropout rate for 2006-2007 (grades 7-8) was 0%.
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Student Performance Strengths

The dropout rate remains at 0% for grades 7-8.

Student Performance Needs

- Address dropout/ completion rates through parent and paternity awareness programs and pregnancy related services.
- Increase parent and community awareness of graduation requirements, college testing and admissions, and financial opportunities.

D. Curriculum

Curriculum Strengths

Tulia Jr. High uses a wide variety of research-based programs, structures, and strategies to meet the needs of a diverse student population. All campuses participated in RtI initiatives. The District continued to implement the online lesson planning program and CLC with an emphasis on tracking TEKS instruction in each teacher lesson plan and curriculum alignment. A district-wide benchmarking system of common assessments was initiated using DMAC software to help teachers disaggregate and adjust curriculum to identified student needs. All campuses initiated Professional Learning Communities with scheduled time for participation.

Curriculum Needs

- Continue horizontal and vertical alignment of district curriculum through participation in Region 5 Curriculum Cooperative.
- Address advanced and accelerated curriculum in lesson planning documents to meet the needs of all student groups including at risk, ELL, 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.
- Consider curriculum resources to accelerate student achievement especially in the areas of math and science.
- Continued implementation and refinement of a district wide benchmark testing system to identify and address student needs.
- Continued implementation of campus PLCs.

E. Technology

Technology Strengths

Although there is a need to show a consistent increase towards Advanced Tech as a measure on the Texas Campus STAR Chart Summary, Tulia ISD has a solid infrastructure for technology. In addition, a variety of media and formats are being utilized district-wide to communicate, interact, and collaborate including email, websites, video-conferencing, and virtual field trips. Tulia ISD has at least one technical staff to 350 computers or less. District teachers piloted the use of SMART boards in classrooms and reported increased student engagement. Phone systems with voice mail capability were installed on elementary campuses.

Technology Needs

- Continue to increase teacher expertise in lesson planning and website development (Schoolworksite.com.), CLC curriculum documents, and campus specific programs to assure consistent implementation of instruction.
- Continue use of DMAC to disaggregate testing data, complete personal graduation plans, and create assessments.
- Expand telephone systems to the secondary campuses allowing teacher voice mail and classroom phone capability to increase opportunities for parent communication.
- Expand campus video-conferencing capability.
- Expand campus computer labs to enhance supplemental programs and state assessment testing capability.
- Expand campus camera security systems.
- Consider adding capability for online grade reports.
- Implementation of RSCCC with training opportunities for staff.

F. Safe and Healthy Environment

Safe and Healthy Environment Strengths

Tulia ISD participated in the Texas School Survey of Drug and Alcohol Use. Results of the survey indicate that students are receiving information about drugs, tobacco, and alcohol at school and that most Tulia ISD students feel safe at school and home. Gang participation does appear to be a problem. More than 50% of high school student report tobacco use. 20% of tenth graders report trying some drug – mostly Marijuana. Tulia Jr. High continued to implement the Emergency Operations Plan with campus emergency drills. Campus administrators report a drop in behavior referrals with use of security cameras on secondary campuses. The CATCH program was implemented at the middle school level and continued at the elementary campus.

Safe and Healthy Environment Strengths

- 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.
- Teachers and staff, under the leadership of the special programs director, school nurse, and 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 to promote life-long wellness.
- Expand camera security systems on campuses.
- Continue drug, alcohol, and tobacco awareness programs on every campus.

G. Parent/Community Involvement

Parental/ Community Involvement Strengths

Tulia Jr. High encourages strong parental involvement. A parent survey was sent out to help judge parent /school preferences for communication. Most parents preferred conferences or phone calls, but there was indication of increased use of email and the Tulia ISD website as a communication source. Tulia ISD updates the site regularly with information pertinent to parents. Classroom phone capability was added to the two elementary campuses.

Parental/Community Involvement Needs

- 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 policies and school compacts and involve parents in District and campus improvement teams and Title I meetings.
- Consider additional ways to effectively involve parents in the expectations and learning of their children, especially with Spanish-speaking parents who are not bilingual.
- Consider ways to increase communication to parents concerning higher education applications and financial opportunities.
- Expand classroom phone capability to every campus as a means of home/school communication.

H. Staff Development

Highly Qualified	Number of highly qualified teachers per campus: Tulia Junior High- 20 teachers/ 100% HQ ▪
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Staff Development Strengths

Tulia Jr. High teachers are surveyed yearly for staff development preferences. As a result of the survey, campus teams participated in year long Safe and Civil Schools training in collaboration with ESC 16 and all Tulia ISD teachers attended a day long training with Jo Mascoro. Tulia ISD contracted with ESC 16 to provide additional requested staff development and teachers and administrators were notified of training opportunities. All staff received campus training in Professional Learning Communities.

Tulia ISD makes every effort to recruit and retain highly qualified teachers. Our teacher turnover rate at 16.4% is slightly higher than the state average. Stipends and signing bonuses were given this year to attract and keep highly qualified personnel. Teachers received reimbursement for ESL certification testing and teacher certificates by the district.

Staff Development Needs

- Continue efforts to ensure that 100% of all core academic subject areas teachers are highly qualified.
- Continue to assist teachers in maintaining or attaining certification through alternative programs, GT, ESL, and coursework.
- Continue efforts to provide teacher requested professional development as determined by district staff development needs surveys and program evaluations.
- Continue staff development concerning requirements of AYP, AEIS, PBMAS, AMAO's, and EOP.
- Increase staff development concerning strategies to effectively accelerate the learning of all at risk students including English language learners (ELL), special education students, and economically disadvantaged students.

I. Character Education

Character Education Strengths

Tulia Jr, High has a full time counselor. Group and individual counseling is offered to students. Our campus participates in character education and bullying awareness programs.

Character Education Needs

- Decrease the pregnancy rate and thereby reducing the dropout rate-Continue *Worth the Wait* program in grades 6-8 and HS. Continue implementation of p.a.p.a. in health classes.
- Continue to integrate bullying awareness programs through campus strategies to encourage a safe, healthy school environment for all students.
- Continue to implement the Teen Dating and Violence Policy.
- Involve parents/community in educating our students through increase parent communication and involvement on the District SHAC.

J. Post Secondary

Post Secondary Strengths

Tulia ISD showed improvement in college readiness indicators. More students are taking dual credit courses and all students are encouraged to participate in distinguished graduation programs.

Post Secondary Needs

- Prepare all students entering high school to graduate under recommended or distinguished programs, including underrepresented populations such as economically disadvantaged and Hispanic.
- Consider ways to provide college/vocational information and informed curriculum choices to K-12 students and parents including financial information to encourage post-secondary education.

K. Funding

Funding Strengths

Tulia ISD used local, state, and federal funding to reduce class sizes and provide additional supplemental, research-based instruction to raise student achievement district-wide in math, science, reading/ELA, and writing.

Funding Needs

- Consider the continued use of the REAP program for Title I-Schoolwide funding purposes to raise the academic achievement of all students.
- Campus committees will plan and document funding uses and sources in campus improvement plans, especially in SCE documentation and Title I monies.
- Continue 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

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 2009-10.

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
- 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 Culturally Diverse (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)].

**Tulia Jr. High
Campus Improvement Plan 2009-2013
Goals and Objectives**

Goal 1: Increase accountability and achievement for all students

Objective 1.1: Increase student achievement so that by 2012-2013:

- 90% of K-2 students will perform at or above grade level in reading and math as assessed by TPRI, Tera Nova 3, and STAR
- 3-12 students will achieve a 90% passing rate on all TAKS tests in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, GT, at-risk, and LEP)

Objective 1.2: Tulia ISD will have a 97% attendance rate for 2009 school year

Objective 1.3: 100% of Tulia ISD students will graduate from high school prepared to pursue post-secondary education:

- Increase Completion Rate I (grades 9-12) to 90% for all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, and LEP) for 2009-10
- 75% of eligible high school students will take the SAT/ACT with 35% or more performing at/above criteria by 2009-10
- 90% of students will graduate under the recommended or distinguished achievement high school programs by 2009-10

Objective 1.4: 100% of LEP students will advance at least one level of proficiency on TELPAS

Goal 2: Provide appropriate curriculum and instruction to meet diverse student needs

Objective 2-1: Tulia ISD will provide current technological tools to promote higher- order thinking, problem solving and creativity and to accomplish administrative functions to ensure that 100% of all students earn a high school diploma

Objective 2-2: Tulia ISD will meet the needs of all students, especially ELL, special education, migrant, at-risk, homeless, and gifted and talented, through accelerated and advanced curriculum and instruction aligned with state standards

Objective 2-3: Continue to align 100% of classroom curriculum and instruction to TEKS through participation in CLC and Schoolworksite

Goal 3: Maintain 100% of academic core classes taught by highly qualified teachers in 2009-2010

Objective 3-1: Continue implementation of incentives and strategies to **recruit** 100% highly qualified teachers to the district

Objective 3-2: Continue implementation of incentives and strategies to **retain** 100% high qualified staff

Objective 3-3: 100% of Tulia ISD teachers will attend high quality professional development

Objective 3-4: Ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers

Goal 4: Provide a safe and orderly learning environment

Objective 4-1: Continue programs to promote 100% safe and drug-free schools

Objective 4-2: All campuses will continue implementation of the District Emergency Operations Plan (EOP) to promote 100% safe schools

Goal 5: Encourage effective and quality parent and community involvement

Objective 5-1: 100% of parents will participate as partners in their student's education by having active contact with our schools a minimum of three times a year

Objective 5-2: Campuses will consider ways to increase communication to all parents concerning higher education applications and financial opportunities

Tulia Jr. High GOAL #1: Increase accountability and achievement for all students

Objective 1.1: Increase student achievement so that by 2012-2013:

- 3-12 students will achieve a 90% passing rate on all TAKS tests in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, GT, at-risk, and LEP)

NCLB Performance Goals: 1, 2, 5

Formative Evaluation

- No progress
- Some progress
- Accomplished

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ACDEHK	Continued implementation of Response to Intervention (RtI) on every campus utilizing class size reductions, innovative programs, inclusion for special educational students, and student success teams (SSI) to effectively accelerate at-risk students to independent grade level work in reading and math	CN RF AA MA CI	123 456 89	Special Ed Director JH Principal	TI SCE SE ARI/AMI Campus Programs/materials	Campus Schedules Formative Assessment Reports TAKS Test Scores SST Minutes				
ACDEK	OEYP (K-8) and ARI/AMI (K-8) will continue to be considered for accelerated, supplemental, small group instruction for at-risk students	CN RF AA MA CI	2 3 4 6 8	JH Principal Special Programs Director	OEYP ARI/AMI Campus Programs/materials	OEYP Schedules OEYP and ARI Evaluations				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	1. Title I-School-wide 2. ELL 3. Migrant 4. Special Education 5. Gifted and Talented 6. At Risk/SCE 7. Pregnancy/Parenting 8. Econ Disadvantaged 9. Culturally Diverse 10. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA- High School Allotment	1. Minimum proficiency or better in reading/ELA, math for all students by 13-14 2. Minimum proficiency or better in English and in reading/ELA, math for ELL students 3. 100% Highly Qualified Teachers 4. Safe/Drug Free Schools 5. All students will graduate from high school

Tulia Jr. High GOAL #1: Increase accountability and achievement for all students

Objective 1.1: Increase student achievement so that by 2012-2013:

- 90% of K-2 students will perform at or above grade level in reading and math as assessed by TPRI, Tera Nova 3, and STAR
- 3-12 students will achieve a 90% passing rate on all TAKS tests in all subject areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, GT, at-risk, and LEP)

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1, 2, 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ACDEHK	Continued implementation of Response to Intervention (RtI) on every campus utilizing class size reductions, innovative programs, inclusion for special educational students, and student success teams (SSI) to effectively accelerate at-risk students to independent grade level work in reading and math	CN RF AA MA CI	123 456 89	Special Ed Director JH Principal	TI SCE SE ARI/AMI Campus Programs/materials	Campus Schedules Formative Assessment Reports TAKS Test Scores SST Minutes				
ACDEK	OEYP (K-8) and ARI/AMI (K-8) will continue to be considered for accelerated, supplemental, small group instruction for at-risk students	CN RF AA MA CI	2 3 4 6 8	JH Principal Special Programs Director	OEYP ARI/AMI Campus Programs/materials	OEYP Schedules OEYP and ARI Evaluations				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	11. Title I-School-wide 12. ELL 13. Migrant 14. Special Education 15. Gifted and Talented 16. At Risk/SCE 17. Pregnancy/Parenting 18. Econ Disadvantaged 19. Culturally Diverse 20. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA- High School Allotment	6. Minimum proficiency or better in reading/ELA, math for all students by 13-14 7. Minimum proficiency or better in English and in reading/ELA, math for ELL students 8. 100% Highly Qualified Teachers 9. Safe/Drug Free Schools 10. All students will graduate from high school

Tulia Jr. High GOAL # 1: Increase accountability and achievement for all students

Objective 1.2: Tulia Jr. High will have a 97% attendance rate for 2009 school year

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals:1, 2, 3, 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABCEGJK	Increase parent/community awareness of the importance of attendance through campus communication opportunities especially with regard to AEIS and AYP accountability ratings	CN PI AA CI	6 7 10	Campus Principals	D	AEIS Reports/AYP Reports SST minutes Communications/website Public Meeting Sign in Sheets				
ABCFK	Consider attendance incentive programs for district/campus including monetary incentives for perfect attendance and free flu shots for staff and students	CN PI AA CI	6 10	Superintendent Campus Principals	D	Attendance reports Shot records				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	21. Title I-School-wide 22. ELL 23. Migrant 24. Special Education 25. Gifted and Talented 26. At Risk/SCE 27. Pregnancy/Parenting 28. Econ Disadvantaged 29. Culturally Diverse 30. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative	11. Minimum proficiency or better in reading/ELA, math for all students by 13-14 12. Minimum proficiency or better in English and in reading/ELA, math for ELL students 13. 100% Highly Qualified Teachers 14. Safe/Drug Free Schools 15. All students will graduate from high school

Tulia Jr. High GOAL # 1: Increase accountability and achievement for all students

<p>Objective 1.3: 100% of Tulia ISD students will graduate from high school prepared to pursue post-secondary education:</p> <ul style="list-style-type: none"> Increase Completion Rate I (grades 9-12) to 90% for all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, and LEP) for 2009-10 								<p>Formative Evaluation 1. No progress 2. Some progress 3. Accomplished</p>			
<p>NCLB Performance Goals: 1, 2, 5</p>											
Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June	
ABCDGJ	K-12 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 to prepare students for success beyond high school	CN RF PI AA MA CI	10	JH Counselor	D	Parent communications Meeting Sign in Sheets College/Vocational handouts					
ACDEIJK	Each 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	CN RF PI AA MA CI	10	JH Principal	D CT	CTE Lesson Plans CTE Schedules COP Reports PGPs					
<p>Needs Assessment</p> <p>A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding</p>		<p>School Wide Components</p> <p>CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration</p>		<p>Special Populations/Programs</p> <p>31. Title I-School-wide 32. ELL 33. Migrant 34. Special Education 35. Gifted and Talented 36. At Risk/SCE 37. Pregnancy/Parenting 38. Econ Disadvantaged 39. Culturally Diverse 40. All Populations</p>		<p>Funding</p> <p>D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment</p>		<p>NCLB Performance Goals</p> <p>16. Minimum proficiency or better in reading/ELA, math for all students by 13-14 17. Minimum proficiency or better in English and in reading/ELA, math for ELL students 18. 100% Highly Qualified Teachers 19. Safe/Drug Free Schools 20. All students will graduate from high school</p>			

Tulia ISD GOAL #1: Increase accountability and achievement for all students

Objective 1.3 cont.: 100% of Tulia ISD students will graduate from high school prepared to pursue post-secondary education:
 • Increase Completion Rate I (grades 9-12) to 90% for all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, and LEP) for 2009-10
 NCLB Performance Goals: 1 2 5

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
CDFGHIJK	Maintain or improve district dropout rates by providing pregnancy related services, "Worth the Wait" human sexuality instructional program in 6-12, and p.a.p.a. parental awareness program in 9-12	CN RF PI CI	10	Special Programs JH/HS Health Teachers JH/HS Counselors	D Materials: Scott & White p.a.p.a.	Lesson Plans PRS Forms Counseling Schedules				
ABCDEGHIJK	Continue to offer dual credit courses through Amarillo College, online courses through the Texas Virtual School Network (TxVSN), and implement the A+ program to allow opportunities for credit accrual for early graduation and credit recovery	CN RF PD PI AA MA CI	10	JH Principal	TI T HSA Amarillo College TxVSN A+	Student Schedules PGPs				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	41. Title I-School-wide 42. ELL 43. Migrant 44. Special Education 45. Gifted and Talented 46. At Risk/SCE 47. Pregnancy/Parenting 48. Econ Disadvantaged 49. Culturally Diverse 50. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	21. Minimum proficiency or better in reading/ELA, math for all students by 13-14 22. Minimum proficiency or better in English and in reading/ELA, math for ELL students 23. 100% Highly Qualified Teachers 24. Safe/Drug Free Schools 25. All students will graduate from high school

Tulia ISD GOAL #1: Increase accountability and achievement for all students

- Objective 1.3 cont.:** 100% of Tulia ISD students will graduate from high school prepared to pursue post-secondary education:
- Increase Completion Rate I (grades 9-12) to 90% for all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, and LEP) for 2009-10
 - 75% of eligible high school students will take the SAT/ACT with 35% or more performing at/above criteria by 2009-10
 - 90% of students will graduate under the recommended or distinguished achievement high school programs by 2009-10

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ACDGI	9 th grade students will be required to participate in the recommended or distinguished achievement HS programs	CN RF PI AA MA CI	10	HS Principal HS Counselor	TI DMAC	PGPs AEIS Report				
Needs Assessment A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	School Wide Components CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration		Special Populations/Programs 51. Title I-School-wide 52. ELL 53. Migrant 54. Special Education 55. Gifted and Talented 56. At Risk/SCE 57. Pregnancy/Parenting 58. Econ Disadvantaged 59. Culturally Diverse 60. All Populations		Funding D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA- High School Allotment		NCLB Performance Goals 26. Minimum proficiency or better in reading/ELA, math for all students by 13-14 27. Minimum proficiency or better in English and in reading/ELA, math for ELL students 28. 100% Highly Qualified Teachers 29. Safe/Drug Free Schools 30. All students will graduate from high school			

Tulia Jr. High GOAL #1: Increase accountability and achievement for all students

Objective 1.4: 100% of LEP students will advance at least one level of proficiency on TELPAS

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 3 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ADGHJ	Provide staff development and program updates for ESL/LPAC procedures	CN RF PD AA MA CI	2	Special Programs Director	D TI ESC 16	Training Certificates Meeting Agendas Training Handouts LPAC Manual				
ACDEH	All ELA teachers will be trained in TELPAS	CN RF PD AA MA CI	2	Special Programs Director Principals	D TI ESC 16	Training Certificates				
ACDEGHJK	Continue the implementation of ELLIS to accelerate at-risk ELL students more than one grade level each year in core areas	CN RF PD AA MA CI	2	Special Programs Director Principals	TI ELLIS	Lesson Plans TELPAS Reports Test Results				
DHK	Continue to offer reimbursement for tests and certificates for all teachers who become ESL certified	CN HQ PD CI	2	Special Programs Director	TI ESC 16	Teacher Certificates				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	61. Title I-School-wide 62. ELL 63. Migrant 64. Special Education 65. Gifted and Talented 66. At Risk/SCE 67. Pregnancy/Parenting 68. Econ Disadvantaged 69. Culturally Diverse 70. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	31. Minimum proficiency or better in reading/ELA, math for all students by 13-14 32. Minimum proficiency or better in English and in reading/ELA, math for ELL students 33. 100% Highly Qualified Teachers 34. Safe/Drug Free Schools 35. All students will graduate from high school

Tulia Jr. High GOAL # 2: Provide appropriate curriculum and instruction to meet diverse student needs

Objective 2.1: Tulia Jr. High will provide current technological tools to promote higher-order thinking, problem solving, and creativity and to accomplish administrative functions to ensure that 100% of all students earn a high school diploma

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABCEG	Tulia ISD will extend classroom phone capability to all campuses to increase home/school communication	CN RF PI AA MA CI	10	Superintendent Technology Coordinator	T	Parent Contact Logs				
Needs Assessment		School Wide Components		Special Populations/Programs		Funding		NCLB Performance Goals		
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding		CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration		71. Title I-School-wide 72. ELL 73. Migrant 74. Special Education 75. Gifted and Talented 76. At Risk/SCE 77. Pregnancy/Parenting 78. Econ Disadvantaged 79. Culturally Diverse 80. All Populations		D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment		36. Minimum proficiency or better in reading/ELA, math for all students by 13-14 37. Minimum proficiency or better in English and in reading/ELA, math for ELL students 38. 100% Highly Qualified Teachers 39. Safe/Drug Free Schools 40. All students will graduate from high school		

Tulia Jr.High GOAL #2: Provide appropriate curriculum and instruction to meet diverse student needs

Objective 2.1 cont.: Tulia ISD will provide current technological tools to promote higher-order thinking, problem solving and creativity and to accomplish administrative functions to ensure that 100% of all students earn a high school diploma

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 3 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABCDEFGHIJK	Tulia ISD will implement the RSCCC data management system district-wide	CN RF CI PI PD HQ	10	Superintendent Principals Secretaries Counselors	D RSCCC Software ESC 16	Training Certificates RSCCC Reports				
ABEG	All campuses will consider options for online grade reporting through the Tulia ISD website/RSCCC	CN RF PI AA MA CI	10	Principals Technology Coordinator	D ESC 16	Website Count Parent Feedback				
Needs Assessment A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	School Wide Components CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	Special Populations/Programs 81. Title I-School-wide 82. ELL 83. Migrant 84. Special Education 85. Gifted and Talented 86. At Risk/SCE 87. Pregnancy/Parenting 88. Econ Disadvantaged 89. Culturally Diverse 90. All Populations		Funding D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	NCLB Performance Goals 41. Minimum proficiency or better in reading/ELA, math for all students by 13-14 42. Minimum proficiency or better in English and in reading/ELA, math for ELL students 43. 100% Highly Qualified Teachers 44. Safe/Drug Free Schools 45. All students will graduate from high school					

Tulia Jr.High GOAL # 2: Provide appropriate curriculum and instruction to meet diverse student needs

Objective 2.2: Tulia Jr. High will meet the needs of all students, especially ELL, special education, migrant, at-risk, homeless, and gifted and talented, through accelerated and advanced curriculum and instruction aligned with state standards

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 3 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABCDEHJK	Continue to seek and implement innovative reading, math, and science programs that effectively address acceleration of at-risk students including economically disadvantaged, ELL, special education, dyslexia, migrant, and homeless students that serve to increase student achievement and close gaps between subgroups	CNRF PD AA MA CI	1 2 3 4 6 9	Principals Special Programs Director Special Education Director	TI SCE SE ARI/AMI HSA SuccessMaker AMath/Reading ELLIS Scottish Rite	AEIS/AYP Reports TAKS Reports Grade Reports				
ACDEHJK	Teachers will continue to document differentiation on lesson plans for students with disabilities, ELL, and gifted and talented to accelerate the academic performance of students working below and above grade level	CN RF AA MA CI	2 4 5	Principals	TI CLC Schoolworksite	Lesson Plans				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	91. Title I-School-wide 92. ELL 93. Migrant 94. Special Education 95. Gifted and Talented 96. At Risk/SCE 97. Pregnancy/Parenting 98. Econ Disadvantaged 99. Culturally Diverse 100. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	46. Minimum proficiency or better in reading/ELA, math for all students by 13-14 47. Minimum proficiency or better in English and in reading/ELA, math for ELL students 48. 100% Highly Qualified Teachers 49. Safe/Drug Free Schools 50. All students will graduate from high school

Tulia Jr. High GOAL #2: Provide appropriate curriculum and instruction to meet diverse student needs											
Objective 2.3: Continue to align 100% of classroom curriculum and instruction to TEKS through participation in CLC and Schoolworksite								Formative Evaluation 1. No progress 2. Some progress 3. Accomplished			
NCLB Performance Goals: 1 2 3 5											
Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June	
ACDEHK	Continue to contract with Region 5 Curriculum Cooperative to receive online curriculum documents to adapt to local use	CN RF PD AA MA CI	10	Special Program Director	TI CLC	Curriculum Documents					
ABCDEFGHIJK	Tulia ISD will utilize Professional Learning Communities (PLC) on each campus to discuss vertical and horizontal alignment of classroom curriculum and instruction to TEKS	CN RF HQ PD AA MA CI	10	Superintendent Principals Special Programs Director Special Education Director	D TI CLC	PLC Meeting Agendas/ Minutes Schedules					
ADEHK	All teachers will indicate appropriate TEKS on lesson planning documents through Schoolworksite	CN RF AA MA CI	10	Principals	TI Schoolworksite	Lesson Plans					
Needs Assessment A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	School Wide Components CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration		Special Populations/Programs 101. Title I-School-wide 102. ELL 103. Migrant 104. Special Education 105. Gifted and Talented 106. At Risk/SCE 107. Pregnancy/Parenting 108. Econ Disadvantaged 109. Culturally Diverse 110. All Populations		Funding D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment		NCLB Performance Goals 51. Minimum proficiency or better in reading/ELA, math for all students by 13-14 52. Minimum proficiency or better in English and in reading/ELA, math for ELL students 53. 100% Highly Qualified Teachers 54. Safe/Drug Free Schools 55. All students will graduate from high school				

Tulia Jr. High GOAL # 3: Maintain 100% of academic core classes taught by highly qualified teachers in 2009-2010.
TULIA ISD RETENTION AND RECRUITMENT PLAN

Objective 3.1: Continue implementation of incentives and strategies to **recruit** 100% highly qualified teachers to the district

NCLB Performance Goals: 1 2 3 5

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ACDEHK	Participate in job fairs at ESC 16 and local universities to recruit highly qualified personnel	CN RF HQ PD AHQ	10	Superintendent Principals	D Handouts	Applications for employment				
ACDEHK	Maintain an active district web page and update vacancy postings on Channel 99 and ESC 16 to recruit highly qualified personnel	CN RF HQ PD AHQ	10	Superintendent Principals Technology Facilitator	D ESC 16	Postings Website Counter				
ACDEHK	Continue to offer signing bonuses to recruit teachers in the hard to fill areas of math, science, and Spanish	CN RF HQ PD AHQ	10	Superintendent Principals	D HSA	AEIS Report Personnel Files				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	111. Title I-School-wide 112. ELL 113. Migrant 114. Special Education 115. Gifted and Talented 116. At Risk/SCE 117. Pregnancy/Parenting 118. Econ Disadvantaged 119. Culturally Diverse 120. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	56. Minimum proficiency or better in reading/ELA, math for all students by 13-14 57. Minimum proficiency or better in English and in reading/ELA, math for ELL students 58. 100% Highly Qualified Teachers 59. Safe/Drug Free Schools 60. All students will graduate from high school

Tulia Jr. High GOAL # 3: Maintain 100% of academic core classes taught by highly qualified teachers in 2009-2010.
TULIA ISD RETENTION AND RECRUITMENT PLAN

Objective 3.2: Continue implementation of incentives and strategies to **retain** 100% highly qualified teachers to the district

NCLB Performance Goals: 1 2 3 5

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABCDEFGHIJK	Conduct district orientation to familiarize all teachers new to Tulia ISD to district procedures	CN RF HQ PD AHQ	10	Superintendent Special Programs Director Business Manager Special Education Director Technology Facilitator Principals	D	Meeting Agendas and Sign in Sheets Orientation Evaluation				
H	Conduct district in-service for new teachers a minimum of four times a year	CN RF HQ PD AHQ	10	Special Programs Director	D	Meeting Agendas and Sign in Sheets				
H	Continue stipends for new teachers who remain in the district at least two years	CN RF HQ PD AHQ	10	Superintendent Principal	D HSA	Personnel Records Budget Reports HQ Report				
H	Consider reward stipends for professional staff based on years of employment in the district	CN RF HQ PD AHQ	10	Superintendent Principal	D	Personnel Records HQ Report				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	1. Title I 2. ELL 3. Migrant 4. Special Education 5. Gifted and Talented 6. At Risk/SCE 7. Pregnancy/Parenting 8. Econ Disadvantaged 9. Culturally Diverse 10. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	1. Minimum proficiency or better in reading/ELA, math for all students by 13-14 2. Minimum proficiency or better in English and in reading/ELA, math for ELL students 3. 100% Highly Qualified Teachers 4. Safe/Drug Free Schools 5. All students will graduate from high school

Tulia Jr.High GOAL # 3: Maintain 100% of academic core classes taught by highly qualified teachers in 2009-2010
TULIA ISD RETENTION AND RECRUITMENT PLAN

Objective 3.3: 100% of Tulia Jr. High teachers will attend high quality professional development

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 3 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/ Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ACDH	Each campus will develop a professional growth plan based on performance data and a needs survey	CN RF HQ PD	10	Principals	D	Campus Improvement Plans				
ACDH	Tulia ISD teachers and administrators will be provided staff development relevant to their needs with emphasis on diverse and varied classroom practices and teaching strategies for meeting the learning needs of all students including: struggling learners, culturally and linguistically diverse students, economically disadvantaged students, advanced learners, and students with special learning needs especially in the content areas of math and science	CN RF HQ PD AA MA CI	10	Principals Special Programs Director	D TI SCE HSA ESC 16	ESC 16 Contracts Training Certificates Training Agendas and Sign in Sheets				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	121. Title I-School-wide 122. ELL 123. Migrant 124. Special Education 125. Gifted and Talented 126. At Risk/SCE 127. Pregnancy/Parenting 128. Econ Disadvantaged 129. Culturally Diverse 130. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	61. Minimum proficiency or better in reading/ELA, math for all students by 13-14 62. Minimum proficiency or better in English and in reading/ELA, math for ELL students 63. 100% Highly Qualified Teachers 64. Safe/Drug Free Schools 65. All students will graduate from high school

Tulia Jr. High GOAL # 3: Maintain 100% of academic core classes taught by highly qualified teachers in 2009-2010
TULIA ISD RETENTION AND RECRUITMENT PLAN

Objective 3.4: Ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 3 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ACEHJK	Analyze data from certifications, testing, staff development, and service records to ensure that all Tulia ISD teachers meet highly qualified status	CN RF HQ	10	Superintendent Principals Special Programs Director	D SBEC ESC 16	HQ Report Personnel Files SBEC Certifications Training Certificates				
ACEHJK	Analyze data from paraprofessional files to ensure all instructional assistants are highly qualified	CN RF HQ	10	Superintendent Principals	D	HQ Report Personnel Files HQ Paraprofessional Assessments				
Needs Assessment A Test Results B Attendance C Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	School Wide Components CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	Special Populations/Programs 131. Title I-School-wide 132. ELL 133. Migrant 134. Special Education 135. Gifted and Talented 136. At Risk/SCE 137. Pregnancy/Parenting 138. Econ Disadvantaged 139. Minority Ethnic Populations 140. All Populations		Funding D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative	NCLB Performance Goals 66. Minimum proficiency or better in reading/ELA, math for all students by 13-14 67. Minimum proficiency or better in English and in reading/ELA, math for ELL students 68. 100% Highly Qualified Teachers 69. Safe/Drug Free Schools 70. All students will graduate from high school					

Tulia Jr. High GOAL # 4: Provide a safe and orderly learning environment

Objective 4.1: Continue programs to promote 100% safe and drug-free schools

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 3 4 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
BFHI	Continue district-wide implementation of the Safe and Civil Schools discipline management program and other campus specific programs to provide for prevention of and education concerning unwanted physical or verbal aggression, dating violence, sexual harassment, conflict resolution, suicide prevention, and bullying	CN RF PD	10	Principals	D ESC 16- S/C Schools Campus Programs:	Counselor Schedules/Logs PEIMS Discipline Reports Dating Violence Forms				
BFHI	Continue participation in the Texas Behavior Support Initiative to improve classroom management and discipline of special needs students	CN RF PD	10	Special Education Director Principals	D ESC 16	Training Certificates				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	141. Title I-School-wide 142. ELL 143. Migrant 144. Special Education 145. Gifted and Talented 146. At Risk/SCE 147. Pregnancy/Parenting 148. Econ Disadvantaged 149. Minority Ethnic Populations 150. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HAS- High School Allotment	71. Minimum proficiency or better in reading/ELA, math for all students by 13-14 72. Minimum proficiency or better in English and in reading/ELA, math for ELL students 73. 100% Highly Qualified Teachers 74. Safe/Drug Free Schools 75. All students will graduate from high school

Tulia Jr. High GOAL # 4: Provide a safe and orderly learning environment

Objective 4.1 cont.: Continue programs to promote 100% safe and drug-free schools								Formative Evaluation			
NCLB Performance Goals: 1 2 3 4 5								1. No progress 2. Some progress 3. Accomplished			
Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June	
FGI	The district's School Health Advisory Council (SHAC) will continue to increase the involvement of parents and the community in district efforts to address health issues of students	CN RF PI CI	10	Special Programs Director	D	SHAC Agendas/ Minutes					
FGH	Continued implementation of the FitnessGram testing (3-12) and CATCH (3-8) to encourage and promote physical fitness	CN RF CI	10	Special Programs Director Principals	D CATCH Curriculum FitnessGram Software	FitnessGram Reports Lesson Plans Parent Letters					
ABEFGIJK	All campuses will consider ways to promote a positive school culture focused on achievement	CN RF PD PI AA MA CI	10	Principals	D Campus Programs	PLC Agendas/Minutes Parent Involvement Policy Minutes Parent/School Compact Minutes					
Needs Assessment	School Wide Components	Special Populations/Programs		Funding		NCLB Performance Goals					
A Test Results B Attendance C Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ- Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	1. Title I-School-wide 2. ELL 3. Migrant 4. Special Education 5. Gifted and Talented 6. At Risk/SCE 7. Pregnancy/Parenting 8. Econ Disadvantaged 9. Minority Ethnic Populations 10. All Populations		D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA- High School Allotment		1. Minimum proficiency or better in reading/ELA, math for all students by 13-14 2. Minimum proficiency or better in English and in reading/ELA, math for ELL students 3. 100% Highly Qualified Teachers 4. Safe/Drug Free Schools 5. All students will graduate from high school					

Tulia Jr. High GOAL # 4 : Provide a safe and orderly learning environment

Objective 4.2: All campuses will continue implementation of the District Emergency Operations Plan (EOP) to promote 100% safe schools

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 4

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
FGH	Continued implementation of the District Emergency Operations Plan on each campus including bus evacuation and emergency drills	CN RF PI CI	10	District Emergency Management Coordinator Principals	D	Training/Drill Schedules				
FH	Staff development for new employees to the district concerning Tulia ISD EOP and emergency procedures	CN RF PD CI	10	District Emergency Management Coordinator	D EOP Manuals	Training Agendas/ Sign in Sheets				
Needs Assessment A Test Results B Attendance C Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	School Wide Components CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	Special Populations/Programs 151. Title I-School-wide 152. ELL 153. Migrant 154. Special Education 155. Gifted and Talented 156. At Risk/SCE 157. Pregnancy/Parenting 158. Econ Disadvantaged 159. Minority Ethnic Populations 160. All Populations		Funding D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	NCLB Performance Goals 76. Minimum proficiency or better in reading/ELA, math for all students by 13-14 77. Minimum proficiency or better in English and in reading/ELA, math for ELL students 78. 100% Highly Qualified Teachers 79. Safe/Drug Free Schools 80. All students will graduate from high school					

Tulia Jr. High GOAL # 5: Encourage effective and quality parent and community involvement

Objective 5.1: 100% of parents will participate as partners in their student's education by having active contact with our schools a minimum of three times a year

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 4 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABCDEFGHIJK	Continue to encourage active parent/community involvement on district/campus committees and meetings such as: Title I (w/flexible scheduling), SHAC, Migrant PAC, LPAC, Dyslexia, G/T, campus/ district Parental Involvement Policies, School Parent Compacts, and district and campus planning committees	CN RF PI AA MA CI	10	Special Programs Director Principals	D TI ESC 16	Meeting Agendas/ Sign in Sheets Parental Involvement Policies Parent/School Compacts				
ABCDEFGHIJK	Conduct individual parent/teacher conferences and at least one evening open house on every campus to discuss the Title I program and student achievement	CN RF PI AA MA CI	10	Special Programs Director Principals	D	Sign in sheets Handouts				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Completion/Drop out Rate D Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	161. Title I-School-wide 162. ELL 163. Migrant 164. Special Education 165. Gifted and Talented 166. At Risk/SCE 167. Pregnancy/Parenting 168. Econ Disadvantaged 169. Minority Ethnic Populations 170. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA- High School Allotment	81. Minimum proficiency or better in reading/ELA, math for all students by 13-14 82. Minimum proficiency or better in English and in reading/ELA, math for ELL students 83. 100% Highly Qualified Teachers 84. Safe/Drug Free Schools 85. All students will graduate from high school

Tulia Jr. High GOAL # 5: Encourage effective and quality parent and community involvement

Objective 5.2 cont.: All campuses will consider ways to increase communication to parents concerning higher education applications and financial opportunities

Formative Evaluation
 1. No progress
 2. Some progress
 3. Accomplished

NCLB Performance Goals: 1 2 5

Needs Assessment	Strategy Description	SW	Special Pops	Responsible Staff	Funding/Resources	Evidence that demonstrates success	Nov	Jan	Mar	June
ABGJK	All campuses will consider ways to increase parent and community awareness of college testing, higher education admissions, and post-secondary financial opportunities	CN RF PI AA MA CI	10	Principals Counselors	D	Meeting Invitations Agendas/ Sign in Sheets Campus Plans				
ABGJK	K-12 campuses will consider additional ways of providing information to parents regarding the TEXAS Grant and Teach for Texas Grant	PI AA MA CI	10	Principals Counselors	D	Meeting Invitations Agendas/ Sign in Sheets Campus Plans				

Needs Assessment	School Wide Components	Special Populations/Programs	Funding	NCLB Performance Goals
A Test Results B Attendance C Curriculum E Technology F Safe and Healthy Environment G Parent/Community Involvement H Staff Development I Character Education J Post Secondary K Funding	CN- Comprehensive Needs RF- Reform Strategies HQ- Highly Qualified PD- Professional Development PI- Parental Involvement AHQ-Attract HQ Teachers TR- Transition for Preschoolers AA- Academic Assessments MA- Mastering Assistance CI- Coordination and Integration	171. Title I-School-wide 172. ELL 173. Migrant 174. Special Education 175. Gifted and Talented 176. At Risk/SCE 177. Pregnancy/Parenting 178. Econ Disadvantaged 179. Minority Ethnic Populations 180. All Populations	D- District TI- Title I M- Migrant T- State Technology Allotment CT- Career Technology SCE- State Compensatory Education OEYP-Optional Extended Year Program SE- Special Education ARI/AMI-Student Success Initiative HSA-High School Allotment	86. Minimum proficiency or better in reading/ELA, math for all students by 13-14 87. Minimum proficiency or better in English and in reading/ELA, math for ELL students 88. 100% Highly Qualified Teachers 89. Safe/Drug Free Schools 90. All students will graduate from high school

**Tulia I.S.D.
District Improvement Plan
2009-2010**

Summative Evaluation

Goal 1: Increase accountability and achievement for all students	Met Objective
<p>Objective 1.1: Increase student achievement so tht by 2012-2013</p> <ul style="list-style-type: none"> • 90% of K-2 students will perform at or above grade level in reading and math as assessed by TPRI, Tera Nova 3, and STAR • 3-12 students will achieve a 90% passing rate on all TAKS test in all subjects areas (Reading, Writing, ELA, Mathematics, Science, and Social Studies) and all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, GT, at-risk, and LEP] 	
<p>Objective 1.2: Tulia ISD will have a 97% attendance rate for 2009 school year</p>	
<p>Objective 1.3: 100% of Tulia ISD students will graduate from high school prepared to pursue post-secondary education:</p> <ul style="list-style-type: none"> • Increase Completion Rate I (grades 9-12) to 90% for all subgroups (Hispanic, White, African American, economically disadvantaged, gender, special education, and LEP)for 2009-10 • 75% of eligible high school students will take the SAT/ACT with 35% or more performing at/above criteria by 2009-10 • 90% of students will graduate under the recommended or distinguished achievement high school programs by 2009-10 	
<p>Objective 1.4: 100% of LEP students will advance at least one level of proficiency on TELPAS</p>	

Goal 2: Provide appropriate curriculum and instruction to meet diverse student needs	Met Objective
<p>Objective 2.1: Tulia ISD will provide current technological tools to accomplish instructional and administrative functions to ensure that 100% of all students earn a high school diploma</p>	
<p>Objective 2.2: Tulia ISD will meet the needs of all</p>	

students, especially ELL, special education, migrant, at-risk, homeless, and gifted and talented, through accelerated and advanced curriculum and instruction aligned with state standards	
Objective 2.3: Continue to align 100% of classroom curriculum and instruction to TEKS through participation in CLC and Schoolworksite	

Goal 3: Maintain 100% of academic core classes taught by highly qualified teachers in 2009-2010	Met Objective
Objective 3.1: Continue implantation of incentives and strategies to recruit 100% highly qualified teachers to the district	
Objective 3.2: Continue implantation of incentives and strategies to retain 100% high qualified staff	
Objective 3.3: of Tulia ISD teachers will attend high quality professional development	
Objective 3.4: Ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers	

Goal 4: Provide a safe and orderly learning environment	Met Objective
Objective 4.1: Continue programs to promote 100% safe and drug free schools	
Objective 4.2: All campuses will continue implementation of the District Emergency Operations Plan (EOP) to promote 100% safe schools	

Goal 5: Encourage effective and quality parent and community involvement	Met Objective
Objective 5.1: 100% of parents will participate as partners in their student's education by having active contact with our schools a minimum of three times a year	
Objective 5.2: All campuses will consider ways to increase communication to all parents concerning higher education applications and financial opportunities	

Were the goals met for 2009-2010? Evidenced by what?
 Was curriculum and instruction improved? Evidenced by what?
 Was the school climate improved? Evidenced by what?
 Was parental and community involvement increased? Evidenced by what?

Appendix

2008-09 Academic Excellence Indicator System

District Name: TULIA ISD

Campus Name: TULIA J H

Campus #: 219903041

2009 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Attendance (2007-08)

Comparable Improvement: Reading/ELA

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard Grade 6 (English)															
Reading	2009	93%	98%	93%	98%	*	95%	> 99%	*	*	96%	> 99%	*	96%	*
	2008	94%	97%	93%	97%	> 99%	97%	95%	*	*	94%	> 99%	*	98%	*
Mathematics	2009	82%	94%	81%	94%	*	95%	> 99%	*	*	96%	90%	*	88%	*
	2008	83%	95%	80%	95%	> 99%	94%	95%	*	*	94%	96%	*	95%	*
All Tests	2009	80%	94%	78%	94%	*	95%	> 99%	*	*	96%	91%	*	88%	*
	2008	81%	91%	78%	91%	> 99%	90%	91%	*	*	87%	96%	*	93%	*
TAKS Met 2009 Standard Grade 7															
Reading	2009	87%	95%	85%	95%	> 99%	97%	90%	*	*	91%	> 99%	*	97%	*
	2008	88%	86%	86%	86%	*	86%	90%	*	*	87%	86%	*	77%	*
Mathematics	2009	82%	86%	81%	86%	80%	81%	95%	*	*	88%	83%	*	82%	*
	2008	80%	72%	75%	72%	*	69%	82%	*	*	77%	67%	*	58%	*
Writing	2009	94%	> 99%	94%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2008	93%	95%	93%	95%	*	97%	95%	*	*	93%	97%	*	91%	*
All Tests	2009	76%	84%	75%	84%	80%	81%	90%	*	*	85%	83%	*	82%	*
	2008	74%	68%	70%	68%	*	66%	77%	*	*	70%	67%	*	53%	*
TAKS Met 2009 Standard Grade 8 First Administration Only															
Reading	2009	95%	94%	95%	94%	*	89%	> 99%	*	*	91%	97%	*	90%	*
	2008	95%	92%	94%	92%	*	90%	> 99%	*	*	91%	92%	*	87%	*
Mathematics	2009	82%	92%	81%	92%	*	86%	> 99%	*	*	94%	90%	*	87%	*
	2008	79%	75%	76%	75%	*	66%	95%	*	*	74%	77%	*	65%	*
@ Science	2009	73%	70%	68%	70%	*	68%	75%	*	*	81%	59%	*	65%	*
	2008	69%	54%	*	54%	*	41%	83%	*	*	55%	54%	10%	42%	*
@ Soc Studies	2009	92%	90%	93%	90%	*	92%	92%	*	*	94%	88%	*	90%	*
	2008	91%	90%	88%	90%	*	86%	96%	*	*	93%	86%	70%	91%	*
@ All Tests	2009	67%	66%	64%	66%	*	61%	76%	*	*	72%	61%	*	59%	*
	2008	64%	50%	*	50%	*	39%	78%	*	*	48%	54%	10%	35%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	91%	92%	96%	> 99%	95%	97%	*	*	93%	> 99%	*	96%	83%
	2008	91%	92%	91%	93%	91%	92%	95%	*	*	94%	93%	*	90%	> 99%
Mathematics	2009	82%	82%	83%	90%	73%	86%	98%	*	*	92%	88%	*	85%	67%
	2008	80%	79%	80%	83%	82%	78%	92%	*	*	83%	83%	*	77%	57%
Writing	2009	93%	97%	94%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2008	93%	93%	93%	95%	*	97%	95%	*	*	93%	97%	*	91%	*
Science	2009	78%	64%	69%	70%	*	68%	75%	*	*	81%	59%	*	65%	*
	2008	74%	65%	61%	54%	*	41%	83%	*	*	55%	54%	10%	42%	*
Soc Studies	2009	93%	89%	93%	90%	*	92%	92%	*	*	94%	88%	*	90%	*
	2008	91%	83%	88%	90%	*	86%	96%	*	*	93%	86%	70%	91%	*
All Tests	2009	74%	71%	72%	80%	64%	76%	88%	*	*	84%	76%	33%	75%	57%
	2008	72%	69%	67%	70%	64%	62%	84%	*	*	68%	72%	18%	62%	38%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	98%	98%	99%	> 99%	99%	> 99%	*	*	99%	> 99%	*	99%	83%
Mathematics	2009	89%	89%	89%	95%	73%	95%	98%	*	*	94%	96%	*	93%	83%
Writing	2009	97%	> 99%	94%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
Science	2009	83%	76%	69%	70%	*	68%	75%	*	*	81%	59%	*	65%	*
Soc Studies	2009	98%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
All Tests	2009	84%	83%	79%	85%	64%	83%	90%	*	*	89%	80%	50%	80%	71%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	27%	37%	34%	18%	29%	43%	*	*	30%	39%	*	27%	17%
	2008	34%	28%	37%	29%	18%	24%	39%	*	*	28%	29%	*	21%	< 1%
Mathematics	2009	31%	26%	20%	25%	27%	14%	39%	*	*	22%	28%	*	15%	< 1%
	2008	28%	23%	20%	20%	18%	10%	37%	*	*	15%	25%	*	11%	< 1%
Writing	2009	34%	27%	32%	25%	20%	22%	32%	*	*	22%	29%	*	21%	*
	2008	33%	33%	27%	22%	*	17%	33%	*	*	13%	31%	*	11%	*
Science	2009	26%	15%	19%	19%	*	16%	25%	*	*	26%	13%	*	15%	*
	2008	22%	20%	16%	14%	*	5%	30%	*	*	12%	18%	< 1%	7%	*
Soc Studies	2009	44%	22%	36%	35%	*	24%	50%	*	*	39%	31%	*	25%	*
	2008	36%	16%	27%	23%	*	7%	57%	*	*	19%	29%	10%	9%	*
All Tests	2009	16%	12%	11%	14%	9%	7%	23%	*	*	11%	16%	< 1%	8%	< 1%
	2008	15%	11%	10%	8%	< 1%	5%	15%	*	*	7%	9%	< 1%	4%	< 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
2008-09 Campus Performance

Section I - Page 3
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	82%	88%	> 99%	*	> 99%	*	*	*	> 99%	*	> 99%	> 99%	*
Mathematics	2009	69%	77%	74%	> 99%	*	> 99%	*	*	*	> 99%	*	> 99%	> 99%	*
Writing	2009	72%	78%	71%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
Science	2009	51%	64%	55%	> 99%	*	> 99%	*	*	*	> 99%	*	> 99%	> 99%	*
Soc Studies	2009	64%	67%	67%	75%	*	71%	*	*	*	71%	*	75%	75%	*
All Tests	2009	57%	68%	61%	89%	*	82%	> 99%	*	*	83%	> 99%	89%	88%	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	87%	84%	89%	80%	88%	90%	*	*	90%	87%	43%	87%	71%
	2008	86%	84%	82%	76%	77%	74%	81%	*	*	76%	76%	38%	69%	57%
Mathematics	2009	80%	80%	80%	86%	67%	84%	92%	*	*	88%	84%	55%	81%	71%
	2008	78%	75%	75%	76%	77%	70%	85%	*	*	73%	79%	21%	69%	50%
Writing	2009	92%	96%	91%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
	2008	91%	89%	90%	91%	*	93%	92%	*	*	86%	97%	63%	86%	*
Science	2009	78%	64%	69%	70%	*	68%	75%	*	*	81%	59%	*	65%	*
	2008	74%	65%	61%	54%	*	41%	83%	*	*	55%	54%	10%	42%	*
Soc Studies	2009	93%	89%	93%	90%	*	92%	92%	*	*	94%	88%	*	90%	*
	2008	91%	83%	88%	90%	*	86%	96%	*	*	93%	86%	70%	91%	*
All Tests	2009	72%	68%	68%	73%	53%	70%	81%	*	*	78%	68%	24%	66%	57%
	2008	69%	64%	62%	60%	62%	52%	72%	*	*	58%	61%	14%	50%	25%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	87%	84%	89%	80%	89%	91%	*	*	90%	88%	61%	88%	71%
Mathematics	2009	80%	80%	80%	87%	67%	85%	92%	*	*	89%	84%	68%	82%	71%
Writing	2009	91%	95%	90%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
Science	2009	76%	64%	69%	73%	*	73%	76%	*	*	84%	61%	73%	71%	*
Soc Studies	2009	92%	87%	90%	89%	*	89%	92%	*	*	89%	88%	73%	88%	*
All Tests	2009	71%	67%	67%	73%	53%	70%	82%	*	*	77%	69%	32%	66%	57%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.2%	99.1%	100.0%	100.0%	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	87.3%	89.7%	86.7%	75.0%	86.0%	89.9%	-	*	86.0%	87.5%	15.6%	82.3%	87.5%
Not on TAKS	7.7%	11.9%	9.2%	13.3%	25.0%	14.0%	10.1%	-	*	14.0%	12.5%	84.4%	17.7%	12.5%
TAKS(Acc) Only	2.3%	3.3%	2.5%	4.4%	18.8%	3.7%	2.5%	-	*	2.8%	6.3%	28.1%	5.4%	12.5%
TAKS-M Only	3.3%	3.9%	3.8%	3.0%	0.0%	3.7%	2.5%	-	*	4.7%	1.0%	18.8%	3.8%	0.0%
TAKS-Alt Only	0.8%	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	4.2%	1.8%	5.9%	6.3%	6.5%	5.1%	-	*	6.5%	5.2%	37.5%	8.5%	0.0%
By Acct Status														
Acct System	87.3%	84.3%	85.7%	83.3%	68.8%	82.2%	87.3%	-	*	84.1%	82.3%	18.8%	78.5%	87.5%
Non-Acct System	11.2%	14.9%	13.5%	16.7%	31.3%	17.8%	12.7%	-	*	15.9%	17.7%	81.3%	21.5%	12.5%
Mobile	4.7%	5.0%	4.9%	4.4%	6.3%	4.7%	3.8%	-	*	1.9%	7.3%	3.1%	4.6%	12.5%
Non-Acct Test	6.4%	9.9%	7.4%	12.3%	25.0%	13.1%	8.9%	-	*	14.0%	10.4%	78.1%	16.9%	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested														
Absent	1.5%	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	638	485	203	16	107	79	0	1	107	96	32	130	8
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	99.8%	99.2%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	100.0%
By Program														
TAKS (1 or more)	90.9%	87.9%	89.4%	85.7%	84.6%	87.3%	83.3%	-	-	82.9%	89.4%	6.1%	84.1%	87.5%
Not on TAKS	7.5%	11.9%	9.4%	14.3%	15.4%	12.7%	16.7%	-	-	17.1%	10.6%	93.9%	15.9%	12.5%
TAKS(Acc)	2.7%	7.5%	4.4%	9.7%	15.4%	8.7%	10.3%	-	-	10.6%	8.5%	63.6%	10.3%	0.0%
TAKS-M Only	2.9%	2.7%	2.4%	2.3%	0.0%	2.4%	2.6%	-	-	4.1%	0.0%	15.2%	2.8%	0.0%
TAKS-Alt Only	0.7%	0.3%	0.6%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.2%	1.4%	1.5%	2.3%	0.0%	1.6%	3.8%	-	-	2.4%	2.1%	15.2%	2.8%	12.5%
By Acct Status														
Acct System	87.1%	89.7%	86.5%	86.6%	84.6%	87.3%	85.9%	-	-	83.7%	90.4%	33.3%	83.4%	100.0%
Non-Acct System	11.3%	10.2%	12.7%	13.4%	15.4%	12.7%	14.1%	-	-	16.3%	9.6%	66.7%	16.6%	0.0%
Mobile	5.1%	2.4%	4.8%	3.2%	0.0%	4.0%	2.6%	-	-	4.9%	1.1%	0.0%	4.1%	0.0%
Non-Acct Test	6.2%	7.8%	7.3%	10.1%	15.4%	8.7%	11.5%	-	-	11.4%	8.5%	66.7%	12.4%	0.0%
Not Tested														
Absent	1.6%	0.2%	0.8%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.5%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	630	405	217	13	126	78	0	0	123	94	33	145	8

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	42%	55%	60%	*	50%	*	*	50%	*	*	67%	*
	2008	53%	64%	54%	71%	*	67%	*	*	69%	75%	*	67%	*
Mathematics	2009	37%	33%	33%	63%	*	54%	*	*	63%	64%	*	59%	*
	2008	36%	49%	35%	49%	*	42%	71%	*	52%	43%	*	41%	*
Average TGI Growth														
Reading/ELA	2009	0.52	0.25	0.58	0.66	*	0.46	*	*	0.57	0.76	*	0.62	*
	2008	0.58	0.46	0.49	0.51	*	0.46	*	*	0.44	0.58	*	0.43	0.36
Mathematics	2009	0.38	0.33	0.38	0.53	*	0.52	*	*	0.46	0.58	*	0.50	*
	2008	0.34	0.51	0.40	0.58	*	0.54	0.64	*	0.56	0.62	*	0.50	*
Student Success Initiative														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2009	6%	6%	6%	6%	*	11%	< 1%	*	9%	3%	*	10%	*
	2008	6%	8%	7%	8%	*	10%	< 1%	*	9%	8%	*	13%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	97%	97%	97%	97%	*	94%	> 99%	*	94%	> 99%	*	95%	*
	2008	97%	97%	97%	97%	*	95%	> 99%	*	> 99%	92%	*	95%	*
TAKS Failers Promoted by Grade Placement Committee														
	2008	88.5%	*	100.0%	*	-	*	-	-	-	*	-	*	-
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2009	18%	8%	19%	8%	*	14%	< 1%	*	6%	10%	*	13%	*
	2008	21%	25%	25%	25%	*	34%	5%	*	26%	23%	*	35%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	87%	92%	86%	92%	*	86%	> 99%	*	94%	90%	*	87%	*
	2008	86%	83%	84%	83%	*	74%	> 99%	*	79%	88%	*	76%	*
TAKS Failers Promoted by Grade Placement Committee														
	2008	90.5%	100.0%	96.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%	100.0%	*
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	78%	78%	90%	*	90%	*	*	80%	> 99%	*	90%	86%
Attendance Rate														
	2007-08	95.5%	96.3%	95.6%	96.7%	96.8%	96.3%	97.3%	-	96.1%	97.5%	95.4%	96.3%	95.7%
	2006-07	95.5%	96.6%	96.0%	97.2%	97.3%	96.6%	98.1%	-	97.0%	97.4%	95.7%	96.6%	96.8%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 213
 Grade Span: 06 - 08
 School Type: Middle

District Name: TULIA ISD
 Campus Name: TULIA J H
 Campus #: 219903041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Annual Dropout Rate (Gr 7-8)														
(Standard Accountability Indicator)														
2007-08	0.3%	0.6%	0.0%	0.6%	0.0%	1.0%	0.0%	-	-	1.1%	0.0%	0.0%	1.0%	0.0%
2006-07	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	213	100.0%	19,621	1,046	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	5.3%	4.2%
Kindergarten	0	0.0%	0.0%	7.6%	7.7%
Grade 1	0	0.0%	0.0%	8.3%	8.0%
Grade 2	0	0.0%	0.0%	9.6%	7.9%
Grade 3	0	0.0%	0.0%	7.6%	7.8%
Grade 4	0	0.0%	0.0%	7.1%	7.5%
Grade 5	0	0.0%	6.4%	7.8%	7.5%
Grade 6	60	28.2%	26.1%	5.7%	7.3%
Grade 7	74	34.7%	33.7%	7.1%	7.3%
Grade 8	79	37.1%	33.8%	7.6%	7.3%
Grade 9	0	0.0%	0.0%	7.2%	8.2%
Grade 10	0	0.0%	0.0%	6.6%	7.0%
Grade 11	0	0.0%	0.0%	5.5%	6.4%
Grade 12	0	0.0%	0.0%	6.9%	5.8%
Ethnic Distribution:					
African American	16	7.5%	10.3%	9.0%	14.2%
Hispanic	112	52.6%	51.0%	53.6%	47.9%
White	83	39.0%	37.1%	37.0%	34.0%
Native American	1	0.5%	0.3%	0.2%	0.4%
Asian/Pac. Islander	1	0.5%	1.3%	0.2%	3.6%
Economically Disadvantaged	136	63.8%	63.7%	71.4%	56.7%
Limited English Proficient (LEP)	7	3.3%	4.7%	4.1%	16.9%
Students w/Disciplinary Placements (2007-08)	13	5.6%	4.8%	3.3%	2.1%
At-Risk	79	37.1%	43.0%	44.1%	48.3%
Mobility (2007-08)	20	8.6%	15.7%	10.6%	19.8%
Number of Students per Teacher	10.1	n/a	13.4	11.7	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	6.2%	2.6%	-	-	0.0%	11.7%
Grade 1	-	-	3.4%	5.5%	-	-	0.0%	10.5%
Grade 2	-	-	1.5%	3.2%	-	-	0.0%	4.7%
Grade 3	-	-	4.5%	2.5%	-	-	0.0%	3.0%
Grade 4	-	-	5.9%	1.3%	-	-	0.0%	1.3%
Grade 5	-	1.5%	0.0%	1.9%	-	1.4%	8.3%	2.4%
Grade 6	0.0%	0.7%	0.0%	0.9%	0.0%	1.4%	0.0%	1.6%
Grade 7	0.0%	1.3%	0.0%	1.4%	10.0%	3.1%	10.0%	2.2%
Grade 8	1.7%	1.8%	1.7%	1.7%	0.0%	3.4%	0.0%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 213
 Grade Span: 06 - 08
 School Type: Middle

District Name: TULIA ISD
 Campus Name: TULIA J H
 Campus #: 219903041

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	20.0	19.0
Grade 1	-	-	15.6	19.0
Grade 2	-	-	18.5	19.3
Grade 3	-	-	18.6	19.3
Grade 4	-	-	18.0	19.7
Grade 5	-	21.5	18.6	22.1
Grade 6	14.2	21.8	14.2	21.5
Mixed Grades	-	-	-	21.8
Secondary: English/Language Arts	14.1	19.0	12.4	19.8
Foreign Languages	-	21.1	11.4	21.1
Mathematics	13.9	19.7	12.4	19.6
Science	15.3	20.3	11.6	20.5
Social Studies	17.0	21.6	14.0	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	26.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	24.0	89.7%	87.1%	62.3%	62.9%
Teachers	21.2	78.9%	75.0%	51.5%	50.7%
Professional Support	1.0	3.7%	7.3%	5.6%	8.4%
Campus Admin. (School Leader.)	1.9	7.1%	4.9%	4.1%	2.8%
Educational Aides:	2.8	10.3%	12.9%	13.6%	9.7%
Total Minority Staff:	3.9	14.4%	20.4%	25.4%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	5.7%	0.0%	9.7%
Hispanic	1.0	4.7%	10.4%	8.4%	22.1%
White	20.2	95.3%	83.1%	91.6%	66.7%
Native American	0.0	0.0%	0.2%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.7%	0.0%	1.3%
Males	4.8	22.7%	29.0%	18.5%	22.9%
Females	16.4	77.3%	71.0%	81.5%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	1.7	8.0%	8.4%	9.0%	7.3%
1-5 Years Experience	10.0	47.3%	27.6%	28.6%	30.5%
6-10 Years Experience	1.0	4.7%	18.2%	11.2%	20.0%
11-20 Years Experience	4.5	21.1%	23.8%	25.3%	23.7%
Over 20 Years Experience	4.0	18.9%	21.8%	26.0%	18.6%
			Campus	District	State
Average Years Experience of Teachers:		10.9 yrs.	11.9 yrs.	12.7 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		8.0 yrs.	7.5 yrs.	9.3 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$25,983	\$37,157	\$29,429	\$40,372
1-5 Years Experience		\$32,041	\$39,751	\$31,536	\$42,463
6-10 Years Experience		\$37,875	\$41,923	\$36,847	\$45,035
11-20 Years Experience		\$43,318	\$46,780	\$45,031	\$49,083
Over 20 Years Experience		\$48,155	\$53,703	\$48,532	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$37,262	\$44,650	\$39,771	\$47,159
Professional Support		\$56,770	\$51,714	\$52,614	\$55,819
Campus Administration (School Leadership)		\$56,316	\$64,673	\$56,684	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	1.0	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 213
Grade Span: 06 - 08
School Type: Middle

District Name: TULIA ISD
Campus Name: TULIA J H
Campus #: 219903041

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$1,437,478	100.0%	\$6,655	\$1,447,582	100.0%	\$6,702	\$127,080,049	100.0%	\$6,415
Instruction (11,95)	\$1,126,844	78.4%	\$5,217	\$1,136,948	78.5%	\$5,264	\$90,884,685	71.5%	\$4,588
Instructional-Related Services (12,13)	\$53,047	3.7%	\$246	\$53,047	3.7%	\$246	\$4,451,403	3.5%	\$225
Instructional Leadership (21)	\$11,109	0.8%	\$51	\$11,109	0.8%	\$51	\$1,528,961	1.2%	\$77
School Leadership (23)	\$105,260	7.3%	\$487	\$105,260	7.3%	\$487	\$9,484,091	7.5%	\$479
Support Services-Student (31,32,33)	\$69,543	4.8%	\$322	\$69,543	4.8%	\$322	\$7,306,992	5.7%	\$369
Other Campus Costs (35,36,51,52,53)	\$71,675	5.0%	\$332	\$71,675	5.0%	\$332	\$13,423,917	10.6%	\$678
By Program:									
Total Operating Expenditures	\$1,365,803	100.0%	\$6,323	\$1,375,907	100.0%	\$6,370	\$113,044,816	100.0%	\$5,706
Bilingual/ESL Education (25)	\$22,598	1.7%	\$105	\$22,598	1.6%	\$105	\$1,057,036	0.9%	\$53
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$264,371	0.2%	\$13
Accelerated Education (24,30)	\$201,716	14.8%	\$934	\$201,716	14.7%	\$934	\$14,102,673	12.5%	\$712
Gifted & Talented Education (21)	\$26,417	1.9%	\$122	\$26,417	1.9%	\$122	\$2,068,639	1.8%	\$104
Regular Education (11)	\$1,017,877	74.5%	\$4,712	\$1,027,981	74.7%	\$4,759	\$78,237,281	69.2%	\$3,949
Special Education (23)	\$75,207	5.5%	\$348	\$75,207	5.5%	\$348	\$17,202,592	15.2%	\$868
Other (26,28,29)	\$21,988	1.6%	\$102	\$21,988	1.6%	\$102	\$112,224	0.1%	\$6

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	5	2.3%	4.2%	3.7%	16.0%
Career & Technical Education	43	20.2%	11.6%	26.4%	21.4%
Gifted & Talented Education	13	6.1%	9.7%	4.9%	7.5%
Special Education	33	15.5%	12.0%	9.8%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.2	0.9%	1.2%	1.3%	7.5%
Career & Technical Education	0.7	3.1%	1.7%	6.9%	3.9%
Compensatory Education	3.2	15.1%	1.7%	13.9%	3.6%
Gifted & Talented Education	0.0	0.0%	3.3%	0.0%	2.0%
Regular Education	15.3	72.3%	80.8%	69.4%	70.4%
Special Education	1.8	8.6%	9.5%	8.6%	9.7%
Other	0.0	0.0%	1.7%	0.0%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table
Final 2008 AYP Results

Campus Name: TULIA J H (219903041) TULIA
Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/English Language Arts								
2007-08 Assessments								
Met Standard	188	*	108	69	119	23	*	n/a
Number Tested	210	*	121	76	139	33	*	8
% Met Standard	90%	85%	89%	91%	86%	70%	>99%	n/a
Student Group %	100%	*	58%	36%	66%	16%	n/a	*
2006-07 Assessments								
Met Standard	194	*	105	*	123	*	4	n/a
Number Tested	219	*	126	*	144	*	8	5
% Met Standard	89%	83%	83%	98%	85%	92%	50%	n/a
Change 2007 to 2008	1	2	6	-7	1	-22	*	
Performance: Mathematics								
2007-08 Assessments								
Met Standard	159	10	84	65	96	12	9	n/a
Number Tested	210	13	121	76	139	33	13	8
% Met Standard	76%	77%	69%	86%	69%	36%	69%	n/a
Student Group %	100%	6%	58%	36%	66%	16%	n/a	4%
2006-07 Assessments								
Met Standard	154	6	80	67	93	23	4	n/a
Number Tested	219	12	126	80	144	26	8	5
% Met Standard	70%	50%	63%	84%	65%	88%	50%	n/a
Change 2007 to 2008	6	27	6	2	4	-52	19	
Attendance 2006-07								
Days Present	39,385	2,069	22,809	14,331	25,026	5,650		1,222
Days Membership	40,524	2,127	23,607	14,614	25,896	5,906		1,263
Attendance Rate	97.2%	97.3%	96.6%	98.1%	96.6%	95.7%		96.8%
Student Group %	100%	5%	58%	36%	64%	15%		3%
Attendance 2005-06								
Days Present	36,059	2,468	20,348	13,236	24,634	5,983		1,466
Days Membership	37,116	2,575	21,057	13,476	25,478	6,237		1,545
Attendance Rate	97.2%	95.8%	96.6%	98.2%	96.7%	95.9%		94.9%
Student Group %	100%	7%	57%	36%	69%	17%		4%
Change	0.0	1.5	0.0	-0.1	-0.1	-0.2		1.9

2008-09 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

T E X A S E D U C A T I O N A G E N C Y
 Adequate Yearly Progress Campus Data Table
 Final 2008 AYP Results

Campus Name: TULIA J H (219903041) TULIA
 Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/English Language Arts								
2007-08 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2006-07 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	99%	>99%	99%	97%		>99%
Participation: Mathematics								
2007-08 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2006-07 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	99%	>99%	99%	97%		>99%

2008 AYP Explanation Table

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

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria or the measure is not applicable
- 1 Missed AYP for this performance measure due to the 1% federal cap
- % Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
- X Missed AYP for this measure

USEFUL ACRONYMS IN EDUCATION

Revised 3/2009

ADA	Americans with Disabilities Act Average Daily Attendance
ACT	American College Test
AEP	Alternative Education Program
AMAOs	Annual Measurable Achievement Objectives (NCLB Accountability)
AP	Advanced Placement
ARD	Admission, Review, Dismissal (special education committee)
ARI/AMI	Accelerated Reading Instruction Accelerated Math Instruction
AYP	Adequate Yearly Progress (NCLB Accountability)
CTE	Career and Technology Education
CIP	Campus Improvement Plan
CIT	Campus Improvement team
CLC	Curriculum Leadership Cooperative (ESC 5)
COE	Certificate of Eligibility (migrant)
DAP	Distinguished Achievement Program (HS Graduation)
DEIC	District Education Improvement Council (site-based decision making)
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ELL	English Language Learner
EOP	Emergency Operations Plan
ESL	English as a second language
ExCET	Examination for the Certification Educators in Texas
FAPE	Free and Appropriate Public Education
FitnessGRAM	3-12 Fitness Testing
FTE	Full-Time Equivalent
GPA	Grade point average
GPC	Grade Placement Committee (Student Success Initiative)
GT	Gifted and Talented
HB	House Bill
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment
MEP	Migrant Education Program
MR	Mental Retardation

NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act
NGS	New Generation System (migrant)
OCR	Office of Civil Rights (federal)
OEYP	Optional Extended Year Program
OHI	Other health impaired
OLPT	Oral Language Proficiency Test
OLSAT	Otis Lennon School Ability Test
PAC	Parent Advisory Council (migrant)
PBMAS	Performance-Based Monitoring Analysis System
PDAS	Professional Development and Appraisal System
PEIMS	Public Education Information Management System
PPCD	Preschool program for Children with Disabilities
REAP	Rural Education Achievement Program
RHSP	Recommended High School Program (graduation)
SAT	Scholastic Assessment Test
SB	Senate Bill
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SCE	State Compensatory Education
SEM	Standard error of measure
SHAC	School Health Advisory Council
SSI	Student Success Initiative
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TERA Nova 3	Standardized Achievement Test
TEA	Texas Education Agency
TEASE	TEA Secure Environment
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency System
TE _x ES	Texas Examinations of Educator Standards
THEA	Texas Higher Education Assessment
THEO	Texas Homeless Education Office
TPRI	Texas Primary Reading Inventory
TRS	Texas Retirement System
USDE	United States Department of Education

