



Tulia Independent School District

2020-2021 Vision, Mission and Goals

VISION:

A Student-Centered District with an Expectation of Excellence for All

MISSION STATEMENT:

In partnership with parents and the community, TISD will provide a safe learning environment and maximize the academic potential of all students.

Background:

The adopted goals serve to guide budget preparation, hiring decisions and evaluation of personnel. During the past school year, progress has been made in reaching the goals, but additional work is needed.

Public schools in Texas are required to comply with certain academic and accountability standards. Academic standards (TEKS) are established by the state and tested through the STAAR exam. Results on the STAAR test determine the academic rating for school districts.

Academic accomplishments for Tulia ISD include:

- Tulia ISD: Met Standard: Overall Grade – 76
- Tulia High School: Met Standard: Overall Grade - 71
- Tulia Junior High School: Improvement Required: Overall Grade - 82
- Swinburn Elementary/Highland: Met Standard: Overall Grade - 73

The “Texas Academic Performance Report” (TAPR) is available on the school district website (www.tuliaisd.net). This report has a wealth of information about the District and readers are encouraged to use the report when evaluating the District and these goals.

Goals may be accomplished only if all constituent parties – School Board, Administration, staff, parents, students, and the community at large – support them and work to see that they are accomplished.

The Board of Trustees and Administration

GOAL 1

Provide a safe and orderly learning environment

Discussion:

The safety and security of all students and staff is a top priority for TISD. The district will take reasonable measures to improve and maintain a safe and orderly environment. Initiatives to accomplish this goal include communication, hardening of facilities, mental health support for students, procedures and training.

- 1) Improved communication on campus, between campuses and with Local Law Enforcement.
- 2) Improved visitor management system at each campus
- 3) Improved campus and classroom security for all campuses
- 4) Active shooter training for all TISD staff
- 5) Bleeding control training for select TISD staff
- 6) Improved social, emotional and mental health services for students
- 7) Campus drills, procedure and routines
- 8) Improved visibility to building numbers and room numbers
- 9) Staff ID badges
- 10) Bullying prevention program PK-12
- 11) Updated Emergency Operations Plan, safety audit and campus drills

Goal 2

Increase student's academic proficiency in English Language Arts/Reading, Math, Science and Social Studies

Discussion:

Our current accountability rating has triggered a targeted approach to the delivery of Curriculum and Instruction within the classrooms of Tulia ISD. Along with the Vision, Mission and Goals adopted by the Board of Trustees and the leadership of school administration, TISD has integrated all programs, budgets, and staff development to address the academic needs of our students. The following items demonstrate the concerted effort toward improving student performance and creating a world class school system in the Panhandle of Texas.

1. Implementation of an aligned curriculum through the TEKS Resource System and Lead4ward resources. Teaching the state standards is a non-negotiable.
2. Intentional lesson planning by teachers. Lesson plans are due to campus principals by the end of the day Wednesday. Principals review lesson plans and provide feedback to teachers on Thursday. Teachers submit corrected lesson plans on Friday in preparation for classroom instruction the following Monday.
3. Campus Principals conduct at least 10 documented walkthroughs each week to provide teachers with instructional feedback and support.
4. Annual teacher evaluations.
5. Implementation of quality Tier I Reading resources at K-5 (Fountas and Pinnell, Blast Phonics).
6. All PreK through 3rd grade teachers will complete The Science of Reading Academies by 2023.
7. TISD will provide the appropriate instructional materials for staff to effectively implement the TRS curriculum.

8. Access to high quality and targeted Professional Development: Lead4ward and ESC 16 training.
9. Full time instructional coaches to provide teachers with planning support and specific instructional strategies.
10. Use of Unit Assessments and NWEA to measure student learning and teacher effectiveness.
11. Data management tool for teachers and administrators (DMAC).
12. Formal Teacher Mentoring program.

Early Childhood Literacy

Reading: The percent of PreK students that score on track in Rapid Vocabulary on Circle EOY will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Pre-K	47%	51%	56%	61%	65%

Reading: The percent of students that score at or above average on NWEA MAP Reading will increase from X to Y by Z					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Kindergarten	80%	83%	86%	89%	92%

Reading: The percent of 1st through 3rd grade students that score at or above average on NWEA MAP Reading will increase from X to Y by Z					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Kindergarten	49%	52%	57%	62%	67%

Early Childhood Math

Math: The percent of PreK students that score on track on Circle Progress Monitoring in math will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Pre-K	68%	71%	75%	79%	83%

Math: The percent of K students that score at or above average on NWEA MAP Math will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Kindergarten	71%	74%	78%	82%	85%

Math: The percent of 1st through 3rd grade students that score at or above average on NWEA MAP Math will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
1 st -3 rd	47%	51%	56%	61%	65%

STAAR

Reading: The percent of students that score MEETS grade level or above on STAAR will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Grade 3	13%	25%	37%	49%	60%
Grade 4	19%	29%	39%	49%	60%
Grade 5	29%	36%	43%	51%	60%
Grade 6	22%	31%	40%	49%	60%
Grade 7	32%	39%	46%	53%	60%
Grade 8	43%	47%	51%	55%	60%
English 1	31%	38%	45%	53%	60%
English 2	36%	43%	48%	54%	60%

Math: The percent of students that score MEETS grade level or above on STAAR will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Grade 3	23%	33%	44%	55%	65%
Grade 4	20%	31%	43%	54%	65%
Grade 5	33%	41%	49%	57%	65%
Grade 6	40%	46%	52%	59%	65%
Grade 7	33%	41%	49%	57%	65%
Grade 8	44%	49%	55%	60%	65%
Algebra 1	28%	37%	46%	55%	65%

Science: The percent of students that score MEETS grade level or above on STAAR will increase from X to Y by Z.					
Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Grade 5	31%	38%	45%	53%	60%
Grade 8	39%	44%	49%	54%	60%
Biology	41%	45%	50%	55%	60%

Social Studies: The percent of students that score MEETS grade level or above on STAAR will increase from X to Y by Z.

Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Grade 8	30%	37%	44%	52%	60%
U.S. History	45%	48%	52%	56%	60%

Writing: The percent of students that score MEETS grade level or above on STAAR will increase from X to Y by Z.

Yearly Target Goals					
	19-20	20-21	21-22	22-23	23-24
Grade 4	11%	23%	35%	48%	60%
Grade 7	25%	33%	42%	51%	60%

GOAL 3

Identify barriers and seek solutions to improve student attendance

Discussion:

Students who have a high absentee rate do not learn at the same level as students who attend school regularly. Absences have a negative impact on grades, state assessment scores and graduation.

The state's funding of a school district is determined by weighted average daily attendance (WADA) and schools suffer financially when students are absent. Improving the student attendance rate would result in additional revenue retained by the district. Tutorials and remediation classes provided to students who are absent is a large expense to the district and takes away from other important academic areas. While the financial impact to the district is important, of greater concern is the academic impact on the students who are not in attendance.

By the end of the 20-21 school year, the district will work to identify barriers and develop solutions to improve student attendance rates.

This is an important goal because the district cannot afford the social, academic and economic loss of high absenteeism.