

Borger Middle School Campus Improvement Plan

Where Believers Become Achievers

2009-10

A place where learning occurs in a positive environment through high expectations, consistent discipline, and a celebration of student successes.

Borger Middle School Campus Improvement Plan Belief Statements

- 1 At BMS we believe that every child can learn from a curriculum that provides wholesome learning experiences which will allow each student to use the basic tools and skills to learn.

- 2 At BMS we believe that since learning is a life long process, the curriculum must be designed to help students explore their individual interests and aptitudes therefore continuing their quest for knowledge.

- 3 BMS believes that when students are challenged academically they are more likely to achieve at a higher level of success, especially if school provides an environment that fosters the ability to solve problems creatively and critically..

- 4 BMS believes that teachers should be knowledgeable about the Texas Essential Knowledge and Skills for their subject area and provide opportunities for their students to gain an understanding of the basic skills of the curriculum.

- 5 BMS believes that in a dynamic and changing world, effective teachers should be dedicated to the development of each individual student fostering good work and study habits.

- 6 BMS believes that mutual cooperation, open communication, and involvement among parents and the community will enhance a climate of a successful learning in our school.

- 7 At BMS we believe that education is both a right and a privilege and that the school should create a climate of mutual respect, acceptance, and appreciation of all cultures.

- 8 At BMS we believe that school should provide an environment conducive to the safety of school personnel, students, and parents which reflects desirable attitudes toward self and others.

- 9 At BMS we believe that the school, in cooperation with parents and community ,has the responsibility to reflect our democratic society by teaching patriotism, creating an environment of volunteerism, and providing opportunities for students to develop good character.

- 10 At BMS we believe that in a dynamic and changing world, the school should provide a climate that develops responsible citizens who display self-confidence, self- direction, self-determination and the ability to make wise choices of vocation.

Goal 1: In the area of student achievement, 80% of the Borger Middle School students will demonstrate academic skills by meeting passing standards on the TAKS (Texas Assessment of Knowledge and Skills) in the content areas of reading, writing, math, science, and social studies.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
2) Well Balanced Curriculum	5) Qualified, Effective Personnel	6) Instructional Techniques	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	5) Prepare Students	7) Student Performance	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	4) Support Regular Education Program	5) Highly Qualified Teachers
8) Coordinate and Integrate Services and Programs			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	9) Identify and Assist with Student Difficulties
E-Rate Goals			
5) Evaluation Process for Monitoring Progress			

Indicators, Performance Data, and Performance Objectives

Indicator: TAKS Reading

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	81 %	2009	≥ 90 %	2014-15	≥ 82.8 %	2010
African American	60 %	2009	≥ 90 %	2014-15	≥ 66 %	2010
Economically Disadvantaged	67 %	2009	≥ 90 %	2014-15	≥ 71.6 %	2010
Hispanic	71 %	2009	≥ 90 %	2014-15	≥ 74.8 %	2010
White	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010
Special Ed.	83 %	2009	≥ 90 %	2014-15	≥ 84.4 %	2010
LEP	47 %	2009	≥ 90 %	2014-15	≥ 55.6 %	2010
Male	79 %	2009	≥ 90 %	2014-15	≥ 81.2 %	2010
Female	84 %	2009	≥ 90 %	2014-15	≥ 85.2 %	2010
Bilingual/ESL	41 %	2009	≥ 90 %	2014-15	≥ 50.8 %	2010
At Risk	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	81 %	2009	≥ 90 %	2014-15	≥ 82.8 %	2010

Indicator: TAKS Reading

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
African American	86%	2009	≥ 90%	2014-15	≥ 86.8%	2010
Economically Disadvantaged	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
Hispanic	82%	2009	≥ 90%	2014-15	≥ 83.6%	2010
White	93%	2009	≥ 95%	2014-15	≥ 93.4%	2010
Special Ed.	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
LEP	85%	2009	≥ 90%	2014-15	≥ 86%	2010
Male	92%	2009	≥ 95%	2014-15	≥ 92.6%	2010
Female	82%	2009	≥ 90%	2014-15	≥ 83.6%	2010
Bilingual/ESL	75%	2009	≥ 90%	2014-15	≥ 78%	2010
At Risk	80%	2009	≥ 90%	2014-15	≥ 82%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010

Indicator: TAKS Reading

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	78 %	2009	≥ 90 %	2014-15	≥ 80.4 %	2010
African American	73 %	2009	≥ 90 %	2014-15	≥ 76.4 %	2010
Economically Disadvantaged	66 %	2009	≥ 90 %	2014-15	≥ 70.8 %	2010
Hispanic	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
White	79 %	2009	≥ 90 %	2014-15	≥ 81.2 %	2010
Special Ed.	77 %	2009	≥ 90 %	2014-15	≥ 79.6 %	2010
LEP	63 %	2009	≥ 90 %	2014-15	≥ 68.4 %	2010
Male	69 %	2009	≥ 90 %	2014-15	≥ 73.2 %	2010
Female	86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010
Bilingual/ESL	17 %	2009	≥ 90 %	2014-15	≥ 31.6 %	2010
At Risk	65 %	2009	≥ 90 %	2014-15	≥ 70 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	78 %	2009	≥ 90 %	2014-15	≥ 80.4 %	2010

Indicator: TAKS Math

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010
African American	80 %	2009	≥ 90 %	2014-15	≥ 82 %	2010
Economically Disadvantaged	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
Hispanic	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
White	92 %	2009	≥ 95 %	2014-15	≥ 92.6 %	2010
Special Ed.	73 %	2009	≥ 90 %	2014-15	≥ 76.4 %	2010
LEP	53 %	2009	≥ 90 %	2014-15	≥ 60.4 %	2010
Male	85 %	2009	≥ 90 %	2014-15	≥ 86 %	2010
Female	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010
Bilingual/ESL	47 %	2009	≥ 90 %	2014-15	≥ 55.6 %	2010
At Risk	78 %	2009	≥ 90 %	2014-15	≥ 80.4 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010

Indicator: TAKS Math

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
African American	71 %	2009	≥ 90 %	2014-15	≥ 74.8 %	2010
Economically Disadvantaged	64 %	2009	≥ 90 %	2014-15	≥ 69.2 %	2010
Hispanic	59 %	2009	≥ 90 %	2014-15	≥ 65.2 %	2010
White	77 %	2009	≥ 90 %	2014-15	≥ 79.6 %	2010
Special Ed.	69 %	2009	≥ 90 %	2014-15	≥ 73.2 %	2010
LEP	50 %	2009	≥ 90 %	2014-15	≥ 58 %	2010
Male	71 %	2009	≥ 90 %	2014-15	≥ 74.8 %	2010
Female	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
Bilingual/ESL	45 %	2009	≥ 90 %	2014-15	≥ 54 %	2010
At Risk	49 %	2009	≥ 90 %	2014-15	≥ 57.2 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010

Indicator: TAKS Math

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	63 %	2009	≥ 90 %	2014-15	≥ 68.4 %	2010
African American	73 %	2009	≥ 90 %	2014-15	≥ 76.4 %	2010
Economically Disadvantaged	44 %	2009	≥ 90 %	2014-15	≥ 53.2 %	2010
Hispanic	60 %	2009	≥ 90 %	2014-15	≥ 66 %	2010
White	63 %	2009	≥ 90 %	2014-15	≥ 68.4 %	2010
Special Ed.	67 %	2009	≥ 90 %	2014-15	≥ 71.6 %	2010
LEP	29 %	2009	≥ 90 %	2014-15	≥ 41.2 %	2010
Male	56 %	2009	≥ 90 %	2014-15	≥ 62.8 %	2010
Female	56 %	2009	≥ 90 %	2014-15	≥ 62.8 %	2010
Bilingual/ESL	33 %	2009	≥ 90 %	2014-15	≥ 44.4 %	2010
At Risk	50 %	2009	≥ 90 %	2014-15	≥ 58 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	63 %	2009	≥ 90 %	2014-15	≥ 68.4 %	2010

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2009	≥ 96 %	2014-15	≥ 95.2 %	2010
African American	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Economically Disadvantaged	94 %	2009	≥ 95 %	2014-15	≥ 94.2 %	2010
Hispanic	95 %	2009	≥ 96 %	2014-15	≥ 95.2 %	2010
White	95 %	2009	≥ 96 %	2014-15	≥ 95.2 %	2010
Special Ed.	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
LEP	67 %	2009	≥ 90 %	2014-15	≥ 71.6 %	2010
Male	91 %	2009	≥ 95 %	2014-15	≥ 91.8 %	2010
Female	99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
At Risk	96 %	2009	≥ 97 %	2014-15	≥ 96.2 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	95 %	2009	≥ 96 %	2014-15	≥ 95.2 %	2010

Indicator: TAKS Science

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	65 %	2009	≥ 95 %	2014-15	≥ 71 %	2010
African American	30 %	2009	≥ 90 %	2014-15	≥ 42 %	2010
Economically Disadvantaged	57 %	2009	≥ 90 %	2014-15	≥ 63.6 %	2010
Hispanic	52 %	2009	≥ 90 %	2014-15	≥ 59.6 %	2010
White	74 %	2009	≥ 90 %	2014-15	≥ 77.2 %	2010
Special Ed.	23 %	2009	≥ 90 %	2014-15	≥ 36.4 %	2010
LEP	29 %	2009	≥ 90 %	2014-15	≥ 41.2 %	2010
Male	63 %	2009	≥ 90 %	2014-15	≥ 68.4 %	2010
Female	67 %	2009	≥ 90 %	2014-15	≥ 71.6 %	2010
Bilingual/ESL	17 %	2009	≥ 90 %	2014-15	≥ 31.6 %	2010
At Risk	49 %	2009	≥ 90 %	2014-15	≥ 57.2 %	2010
GT	92 %	2009	≥ 95 %	2014-15	≥ 92.6 %	2010
Title I	65 %	2009	≥ 90 %	2014-15	≥ 70 %	2010

Indicator: TAKS Social Studies

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2009	≥ 95 %	2014-15	≥ 92.6 %	2010
African American	80 %	2009	≥ 90 %	2014-15	≥ 82 %	2010
Economically Disadvantaged	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
Hispanic	82 %	2009	≥ 90 %	2014-15	≥ 83.6 %	2010
White	98 %	2009	≥ 100 %	2014-15	≥ 98.4 %	2010
Special Ed.	60 %	2009	≥ 90 %	2014-15	≥ 66 %	2010
LEP	86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010
Male	89 %	2009	≥ 90 %	2014-15	≥ 89.2 %	2010
Female	95 %	2009	≥ 96 %	2014-15	≥ 95.2 %	2010
Bilingual/ESL	83 %	2009	≥ 90 %	2014-15	≥ 84.4 %	2010
At Risk	90 %	2009	≥ 95 %	2014-15	≥ 91 %	2010
GT	> 99 %	2009	≥ 100 %	2014-15	≥ 99.2 %	2010
Title I	92 %	2009	≥ 95 %	2014-15	≥ 92.6 %	2010

Strategies

Goal 1 - Strategy 1 Improve Writing Scores on TAKS.		
Leader(s):	Brief Description:	Evaluation Benchmark:

Goal 1 - Strategy 1		Improve Writing Scores on TAKS.			
<p>Mr. Ammerman; 7th Grade English Teachers</p> <p>Leader Progress Report Dates:</p> <p>Mr. Ammerman Each Six Weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010</p>		<p>Based upon the TAKS data from 2009 and current classroom information, 7th grade ELA teachers will develop and implement strategies to address the strengths and weaknesses of 7th grade students.</p>		<p>97 % of the 7th grade students will meet the passing standard on the Writing Benchmark tests.</p> <p>97% of the 7th grade students will meet the passing standard the 2010 TAKS Writing Tests.</p> <p>100% of students will achieve the passing standard in the 7th grade ELA class.</p> <p>100% of students will meet the passing standard on the C-Scope assessments.</p>	
Resources Required:		FTE's Required:	Source of Funds:		Amount
Transportation Dept.		Number of FTE's: 2.00	Compensatory Ed. Budget		\$45,542.00
Teaching Manipulatives		Partially Comp. Ed Funded	Local Revenue		\$45,542.00
Teachers		Cost: \$91,084.00			<hr/> \$91,084.00
District Coordinator					
Counselor					
Computers					
Administrative Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All ELA teachers will use C-Scope to insure alignment of the ELA TEKS, to plan a daily TAKS objective focus, and to implement lessons in daily classroom instruction.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/24/2009	to	05/28/2010	97% of students will meet the passing standard the 2010 Writing TAKS test. 100% of students will achieve the passing standard in the 7th grade ELA class.

Goal 1 - Strategy 1 Improve Writing Scores on TAKS.						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
					97% of students will meet the passing standard on the ELA Benchmark tests.	
All ELA teachers will utilize TAKS release tests by aligning instruction with 7th grade ELA TEKS and will conduct classroom practice on Writing prompts taken from those release TAKS tests.	7th Grade ELA Teachers	08/24/2009	to	05/28/2010	97% of students will score 2 or above on the 2010 TAKS Writing in 7th grade. 97% of students will meet the passing standard the 2010 Writing TAKS test. 100% of students will achieve the passing standard in the 7th grade ELA class. 97% of students will meet the passing standard on the ELA Benchmark tests.	
The ELA classroom teachers will use the 2009 Inova reports to disaggregate student scores from the 2009 TAKS Writing test.	Department Heads; Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	97% of students will meet the passing standard on the 2010 TAKS Writing test.	
The ELA classroom teachers will use the benchmark data to plan TAKS extended day sessions for students who failed to master TAKS objectives on that test.	Mr. Ammerman, Mrs. Duso; 7th ELA Teacher	08/24/2009	to	05/28/2010	97 percent of students testing will achieve the passing standard on 2010 TAKS Writing test.	
Prior to the administration of the 2010 TAKS Writing test, 7th grade ELA teachers will conduct intensive, individualized TAKS review sessions, including test taking strategies.	7th Grade ELA Teachers	08/24/2009	to	05/28/2010	97% of 7th grade students will meet the passing standard on the 2010 TAKS Writing test.	

Goal 1 - Strategy 1		Improve Writing Scores on TAKS.			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All BMS students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.	Mr. Ammerman, Mrs. Duso, Mrs. Watson	08/25/2008	to	05/29/2009	80% of BMS students will meet the passing standard for all TAKS tests in all subject areas.
Goal 1 - Strategy 2		Improve Reading Scores on TAKS.			
Leader(s): Mr. Ammerman; All Reading Teachers		Brief Description: Based upon the TAKS data from 2009 and current classroom information, 6th-8th grade ELA teachers will develop and implement strategies to address the strength and weaknesses of 6th-8th grade reading students.		Evaluation Benchmark: 95% of the 6th-8th grade students will meet the passing standard on the Benchmark tests. 95% of 6th-8th grade students will meet the passing standard on the 2010 TAKS Reading Tests. 100% of students will achieve the passing standard in the 6th-8th grade ELA class. 100% of students will meet the passing standard on the C-Scope assessments.	
Leader Progress Report Dates: Mr. Ammerman Each Six Weeks 08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010					
Resources Required:		FTE's Required:		Source of Funds:	
Transportation Dept.		Number of FTE's: 6.00		Compensatory Ed. Budget	
Teaching Manipulatives		Partially Comp. Ed Funded		Local Revenue	
Teachers		Cost: \$276,017.00			
District Coordinator					
Counselor					
Computers					
Administrative Staff					
				Amount	
				\$138,008.00	
				\$138,009.00	
				<hr/> \$276,017.00	

Goal 1 - Strategy 2 Improve Reading Scores on TAKS.						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
All ELA teachers will use C-Scope to insure alignment of the ELA TEKS, to plan a daily TAKS objective focus, and to implement lessons in daily classroom instruction.	All Teachers; Mrs. Rotramel; Mr. Ammerman	08/24/2009	to	05/28/2010	95% of students will meet the passing standard on the 2010 TAKS Reading Test. 100% of students will achieve the passing standard in the 6th-8th grade ELA class. 95% of students will meet the passing standard on the ELA Benchmark tests.	
All ELA teachers will utilize TAKS release tests by aligning instruction with 6th-8th grade ELA TEKS and will conduct classroom practice on TAKS Reading tests.	ELATEachers;Mrs Duso	08/24/2009	to	05/28/2010	95% of students meet the passing standard on the 2010 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark tests.	
The ELA teachers will use the 2009 Inova reports to disaggregate student scores from the 2009 Reading TAKS test.	Mrs. Duso; Mr. Ammerman; All ELA	08/24/2009	to	05/28/2010	95% of students meet the passing standard on the 2010 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark tests.	
The ELA classroom teachers will use the benchmark data to plan TAKS extended day sessions for students who failed to master TAKS objectives on that test.	Mrs.Duso; ELA Teachers	09/25/2009	to	05/28/2010	95% of students meet the passing standard on the 2010 TAKS Reading test.	

Goal 1 - Strategy 2		Improve Reading Scores on TAKS.			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					95% of the students will meet the passing standard on the ELA Benchmark tests.
All 6th-8th grade ELA teachers will train the students in the use of highlighting and justifying techniques.	All ELA Teachers	08/24/2009	to	05/28/2010	95% of students meet the passing standard on the 2010 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark tests.
Lexia will be used as an intervention for those students who did not meet the passing standard on the 2009 Reading TAKS test.	Mrs. Duso; ELA Teachers	08/24/2009	to	05/28/2010	100% of these students will make one year of progress in their reading level. 100% of these students will meet the passing standard on the 2010 TAKS Reading Test.
Prior to the administration of the 2010 TAKS Reading test, 6th-8th grade ELA teachers will conduct intensive, individualized TAKS review sessions, including test taking strategies.	All Teachers	08/24/2009	to	08/25/2009	95% of students meet the passing standard on the 2010 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark tests.
All BMS students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.	Mr. Ammerman, Mrs. Duso, Mrs. Watson	08/24/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all TAKS tests in all subject areas.

Goal 1 - Strategy 3		Improve Math Scores on TAKS.			
<p>Leader(s): Mr. Ammerman; All Math Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010</p>		<p>Brief Description:</p> <p>Based upon the TAKS data from 2009 and current classroom information, 6th-8th grade teachers will develop and implement strategies to address the strengths and weaknesses of 6th-8th grade students.</p>		<p>Evaluation Benchmark:</p> <p>80% of the students in 6th-8th grades will meet the passing standard on the Benchmark tests. 80% of the students in 6th-8th grades will meet the passing standard on the 2010 TAKS Math Tests 100% of students will meet the passing standard on the C-Scope assessments.</p>	
<p>Resources Required:</p> <p>Transportation Dept. Teaching Manipulatives Teachers District Coordinator Counselor Computers Administrative Staff</p>		<p>FTE's Required:</p> <p>Number of FTE's: 6.00 Partially Comp. Ed Funded Cost: \$2,999,993.00</p>		<p>Source of Funds:</p> <p>Local Revenue Compensatory Ed. Budget</p>	
				<p>Amount</p> <p>\$149,997.00 \$149,998.00 <hr/>\$299,995.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All math classroom teachers will use C-Scope to insure alignment of the math TEKS, to plan a daily TAKS objective focus, and to implement lessons in daily classroom instruction.	All Teachers; Mrs. Duso	08/24/2009	to	05/28/2010	80% of students in grades 6th-8th will meet the passing standard on the 2010 TAKS Math test.

Goal 1 - Strategy 3 Improve Math Scores on TAKS.						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
					100% of students will achieve the passing standard in the math grade level course. 80% of students will meet the passing standard on the Benchmark tests.	
All math classroom teachers will utilize TAKS release tests by aligning instruction with the 6th-8th grade Math TEKS and will conduct classroom practice on math TAKS tests.	Math Teachers	08/24/2009	to	05/28/2010	80% of students will meet the passing standard on the math Benchmark tests. 80% of students will meet the passing standard on the 2010 TAKS Math test. 100% of students will achieve the passing standard in the math grade level course.	
The math classroom teachers will use the 2009 Inova reports to disaggregate student scores from the 2009 TAKS Math test.	Math Teachers; Mr. Ammerman	08/24/2009	to	05/28/2010	80% of all students will meet the passing standards on the 2010 TAKS Math test. 80% of all students will meet the passing standards on the math Benchmark tests.	
The math classroom teachers will use the benchmark data to plan TAKS extended day sessions for students who fail to master TAKS objectives on that test.	Mrs. Duso; Math teachers	08/24/2009	to	05/28/2010	80% of 6th-8th students will meet the passing standard on the 2009 TAKS Math test. 80% of 6th-8th grade students will meet the	

Goal 1 - Strategy 3		Improve Math Scores on TAKS.			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					passing standard on the math Benchmark test each six weeks.
MLS (Math Learning Systems) computer labs will be used as an intervention for those 6th-8th grade students who did not meet the passing standard on the 2009 Math TAKS test.	Mrs. Duso; Math Teachers	08/24/2009	to	05/28/2010	100% of those students will meet the passing standard on the 2010 TAKS Math test. 100% of 6th-8th grade students will meet the passing standard on the math Benchmark tests.
Prior to the administration of the 2010 TAKS Math test, 6th--8th grade teachers will conduct intensive, individualized TAKS review sessions, including test taking strategies.	All Math Teachers	08/24/2009	to	05/28/2010	80% of 6th-8th grade students will meet the passing standards on the 2010 Math TAKS test.
All BMS students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.	Mr. Ammerman, Mrs. Duso, Mrs. Watson	08/24/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all TAKS tests in all subject areas.
Goal 1 - Strategy 4		Improve Science Scores on TAKS			
Leader(s):	Brief Description:	Evaluation Benchmark:			

Goal 1 - Strategy 4		Improve Science Scores on TAKS			
<p>Mr. Ammerman; 8th Grade Science Teachers</p> <p>Leader Progress Report Dates:</p> <p>Mr. Ammerman Each Six Weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010</p>	<p>Based upon the TAKS data from 2009 and current classroom information 8th grade Science teachers will develop strategies to address the strengths and weaknesses of 8th grade students.</p>	<p>80 % of the 8th grade students will meet the passing standard on the Benchmark tests. 80% of the 8th grade students will meet the passing standard on the 2010 TAKS Science 100% of students will meet the passing standard on the C-Scope assessments.</p>			
<p>Resources Required:</p> <p>Teaching Manipulatives Teachers District Coordinator Counselor Computers Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 2.00 Partially Comp. Ed Funded Cost: \$83,111.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget Local Revenue</p>	<p>Amount</p> <p>\$41,555.00 \$41,556.00 <hr/>\$83,111.00</p>		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
<p>All Science teachers will use C-Scope to insure the alignment of the Science TEKS, to plan a daily TAKS objective focus, and to implement lessons in daily classroom instruction.</p>	<p>Mrs. Rotramel; Mr. Ammerman; All Teachers</p>	<p>08/24/2009</p>	<p>to</p>	<p>05/28/2010</p>	<p>80% of students in grades 8th will meet the passing standard on the 2010 TAKS science test. 100% of students will achieve the passing standard in the science grade level course. 80% of students will</p>

Goal 1 - Strategy 4		Improve Science Scores on TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					meet the passing standard on the science Benchmark tests.
Eighth Science teachers will utilize TAKS release tests by aligning instruction with 6th-8th grade level Science TEKS and will conduct classroom practice on TAKS Science tests.	8th Grade Science Teachers; Mr. Ammerman	08/24/2009	to	05/28/2010	80% of 8th grade students will meet the passing standard on the science Benchmark tests. 80% of students will meet the passing standard on the 2010 TAKS science test.
The 8th grade Science teachers will use 2009 Inova reports to disaggregate student scores from the 2009 Science TAKS test.	8th Science Teachers; Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	80% of 8th grade students will meet the passing standards on the 2010 TAKS science test. 80% of all students will meet the passing standards on the science Benchmark tests.
The 8th grade Science teachers will use the benchmark data to plan extended day sessions for students who fail to master TAKS objective on that test.	Department Head; Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	80% of 8th students will meet the passing standard on the 2010 TAKS Science test. 80% of 6th-8th grade students will meet the passing standard on the science Benchmark tests.
Prior to the administration of the 2010 Science test, 8th grade Science teacher will	8th Science Teachers	08/24/2009	to	05/28/2010	80% of students in grades 8th will meet

Goal 1 - Strategy 4						Improve Science Scores on TAKS					
Activity		Person(s) Responsible		Start Date		to		End Date		Evaluation	
conduct intensive, individualized TAKS review sessions, including test taking strategies.										the passing standard on the 2010 TAKS science test.	
All BMS students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.		Mr. Ammerman, Mrs. Duso, Mrs. Watson		08/24/2009		to		05/28/2010		80% of BMS students will meet the passing standard for all TAKS tests in all subject areas.	
Goal 1 - Strategy 5						Improve Social Studies Scores on TAKS					
Leader(s): Mr. Ammerman; 8th Grade History Teachers			Brief Description: Based upon the TAKS data from 2009 and current classroom information, 8th grade Social Studies teachers will develop and implement strategies to address the strengths and weaknesses of 8th grade students.			Evaluation Benchmark: 95 % of the 8th grade students will meet the passing standard on the Benchmark tests. 95% of the 8th grade students will meet the passing standard on the 2010 Social Studies TAKS Test. 100% of students will meet the passing standard on the C-Scope assessments.					
Leader Progress Report Dates: Mr. Ammerman Each Six Weeks											
08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010											
Resources Required:			FTE's Required:			Source of Funds:			Amount		
Teaching Manipulatives			Number of FTE's: 2.00			Compensatory Ed. Budget			\$56,616.00		
Teachers			Partially Comp. Ed Funded			Local Revenue			\$56,616.00		
District Coordinator			Cost: \$113,232.00						<hr/> \$113,232.00		

Goal 1 - Strategy 5 Improve Social Studies Scores on TAKS						
Counselor Computers Administrative Staff						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
All Social Studies teachers will use C-Scope to insure alignment of the Science TEKS, to plan a daily TAKS objective focus, and to implement lessons in daily classroom instruction.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/24/2009	to	05/28/2010	97% of students in grades 8th will meet the passing standard on the 2010 TAKS social studies test. 100% of students will achieve the passing standard in the social studies 8th grade level course. 97% of students will meet the passing standard on the social studies benchmark tests.	
The 8th grade Social Studies teachers will utilize TAKS release tests by aligning questions with the 8th grade Social Studies TEKS and will conduct classroom practice on TAKS Science tests.	All Teachers; Mrs. Duso; Mr. Ammerman	08/24/2009	to	05/28/2010	97% of students in grades 8th will meet the passing standard on the 2010 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social	

Goal 1 - Strategy 5						Improve Social Studies Scores on TAKS					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation						
					studies benchmark tests.						
The 8th grade Social Studies teacher will prepare the students for the TAKS through Timeline Memorization	8th Grade Social Studies Teachers	08/24/2009	to	05/28/2010	97% of students in grades 8th will meet the passing standard on the 2010 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark tests.						
The 8th grade social studies teachers will use 2009 Inova data to disaggregate student scores 2009 TAKS Social Studies scores.	Department Heads; Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	97% of students in grades 8th will meet the passing standard on the 2010 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark tests.						
The 8th grade Social Studies teachers will use the benchmark data to plan a TAKS extended day sessions for students who	8th Grade Social Studies Teachers	08/24/2009	to	05/28/2010	97% of students in grades 8th will meet the passing standard						

Goal 1 - Strategy 5 Improve Social Studies Scores on TAKS						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
failed to master TAKS objectives on that test.					on the 2010 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark tests.	
Prior to the administration of the 2010 TAKS Social Studies test, the 8th grade Social Studies teachers will conduct intensive, individualized TAKS review session, including test taking strategies.	8th Grade Social Studies Teachers	08/24/2009	to	05/28/2010	97% of students in grades 8th will meet the passing standard on the 2010 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark tests.	
All BMS students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.	Mr Ammerman, Mrs. Duso, Mrs. Watson	08/24/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all TAKS tests in all subject areas.	

Goal 2: In the area of student performance, Borger Middle School student attendance will be at least 96%.

Correlates with:

District Goals			
1) Parent as Partner	3) Attendance/Drop Out		
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	6) School Personnel
7) Student Performance	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	7) Home-School Relations
Title I - Targeted Assistance Schools			
7) Strategies for Parental Involvement			
Title I - Schoolwide Programs			
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	
E-Rate Goals			
5) Evaluation Process for Monitoring Progress			

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 2 - Strategy 1 Compulsory Attendance			
<p>Leader(s): Mr. Ammerman; All Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/21/2010-05/28/2010</p>	<p>Brief Description: The Borger Middle School staff will implement policies for the strict enforcement of the state attendance laws to minimize gaps in learning that result from poor attendance by students.</p>	<p>Evaluation Benchmark: 96% Attendance Rate for 2009-2010</p>	
<p>Resources Required: Transportation Dept. Teachers Student Support Team School Nurse Parent Support Parent Inv. Coordinators Juvenile Probation Office Justice of the Peace Counselor BPD Resource Officer Attendance Officer Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 4.50 Local Funds Cost: \$80,994.00</p>	<p>Source of Funds: Federal Funds Local Revenue</p>	<p>Amount \$40,329.00 \$40,665.00 <hr/>\$80,994.00</p>
Timeline			

Goal 2 - Strategy 1		Compulsory Attendance			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Each six weeks, BMS will reward those students with perfect attendance.	Mr. Ammerman	08/24/2009	to	05/28/2010	96% student attendance There will be an increase of students with perfect attendance.
BMS will strictly enforce compliance with state compulsory attendance laws by using the following procedures: a. Phone Calls from InfoLine and Mr. Ammerman b. Warning Letters c. Aggressive Judicial Action	Principals; Mrs. Huff	08/24/2009	to	05/28/2010	Record of calls, letters, home contacts, and court proceedings. 96% Student Attendance
BMS administrators will seek legal assistance from the County Attorney, County Justice of the Peace, Juvenile Probation Officers and the BISD Resource Officer in the matter of student attendance.	Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	BMS attendance and discipline records. PEIMS records of court proceedings 96% Student Attendance
Attendance Committee Meetings will be conducted to determine attendance credit.	Mr. Ammerman; Attendance Committee; Mrs. Huff	08/24/2009	to	05/28/2010	Minutes of Attendance Committee 96% Student Attendance
Goal 2 - Strategy 2		Improvement of Student Attendance			
Leader(s):	Brief Description:	Evaluation Benchmark:			

Goal 2 - Strategy 2		Improvement of Student Attendance			
Mr. Ammerman Leader Progress Report Dates: Mr. Ammerman; Mrs. Huff Ongoing 2009-2010	BMS will implement activities and strategies to improve daily student attendance.	96% Student Attendance			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None		Amount \$0.00 <hr/> \$0.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Parent conferences will be conducted to discuss student absences and attendance violations.	Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	Documentation of conference. 96% Student Attendance
BMS will provide assistance to parents with student attendance issues.	Mr. Ammerman; Mrs. Duso; All BMS Teachers	08/24/2009	to	05/28/2010	PEIMS Attendance Records; Documentation of phone calls and conferences. 96% Student Attendance
BMS will implement a program called the Bulldog Club that emphasizes rewarding exemplarily student attendance.	All BMS Teachers	08/24/2009	to	05/28/2010	Student attendance records 96% Student Attendance
Goal 2 - Strategy 3		Retention Rate			

Goal 2 - Strategy 3		Retention Rate			
<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman Each six weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010</p>		<p>Brief Description: The retention rate will be less than 1% for BMS grades 6th-8th.</p>		<p>Evaluation Benchmark: 100% of BMS students grade 6th-8th will achieve the passing standard to be promoted to the next grade level.</p>	
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: None None Cost: None</p>		<p>Source of Funds: None</p>	
				<p>Amount</p> <p style="text-align: right;">\$0.00</p> <hr/> <p style="text-align: right;">\$0.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Students with a failing grade in any subject will attend extended day sessions with the teacher.	All teachers; Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS students will make a grade of 70% or higher each six weeks.
Mrs. Huff will provide the administration and the teachers with a grade failure report each six weeks.	Mrs. Huff	08/24/2009	to	05/28/2010	100% of BMS students will make a grade of 70% or higher each six weeks.

Goal 3: In the area of student achievement, Borger Middle School will recognize and meet the needs of specific populations measured by progress on report cards and state approved assessment instruments.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
2) Well Balanced Curriculum	5) Qualified, Effective Personnel	6) Instructional Techniques	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	5) Prepare Students	7) Student Performance	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
3) Instructional	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs
E-Rate Goals			
5) Evaluation Process for Monitoring Progress			

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 3 - Strategy 1 Response To Intervention						
Leader(s): Mr. Ammerman; Mrs. Duso		Brief Description: Students experiencing learning difficulties will be referred to the BMS Rtl Team to be evaluated for needed interventions to improve their academic performance.		Evaluation Benchmark: 100% of the students referred to the BMS Rtl Team will be evaluated for the necessity of educational interventions.		
Leader Progress Report Dates: Mr. Ammerman Ongoing 2009-2010						
Resources Required:		FTE's Required:		Source of Funds:		Amount
Teaching Aids		Number of FTE's: None		None		\$0.00
Teachers		None				\$0.00
Student Support Team		Cost: None				
Parent Support						
LPAC Committee						
Counselor						
ARD Committee						
Administrative Staff						
504 Committee						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The BMS RTI Team will review the records of students referred by the classroom teacher and will recommend strategies, methods, and procedures to the classroom teacher to help the student overcome their learning difficulties.	Mrs. Duso; Mr. Ammerman	08/24/2009	to	05/28/2010	BMS Student Support Team Documentation	

Goal 3 - Strategy 1		Response To Intervention			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The BMS RTI Team will review the records of students referred by the classroom teacher and, if appropriate, refer the student to the HAC Coop for special education testing.	Mrs. Duso; Mr. Ammerman	08/24/2009	to	05/28/2010	HAC Special Education Documentation
The BMS RTI Team will review the records of students referred by the classroom teacher and, if appropriate, the student will be referred for evaluation under Section 504	Mrs. Duso; Mr. Ammerman	08/24/2009	to	05/28/2010	Section 504 Documentation
Goal 3 - Strategy 2		IDEA Eligible Students			
Leader(s): Mr. Ammerman; Mrs. Duso; Mrs. Brown	Brief Description: Students who are eligible for services under IDEA will be placed in the least restrictive classroom that will meet their individual needs according to the decision of the ARD committee.	Evaluation Benchmark: Students will meet the passing standard on the 2010 TAKS assessment recommended by the ARD committee.			
Leader Progress Report Dates: Mr. Ammerman; Mrs. Duso Ongoing 2009-2010					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Teaching Manipulatives	Number of FTE's: 6.00	Local Revenue		\$147,025.00	
Teaching Aids	Partially Comp. Ed Funded	Compensatory Ed. Budget		\$147,025.00	
Teachers	Cost: \$294,050.00			<hr/>	
Special Education Federal				\$294,050.00	
Parent Support					
Instructional Aides					
District Admin. Staff					

Goal 3 - Strategy 2		IDEA Eligible Students				
ARD Committee						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Students who qualify for special education services may be placed in a resource class for math and ELA.	Mrs. Duso; Teachers; Mrs. Cole	08/24/2009	to	05/28/2010	Student schedules; student report cards; ARD minutes; IEP	
Students who qualify for special education services and have identified behavioral issues may be placed in the PASS(Positive Attitude for School Success) classroom.	Mrs. Duso, Mrs. Cole; Mrs. Schomp	08/24/2009	to	05/28/2010	Student Schedules; Student report Cards; ARD minutes; IEPs	
Students who qualify for special education services and who need life skills training may be placed in the Functional Living Class.	Mrs. Duso; Mrs. Cole; Mrs. Kingham; Mrs. Hill	08/24/2009	to	05/28/2010	Student schedules; Student report cards; ARD minutes; IEPs	
Based on the decision of the ARD, students who meet the passing standard on the TAKS test will be mainstreamed into an inclusion program that includes placement in the regular classroom for grade level instruction.	Mr. Ammerman; Mrs. Cole; Mrs. Brown	08/24/2009	to	05/28/2010	Numbers of students in resource classes will decrease. Numbers of IDEA students mainstreamed in regular education classrooms will increase.	
Goal 3 - Strategy 3		Improve Success of IDEA Students on TAKS				
Leader(s):	Brief Description:	Evaluation Benchmark:				

Goal 3 - Strategy 3 Improve Success of IDEA Students on TAKS						
<p>Mr. Ammerman; Special Educatin Teachers Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010</p> <p>NEW INITIATIVE</p>		<p>Based on the TAKS data from 2009 and current classroom information, the special education teachers in collaboration with the regular classroom teacher will develop and implement strategies to address the strength and weaknesses of the IDEA students in 6th-8th grades so that they can meet the passing standard on the TAKS tests in all subject areas.</p>		<p>80%of the special education students in 6th-8th grades will meet the passing standard on the grade level Benchmark /C-Scope assessments in all subject areas. 80% of the special education students in 6th-8th grades will meet the passing standard on the grade level TAKS test in all subject areas in 2010. The IEP of each IDEA will reflect mastery of grade level goals and objectives in all subject areas. 100% of the special education students will meet the passing standard on C-Scope Assessments.</p>		
Resources Required:		FTE's Required:		Source of Funds:		Amount
Teaching Manipulatives		Number of FTE's: 6.00		Sp. Ed. Federal Funds		\$147,025.00
Teaching Aids		Partially Comp. Ed Funded		Compensatory Ed. Budget		\$147,025.00
Teachers		Cost: \$294,050.00				\$294,050.00
Special Education Federal						
Instructional Aides						
District Admin. Staff						
ARD Committee						
Administrative Staff						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
All special education teachers will use C-Scope to insure alignment of grade level TEKS in math, ELA, science, and social studies. They will plan a daily TAKS objective focus, and implement grade level lessons in daily classroom instruction.	Mr. Ammerman; Mrs. Schomp; Mrs. Webster	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the 2010 TAKS tests in all subjects.	

Goal 3 - Strategy 3						Improve Success of IDEA Students on TAKS					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation						
All special education teachers will utilize the grade level TAKS release tests in all subjects by aligning the instruction with the TEKS in math and ELA at grades 6-8 and with the TEKS in science and social studies at 8th grade.	Mr. Ammerman; Mrs. Schomp; Mrs. Webster	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the 2010 TAKS tests in all subjects.						
All special education teachers will use 2009 Inova data reports to disaggregate student scores from the 2009 TAKS tests in all subject areas.	Mr. Ammerman; Mrs. Schomp; Mrs. Webster	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the 2010 TAKS tests in all subjects.						
All special education teachers will use grade level benchmark/C-Scope assessments data to plan extended day sessions for IDEA students to who fail to master TAKS objectives on that test.	Mr. Ammerman; Mrs. Schomp; Mrs. Hill	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the 2010 TAKS tests in all subjects.						
Prior to the administration of the 2010 TAKS tests, special education teachers will conduct intensive, individualized TAKS review sessions, including test taking strategies.	Mr. Ammerman; Mrs. Schomp; Mrs. Webster	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the 2010 TAKS tests in all subjects.						
Special education teachers will use specific methods and teaching strategies that have been proven to enhance the learning of IDEA students to address the learning disabilities of IDEA students.	Mr. Ammerman; All special education teachers	08/24/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all 2010 TAKS tests in all subject areas.						
The special education teachers will include specific strategies for implementation of grade level TEKS in the IDEA student's IEP.	Mr. Ammerman; All Special education teachers	08/24/2009	to	05/28/2010	100% of IDEA students will receive instruction on grade level TEKS.						
All BMS IDEA students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.	Mr Ammerman, Mrs. Duso, Mrs. Watson	08/24/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all 2010						

Goal 3 - Strategy 3		Improve Success of IDEA Students on TAKS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					TAKS tests in all subject areas.
Goal 3 - Strategy 4		Monitor Performance of IDEA in the classroom			
<p>Leader(s): Mr. Ammerman; Special Education Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/21/2010-05/28/2010</p> <p>NEW INITIATIVE</p>		<p>Brief Description: BMS will provide activities to monitor the academic progress of special education students in the regular classroom</p>		<p>Evaluation Benchmark: 80% of the IDEA students in 6th -8th grades will meet the passing standard on the Benchmark/C-Scope assessments in all subject areas each six weeks. 100% of the classroom teachers in all subject areas will document modifications made for IDEA students. An ARD committee will monitor the progress of each IDEA student each year. The IEP of each IDEA student will reflect mastery grade level goals and objectives in all subject areas. 100% of the special education students will meet the passing standard on C-Scope Assessments.</p>	
<p>Resources Required: Teaching Manipulatives Teaching Aids Teachers Special Education Federal Instructional Aides ARD Committee Administrative Staff</p>		<p>FTE's Required: Number of FTE's: 6.00 Partially Comp. Ed Funded Cost: \$294,050.00</p>		<p>Source of Funds: Sp. Ed. Federal Funds Compensatory Ed. Budget</p>	
				<p>Amount</p> <p>\$147,025.00 \$147,025.00 <hr/>\$294,050.00</p>	

Goal 3 - Strategy 4		Monitor Performance of IDEA in the classroom			
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
An annual ARD (Admission, Review, Dismissal) meeting will be held to determine the needs and placement of the IDEA student.	Diagnostician; Campus Adm.; Sp. Ed Teachers	08/24/2009	to	05/28/2010	ARD documentation and Individual Education Plans.
The special education teachers will serve as a consultant to administrators and teachers in developing strategies to improve the academic performance of IDEA students.	All special education teachers.	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-8th grade level courses.
The special education teachers will collaborate with the regular classroom teacher to address the specific learning needs of special education students.	All Teachers	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-8th grade level courses.
Special education personnel will accompany the IDEA student to their regular class to offer individual help.	All Teachers; ARD Committee; Mr. Ammerman	08/24/2009	to	05/28/2010	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-8th grade level courses.
Goal 3 - Strategy 5		Improve Scores of LEP students on the TELPAS			

Goal 3 - Strategy 5						Improve Scores of LEP students on the TELPAS					
Leader(s): Mr. Ammerman; Mrs. Rangel			Brief Description: Based on the TELPAS data from 2009 and current classroom information, the ESL teacher in collaboration with the regular classroom teacher will develop and implement strategies to address the strengths and weaknesses of LEP students in 6th - 8th grades.			Evaluation Benchmark: 80% of the LEP students in grades 6th-8th will meet the passing standard on the ELA Benchmark/C-Scope assessments. 80% of the LEP students in 6th-8th grade will show one year of progress on the 2010 TELPAS. 100% of students will meet the passing standard on the C-Scope assessments.					
Leader Progress Report Dates: Mr. Ammerman Each Six Weeks 08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010											
Resources Required:			FTE's Required:			Source of Funds:			Amount		
Teaching Manipulatives			Number of FTE's: 1.00			Compensatory Ed. Budget			\$20,403.00		
Teaching Aids			Fully Comp. Ed Funded						<hr/>		
Teachers			Cost: \$20,403.00						\$20,403.00		
LPAC Committee											
Instructional Aides											
Federal Funds											
District Admin. Staff											
Counselor											
Computers											
Administrative Staff											
Timeline											
Activity		Person(s) Responsible		Start Date		to		End Date		Evaluation	
Eligible LEP students will be scheduled into daily ESL classes to address specific language issues.		Mr. Ammerman		08/24/2009		to		05/28/2010		80% of the ESL students will show one year of progress on the	

Goal 3 - Strategy 5						Improve Scores of LEP students on the TELPAS
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
					2010 TELPAS	
The ESL teacher will collaborate with the regular classroom teachers to develop strategies to improve the writing responses of LEP students.	All Teachers; Mr. Ammerman	08/24/2009	to	05/28/2010	80% of LEP student will show one year of progress on the writing section of the 2010 TELPAS.	
The ESL Teacher will utilize the release TELPAS Reading test to align classroom instruction with the ELA TEKS at grades 6-8.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of the LEP students will advance one level on the 2010 TELPAS Reading test.	
The ESL teacher disaggregate the 2009 TELPAS data information to determine the individual needs of LEP students.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of LEP students will show one year of progress on the 2010 TELPAS.	
The ESL teacher will use 2009 TELPAS data to plan extended day sessions for LEP students.	Mr. Ammerman	08/27/2009	to	05/28/2010	80% of the LEP students will show one year of progress on the TELPAS.	
Prior to the administration of the 2010 TELPAS Reading Test, the ESL teacher will conduct individualized review sessions for LEP students.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of the LEP students will show one year of progress on the 2010 TELPAS.	
Goal 3 - Strategy 6						Improve Success of LEP students on TAKS Tests.
Leader(s):	Brief Description:		Evaluation Benchmark:			

Goal 3 - Strategy 6 Improve Success of LEP students on TAKS Tests.						
Mr. Ammerman; Mrs. Duso; Teachers Leader Progress Report Dates: Mr. Ammerman Each Six Weeks 08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010		Based on 2009 testing data, administrators and teachers will develop strategies to increase the percentage of LEP students meeting the passing standard on the TAKS in all subject areas.		80 % of LEP students in grades 6th-8th grades will meet the passing standard on the Benchmark/C-Scope assessments in all subject areas each six weeks. 80% percent of LEP students in grades 6-8 will meet the passing standard on the TAKS Tests in all subject areas in 2009. 100% of students will meet the passing standard on the C-Scope assessments.		
Resources Required:		FTE's Required:		Source of Funds:		Amount
Teaching Manipulatives		Number of FTE's: 1.00		Compensatory Ed. Budget		\$20,403.00
Teaching Aids		Fully Comp. Ed Funded				
Teachers		Cost: \$20,403.00				\$20,403.00
LPAC Committee						
Instructional Aides						
Federal Funds						
District Admin. Staff						
Counselor						
Computers						
Administrative Staff						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The ESL teacher will use C-Scope to insure alignment of grade level TEKS in math, ELA, science, and social studies. They will plan a daily TAKS objective focus and	Mrs. Rotramel; Mr. Ammerman	08/25/2008	to	05/29/2009	80% of the LEP students taking the TAKS test will meet the passing standard in all	

Goal 3 - Strategy 6						Improve Success of LEP students on TAKS Tests.
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
implement grade level lessons in daily classroom instruction.					subject areas.	
The ESL teacher will utilize the grade level TAKS release tests in all subjects by aligning the instruction with the TEKS in math and ELA and at grades 6-8 and with the TEKS in science and social studies at 8th grade.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of LEP students taking the 2010 TAKS test will meet the passing standard in all subject areas.	
The ESL teacher will use 2009 Inova data reports to disaggregate student scores from the 2009 TAKS tests in all subject areas.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of the LEP students will meet the passing standard on 2010 TAKS in all subject areas.	
The ESL teacher will use benchmark data to plan an extended day program for LEP students who have failed to meet the passing standard on the 2009 TAKS reading and math tests.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of the LEP students will meet the passing standard on the 2010 TAKS tests in math and reading.	
Prior to the administration of the 2010 TAKS tests, the ESL teacher will conduct intensive, individualized TAKS review sessions, including test taking strategies.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of the LEP students will meet the passing standard on the 2010 TAKS in all subject areas.	
All BMS students will be enrolled in a TAKS Prep class to work on Building Academic Vocabulary.	Mr. Ammerman; Mrs. Duso; Mrs. Watson	08/24/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all 2010 TAKS tests in all subject areas.	
The BMS Principal will meet with the LEP kids prior to the administration of the TAKS Math and TAKS ELA test.	Mr. Ammerman	08/28/2009	to	05/28/2010	80% of BMS students will meet the passing standard for all 2010 TAKS tests in all subject areas.	

Goal 3 - Strategy 7				Monitor LEP student performance in the classroom			
Leader(s): Mr. Ammerman		Brief Description: BMS will provide activities to monitor the academic progress of LEP students in the regular classroom.		Evaluation Benchmark: 80 % of the LEP students in 6th-8th grade will meet the passing standard on the Benchmark/C-Scope assessments in all subject areas each six weeks. 100% of the regular classroom teachers in all subject areas will document ESL modifications for students. 80% of LEP students will meet the passing standard on the TELPAS Reading Test. The LPAC Committee will review the progress of LEP students at the end of each school year. 100% of students will meet the passing standard on the C-Scope assessments.			
Leader Progress Report Dates: Mr. Ammerman							
Ongoing 2009-2010							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Teaching Manipulatives		Number of FTE's: 1.00		Compensatory Ed. Budget		\$20,403.00	
Teaching Aids		Fully Comp. Ed Funded				\$20,403.00	
Teachers		Cost: \$20,403.00					
School Library							
Parent Inv. Coordinators							
LPAC Committee							
Instructional Aides							
District Admin. Staff							
Counselor							
Computers							
Administrative Staff							
Timeline							

Goal 3 - Strategy 7		Monitor LEP student performance in the classroom			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The LPAC (Language Proficiency Assessment Committee) will determine the ESL eligibility of LEP students and conduct an annual review to monitor their progress.	Mr. Ammerman	08/24/2009	to	05/28/2010	LPAC Minutes
The ESL teacher will serve as a consultant to administrators and teacher in developing strategies to improve the academic performance of LEP students.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of the LEP student will achieve a passing standard in the core classes.
The ESL teacher will collaborate with the regular classroom teacher to address the specific learning and language needs of LEP students.	All Teachers	08/24/2009	to	05/28/2010	80% of LEP students will achieve a passing grade in their core classes.
Classroom teachers will receive training on methods and strategies (SIOP) that have been proven to enhance the learning of LEP students so they can achieve academic success at school.	Mr. Ammerman; Mrs. Nichols	08/28/2009	to	05/28/2010	100% of classroom teachers will attend one or more training workshops addressing the specific needs of LEP students.
The ESL teacher will accompany the LEP student to their regular class to offer individual help.	Mr. Ammerman	08/24/2009	to	05/28/2010	Lesson plans; ESL classroom documentation
Goal 3 - Strategy 8		At-Risk			
Leader(s):	Brief Description:	Evaluation Benchmark:			

Goal 3 - Strategy 8		At-Risk				
Mr. Ammerman; Mrs. Duso Leader Progress Report Dates: Mr. Ammerman Ongoing 2009-2010		The Borger Middle School Staff will strive to meet the needs of all students by addressing their weaknesses and strengths.		PEIMS Reports 100% of At-Risk students will show improvement on all 2010 TAKS tests. 100% of At-Risk students will be promoted to the next grade level.		
Resources Required:		FTE's Required:		Source of Funds:		Amount
Teaching Manipulatives		Number of FTE's: 3.00		Local Revenue		\$96,976.00
Teaching Aids		Partially Comp. Ed Funded		Compensatory Ed. Budget		\$96,976.00
Teachers		Cost: \$193,952.00				\$193,952.00
Learning Lab						
Instructional Aides						
District Admin. Staff						
Counselor						
Computers						
Central Office						
Administrative Staff						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Students who failed the TAKS test in reading or math will participate in an individualized extended day program.	Reading, Math, and 7th English Teachers	08/24/2009	to	05/28/2010	80% of students who failed the TAKS test in reading or math will meet the passing standard in 2008.	
All BMS students who failed to meet the passing standard on the 2009 TAKS test will be assigned to a MLS lab for remediation.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of the students receiving MLS remediation will pass the Math TAKS test at	

Goal 3 - Strategy 8		At-Risk			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					the appropriate grade level.
All 7th and 8th grade students who failed to meet the passing standard on the 2009 Reading TAKS test will be remediated using the Lexia program.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS students using the Lexia program for remediation will meet the passing standard on the 2010 Reading TAKS test.
All sixth grade students who failed to meet the passing standard on the 2009 Reading TAKS test will be assigned to a READ 180 class.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of the students assigned to READ 180 will meet the passing standard on the 2010 Reading TAKS test.
All 7th and 8th grade students who failed to meet the passing standard on the 2009 Math or Reading TAKS test will be assigned to a TAKS remediation class.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of the students enrolled in a TAKS remediation class will meet the passing standard on the 2010 Math and Reading TAKS tests.
Goal 3 - Strategy 9		Title I			
Leader(s): Mr. Ammerman; Mrs Duso	Brief Description: Borger Middle School teachers will use intervention programs that assist students in developing academic skills, particularly in math and reading.	Evaluation Benchmark: PEIMS Reports 100% of Title I students will show improvement on all 2010 TAKS tests. 100% of Title I students will be promoted to the next grade level.			
Leader Progress Report Dates: Mr. Ammerman					
Ongoing 2009-2010					

Goal 3 - Strategy 9		Title I			
Resources Required:		FTE's Required:	Source of Funds:		Amount
Teaching Manipulatives		Number of FTE's: None	None		\$0.00
Teachers		Fully Comp. Ed Funded			\$0.00
Supplies		Cost: None			
School Library					
School Facilities					
Parent Inv. Coordinators					
Mentor Volunteers					
Learning Lab					
Instructional Aides					
Counselor					
Computers					
Classroom Equipment					
Central Office					
BISD Technology Depart.					
Administrative Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Title I funds will be used campus wide to improve student achievement.	BMS Staff	08/24/2009	to	05/28/2010	Title 1 Records
Teachers will provide extended day programs for students needing individual support	Classroom Teachers	08/24/2009	to	05/28/2010	Teacher documentation
BMS will provide individual help for students in the Mastery Assistance Center	Mrs. Boren	08/24/2009	to	05/28/2010	MAC Documentation
Teachers will provide instruction to all BMS	All Math Teachers	08/24/2009	to	05/28/2010	80% of BMS students

Goal 3 - Strategy 9		Title I			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
math students on the use of calculators as outlined in the TEKS.					will meet the passing standard on the 2010 TAKS test.
Goal 3 - Strategy 10		Dyslexia			
Leader(s): Mr. Ammerman: Mrs. Duso Leader Progress Report Dates: Mr. Ammerman Each Six Weeks 08/24/2009-10/02/2009 10/05/2009-11/13/2009 11/16/2009-01/15/2010 01/19/2010-02/26/2010 03/01/2010-04/16/2010 04/219/2010-05/28/2010		Brief Description: The BMS classroom teachers are trained on techniques and modifications to help Dyslexic students in core content classes.		Evaluation Benchmark: PEIMS 100% of students receiving Dylexia accommodations will pass the math and reading TAKS test.	
Resources Required: Teaching Manipulatives Teachers Supplies School Facilities Instructional Aides Counselor Computers Central Office		FTE's Required: Number of FTE's: 4.00 Partially Comp. Ed Funded Cost: \$309,720.00		Source of Funds: Compensatory Ed. Budget Local Revenue Sp. Ed. Federal Funds Amount \$48,864.00 \$138,365.00 \$122,491.00 <hr/> \$309,720.00	

Goal 3 - Strategy 10 Dyslexia									
Administrative Staff									
Timeline									
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation				
Students Identified with Dylexia will receive services as needed.	Mrs. Duso; Mr. Ammerman	08/24/2009	to	05/28/2010	Teacher Self-Report, Walkthroughs, PDAS Observations				
Modifications will be provided as needed for Dyslexic students in the regular classroom.	Classroom Teachers; Ms. Duso	08/24/2009	to	05/28/2010	Each teacher of a student with dyslexia will maintain a copy of any modifications prescribed for that student.				
Implementation of strategies learned by students with the assistance of the classroom teacher.	Mrs. Duso; All Classroom Teachers	08/24/2009	to	05/28/2010	Classroom teachers will participate in at least one in-service activity per year concerning learning strategies for dyslexic students.				
Diagnostic Evaluation of Students Referred by Teachers for identification of dyslexic students.	Mrs. Nichols, Mrs. Duso, Mrs. Cole; Mrs. Stevens	08/24/2009	to	05/28/2010	Report of evaluations				
Goal 3 - Strategy 11 PEAK(Positively Enriching Able Kids)G/T									
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Leader(s):</td> <td style="width: 33%;">Brief Description:</td> <td style="width: 33%;">Evaluation Benchmark:</td> </tr> </table>							Leader(s):	Brief Description:	Evaluation Benchmark:
Leader(s):	Brief Description:	Evaluation Benchmark:							

Goal 3 - Strategy 11						PEAK(Positively Enriching Able Kids)G/T					
Mr. Ammerman; Mrs. Marshall Leader Progress Report Dates: Mrs. Coleman Each Six Weeks Ongoing 2009-2010			BMS will implement programs that will encourage gifted and talented students to reach their full potential.			100% of PEAK students will participate in one or more core subject advanced level class. 100% of PEAK students will score commended on all TAKS test in all subjects.					
Resources Required:		FTE's Required:		Source of Funds:		Amount					
Teaching Manipulatives		Number of FTE's: 3.00		Compensatory Ed. Budget		\$11,250.00					
Teachers		Fully Comp. Ed Funded		Local Revenue		\$11,249.00					
Supplies		Cost: \$22,499.00				<hr/>					
School Library						\$22,499.00					
School Facilities											
Parent Support											
Outside Consultant											
Counselor											
Computers											
Classroom Equipment											
BISD Technology Depart.											
Administrative Staff											
Timeline											
Activity		Person(s) Responsible		Start Date		to		End Date		Evaluation	
Students identified as gifted/talented will participate in Advanced Classes in math, ELA, and science.		Mrs. Duso; Mr. Ammerman		08/24/2009		to		05/28/2010		Student Records, Master Schedule	
Students identified as gifted/talented will be		Mrs. Herron, Mrs.		08/24/2009		to		05/28/2010		90% of PEAK students	

Goal 3 - Strategy 11 PEAK(Positively Enriching Able Kids)G/T					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
assigned to a PEAK class that meets daily.	McKinney, Mrs Honaker				will score commended on the TAKS tests in all subject areas.
Students identified as gifted/talented will participate in enrichment opportunities such as field trips.	Mrs. Marshall	08/24/2009	to	05/28/2010	PEAK Records
BMS will participate in the Duke Talent Identification Program (TIP)	Mrs. Watson	09/02/2009	to	02/27/2010	Counselor's Records
The Parent Advocacy Group, ACE, will work to keep parents informed about G/T issues.	Mrs. Marshall	08/24/2009	to	05/28/2010	PEAK Records

Goal 4: In the area of technology, Borger Middle School will provide students with technological experiences and learning activities through a well-balanced and appropriate curriculum that will increase the effectiveness of student learning.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics		
District Goals			
2) Well Balanced Curriculum	6) Instructional Techniques		
State Goals			
1) Performance - English	2) Performance - Mathematics		
State Objectives			
2) Student Potential	4) Curriculum	7) Student Performance	10) Technology
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	4) Support Regular Education Program	
Title I - Schoolwide Programs			
3) Instructional	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	
E-Rate Goals			
1) Goals and Strategy for Using Technology			

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 4 - Strategy 1		Classroom Instructional Technology			
<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman Mrs. Gallaspy</p> <p>Ongoing 2009-2010</p>		<p>Brief Description: BMS teachers will use a variety of instructional technology to enhance the learning of all BMS students.</p>		<p>Evaluation Benchmark: 90% of BMS students will meet the passing standard on the 2010 TAKS tests in all subject areas.</p>	
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: None None Cost: None</p>		<p>Source of Funds: None</p>	
				<p>Amount \$0.00 <hr/>\$0.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All ELA teachers and Computer Lab teachers will provide opportunities for students to use the computer lab to enhance writing skills.	All ELA teachers; Computer lab teachers	08/24/2009	to	05/28/2010	97% of the students will demonstrate the ability to complete an essay using word processing programs.
BMS science teachers will use COWS (Computer on Wheels) for online labs as outlined in C-Scope lessons.	All Science Teachers	08/24/2009	to	05/28/2010	80% of students in grades 8th will meet the passing standard on the 2010 TAKS science test. 100% of students will achieve the passing standard in the science grade level course. 80% of students will

Goal 4 - Strategy 1		Classroom Instructional Technology			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					meet the passing standard on the science Benchmark/C-Scope assessments.
90% of BMS teachers will do a research project that requires students to gather information from the Internet and use library resources.	Mrs. Gallaspy; All teachers	08/24/2009	to	05/28/2010	100% of BMS students will show mastery on a research project.
An MLS Computer On Wheels (COW) will be used to remediate those students who failed to meet the standard on the Math TAKS the previous year.	Mr. Ammerman	08/24/2009	to	05/28/2010	80% of BMS students assigned the MLS lab will meet the passing standard on the math TAKS tests. 100% of BMS students assigned to the MLS lab show one year of value added to their math scores.
BMS teachers will use Smart Boards to offer instruction that engages the student in the lessons.	All teachers	08/24/2009	to	05/28/2010	100% of BMS students will achieve the passing standard to be promoted to the next grade level.
ELA teachers will be assigned to the library computer lab to enable them to use the Lexia computer program.	All ELA Teachers; Mrs. Gallaspy	08/24/2009	to	05/28/2010	100% of the students using Lexia will meet the passing standard on the Reading TAKS test.
Clickers: All teachers will be trained to use the clicker system in their classrooms.	All teachers	08/24/2009	to	05/28/2010	100% of teachers with Clicker technology will be trained.
Goal 4 - Strategy 2		Student Technology Opportunities at BMS			

Goal 4 - Strategy 2		Student Technology Opportunities at BMS											
Leader(s): Mr. Ammerman Leader Progress Report Dates: Mr. Ammerman Ongoing 2009-2010		Brief Description: Borger Middle School students and teachers will have access to various types of technology for use in the classroom.		Evaluation Benchmark: Student use of technology will increase to 90%. 90% of the teachers will use some type of technology for instruction in their classroom on a regular basis.									
Resources Required: Teachers Staff School Library School Facilities Computers Classroom Equipment BISD Technology Depart. Administrative Staff		FTE's Required: Number of FTE's: 4.50 Partially Comp. Ed Funded Cost: \$212,304.00		Source of Funds: Federal Funds Local Revenue <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td>Federal Funds</td> <td style="text-align: right;">\$18,711.00</td> </tr> <tr> <td>Local Revenue</td> <td style="text-align: right;">\$193,593.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$212,304.00</td> </tr> </tbody> </table>			Amount	Federal Funds	\$18,711.00	Local Revenue	\$193,593.00		\$212,304.00
	Amount												
Federal Funds	\$18,711.00												
Local Revenue	\$193,593.00												
	\$212,304.00												
Timeline													
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation								
Student Presentations using Computer Programs: 90% of the teachers will assign a project that requires students to present information by preparing a digital media project.	All Teachers; Mrs. Coleman; Mrs. Herron	08/24/2009	to	05/28/2010	Lesson Plans of Computer Applications Teachers								
Computer Lab: All 8th grade students will be assigned to a one semester class which utilizes computer software to teach the	Mrs. Herron	08/24/2009	to	05/28/2010	Student progress reports and report cards.								

Goal 4 - Strategy 2		Student Technology Opportunities at BMS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
TEKS.					
Computer Applications: All 6th & 7th grade students will receive TEKS instruction in technology which includes instruction in basic keyboarding skills, word processing, spreadsheets, power point, and digital media.	Mrs. Coleman	08/24/2009	to	05/28/2010	Lesson Plans of Computer Applications Teachers
A COW (Computer on Wheels) will be used in the Exploring Technology Robotics Class.	Mrs. Marshall; Mr. Cano	08/24/2009	to	05/28/2010	Students will compete in the Robotics Competition

Goal 5: In the area of school safety Borger Middle School will provide a safe and orderly environment conducive learning that enhances the learning of all students.

Correlates with:

District Goals			
1) Parent as Partner	4) Safe, Disciplined Environment	7) Facility Assessments	
State Objectives			
1) Partnering Parents with Educators	6) School Personnel	8) School Environment	10) Technology
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
1) Safe and Orderly Environment	4) Clear and Focused Mission		
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	6) Opportunities for Professional Development	8) Coordinate and Integrate Services and Programs	
Title I - Schoolwide Programs			
5) Professional Staff	6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs
E-Rate Goals			
2) Development Strategy for Training	3) Assessment of Services for Improvement		

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 5 - Strategy 1	Safety at Borger Middle School

Goal 5 - Strategy 1		Safety at Borger Middle School				
Leader(s): Mr. Ammerman; Mrs. Duso		Brief Description: BMS will be a safe environment for all teachers and students.			Evaluation Benchmark: Student discipline referrals will decrease by 10%.	
Leader Progress Report Dates: Mr. Ammerman						
Ongoing 2009-2010						
Resources Required:		FTE's Required:		Source of Funds:		Amount
Transportation Dept.		Number of FTE's: 2.00		Compensatory Ed. Budget		\$69,182.00
Teachers		Partially Comp. Ed Funded		District Budget		\$69,183.00
Staff		Cost: \$138,365.00				<u>\$138,365.00</u>
District Staff						
District Admin. Staff						
Counselor						
Community Volunteers						
Central Office						
Campus Admin. Staff						
BISD Technology Depart.						
Administrative Staff						
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Teachers will be assigned duty to supervise key areas before school, during lunch, and after school.	Mrs. Duso; Mr. Ammerman; All Teachers	08/24/2009	to	05/28/2010	100% of the teachers will be at their assigned area.	
BMS will enforce "Zero Tolerance" for violence.	Mr. Ammerman; Mrs. Duso; Teachers	08/24/2009	to	05/28/2010	100% of fights and assaults will result in suspensions,	

Goal 5 - Strategy 1		Safety at Borger Middle School			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					placement in the DAEP, and possible criminal charges.
A bully prevention program will be instituted including awareness programs, documentation of incidents, and counseling with both victim and bully.	Mr. Ammerman; Mrs. Duso; Mrs. Watson	08/24/2009	to	05/28/2010	Files documenting bullying incidents will be kept by the Assistant Principal. Mrs. Watson will implement counseling sessions and schedule changes as needed.
BMS will institute a bully reporting system and crimestoppers reports with the use of the school e-mail technology.	Mr. Ammerman; BISSD Technology Department	08/24/2009	to	05/28/2010	Student and parent reports of bullying and criminal activity will increase.
BMS will implement a CrimeStoppers program to encourage student reporting of acts of a criminal nature.	Mr. Ammerman; Mrs. Duso	08/24/2009	to	05/28/2010	Incidents of a criminal activity will decrease by 80%.
BISSD will work cooperatively with the Borger Police Department through the BMS Liasion Officer.	Mr. Ammerman; Mrs. Duso; Officer Webster	08/24/2009	to	05/28/2010	The Liasion Officer will be available to the BMS campus daily. The Liasion Officer will be present at all BISSD Varsity football games.
Administrators and Teachers will be knowledgeable about signs of gang activity and prevent student participation in gang activities at school and in the community.	Mr. Ammerman; Mrs. Duso; Mrs. Watson; Teachers	08/24/2009	to	05/28/2010	100% of BMS teachers will incorporate gang prevention activities into a lesson. Mrs. Watson will provide counseling for students involved or thought to be involved in gang activity. The Student Code of

Goal 5 - Strategy 1		Safety at Borger Middle School			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					Conduct and local discipline policies will be used to prevent gang activity at BMS.
BMS will develop a Dating Violence prevention program.	Mr. Ammerman; Mrs. Duso; Ms. Sims; Mrs Watson	08/24/2009	to	05/28/2010	100% of 8th grade students will receive information about the prevention of Dating Violence in Health classes. 100% of 7th grade students will receive information about the prevention of Dating Violence in Health and Science classes. 100% of sixth grade students will receive information about the prevention of Dating Violence in science class. Mrs. Watson will provide counseling to the victims of Dating Violence.
BMS will implement procedures and strategies to prevent Sexual Harassment toward students or staff.	Mr. Ammerman; Mrs. Duso; Teachers	08/24/2009	to	05/28/2010	100% of the BMS staff will receive training on the prevention of sexual harassment at schools. The Student Code of Conduct and local discipline policies will be use in cases of

Goal 5 - Strategy 1		Safety at Borger Middle School			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					confirmed sexual harassment.
Borger Independent School District has contracted for random searches by the drug dog.	Mr. Ammerman;	08/24/2009	to	05/28/2010	The Drug Dog will visit the campus at least once monthly.
BMS will participate in random drug testing for 7th & 8th graders in Extra-Curricular Programs	Mr. Ammerman; Mrs. Horst; Forward Edge.	08/24/2009	to	05/28/2010	Random drug testing, involving 15 students each visit, will be conducted twice each semester.
BMS will develop and practice the implementation of a comprehensive Emergency Plan.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS staff members will be provided with a copy of the Emergency Plan. 100% of BMS staff members will complete the FEMA Incident Command System I-100 for Schools. 100% of BMS staff members will complete the FEMA IS-700 National Incident Management System.
BMS administrative staff will schedule safety drills monthly.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS students and staff will participate in fire drills. 100% of BMS students and staff will participate in tornado drills. 100% of BMS students and staff will participate in mock implementations of the Emergency Plan.

Goal 5 - Strategy 1 Safety at Borger Middle School					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS students and staff will be knowledgeable in Bus Safety procedures.	Mr. Coleman; Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS students and staff will participate in a bus evacuation drill in October..
Any suspected incidents of Child Abuse and Neglect will be reported.	All BMS Staff	08/24/2009	to	05/28/2010	BMS staff members will report suspected abuse and neglect to state authorities as prescribed by law.
Goal 5 - Strategy 2 BMS: A Caring Environment					
Leader(s): Mr. Ammerman; Mrs. Duso Leader Progress Report Dates: Mr. Ammerman Ongoing 2009-2010		Brief Description: BMS will provide a caring environment for all students.		Evaluation Benchmark: 100% of BMS students will participate in a health screening service provided by the school.	
Resources Required:	FTE's Required:	Source of Funds:		Amount	
School Nurse	Number of FTE's: 4.00	Federal Funds		\$23,522.00	
School Library	Local Funds	Local Revenue		\$111,478.00	
Parent Support	Cost: \$135,000.00			<hr/>	
Parent Inv. Coordinators				\$135,000.00	
Counselor					
Administrative Staff					
Timeline					

Goal 5 - Strategy 2		BMS: A Caring Environment			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Counseling services will be provided to the students and staff of Borger Middle School.	Mrs. Duso; Mr. Ammerman Mrs. Watson	08/24/2009	to	05/28/2010	100% of BMS students will participate in guidance lessons related to social issue. Mrs. Watson will provide counseling to students and staff as necessary.
BMS will maintain Medical Personnel to provide services to students and staff.	Nurse Horst	08/24/2009	to	05/28/2010	100% of 6th grade students will participate in a Scoliosis Screening. 100% of 7th grade and new students will participate in a Vision/Hearing Screening. 100% of BMS students will have the proper immunizations. Nurse Horst will provide teachers with information about medically fragile students as needed.
BMS will refer parents and students to local helping agencies.	Mrs. Watson; Nurse Horst; Mr. Ammerman	08/24/2009	to	05/28/2010	BMS will refer students to the Lions Club glasses program. BMS will refer students to the STAR program for counseling services.
BMS will work with local agencies to provide free school supplies to needy students.	Mr. Ammerman, Mrs. Duso; Mrs. Watson	08/24/2009	to	05/28/2010	BMS will refer parents to the Adult Probation Office and Living

Goal 5 - Strategy 2		BMS: A Caring Environment			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					Water Ministries for school supplies.
Goal 5 - Strategy 3		Communication at BMS			
Leader(s): Mr. Ammerman		Brief Description: Borger Middle School will promote productive collaboration between parents, teachers, and students to enable student success.		Evaluation Benchmark: 90% of BMS parents will attend at least one event in 2009-2010.	
Leader Progress Report Dates: Mr. Ammerman					
Ongoing 2009-2010					
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Teachers	Number of FTE's: None	None		\$0.00	
SBDM/CIC Committee	Fully Comp. Ed Funded			\$0.00	
Parent Support	Cost: None				
Parent Inv. Coordinators					
Counselor					
Community Volunteers					
Central Office					
Administrative Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All BMS Students will receive a copy of the BMS Student Handbook, either online or a	Mr. Ammerman; Mrs. Duso; All Teachers	08/24/2009	to	05/28/2010	100% of the students will return

Goal 5 - Strategy 3		Communication at BMS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
hard copy (parent discretion). Teachers will review the handbook with students on the first day of school.					documentation sheets in the handbook signed by the parent and the student.
BISD Student Code of Conduct will be included in the BMS Student Handbook.	Mr. Ammerman	08/24/2009	to	05/28/2010	BISD Student Code of Conduct will be included in the BMS Student Handbook.
New Year Party: Parents will be encouraged to come to the schools to meet their child's teachers	All BMS Staff	08/24/2009	to	05/28/2010	80% of the parents will attend this meeting the Thursday before school starts.
BMS will schedule Teacher/Parent conferences as needed.	Mrs. Smith	08/24/2009	to	05/28/2010	Record of Conferences maintained by Mrs. Smith
BMS will utilize the School Access Channel on Cable One.	Mr. Ammerman	08/24/2009	to	05/28/2010	BMS will provide information about school events to the office of the Assistant Superintendent.
BMS Booster Club will hold meetings the first Monday of each month with BMS teachers and administration.	Booster Executive Committee	08/24/2009	to	05/28/2010	Minutes of Meetings
The BMS staff will be involved in monthly meetings with the full staff, department heads, and grade level peers.	Mr. Ammerman	08/24/2009	to	05/28/2010	Professional Growth Calendar for each month
Department Heads will be elected by the staff and will express any concerns of the staff to the Administration in the weekly meeting.	Mr. Ammerman	08/24/2009	to	05/28/2010	Weekly meeting agendas and minutes from those meeting.
The BMS Site Based Decision Making Committee will meet the last Tuesday of	Mrs.Duso; Mr. Mears	08/24/2009	to	05/28/2010	The Campus Improvement Plan and

Goal 5 - Strategy 3		Communication at BMS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
each month to develop plans for the improvement of the campus that will impact student achievement.					the minutes of the meetings.
BMS will use the Calling Machine to call parents about school events and other important information.	Mrs. Higgins; Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS parents will be called to inform them about upcoming events at school.

Goal 6: In the area of parent and community involvement, Borger Middle School will encourage parent and community involvement in the educational process to increase student learning and success.

Correlates with:

District Goals			
1) Parent as Partner	4) Safe, Disciplined Environment		
State Objectives			
1) Partnering Parents with Educators	5) Prepare Students	8) School Environment	
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	7) Home-School Relations	
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs	
Title I - Schoolwide Programs			
5) Professional Staff	6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 6 - Strategy 1		
Parent Involvement		
Leader(s):	Brief Description:	Evaluation Benchmark:

Goal 6 - Strategy 1		Parent Involvement			
Mr. Ammerman; Mrs. Linares; Coach Loftis Leader Progress Report Dates: Mr. Ammerman Ongoing 2009-2010	Since middle school students achieve greater success when their parents are involved, the Borger Middle School staff will provide opportunities for parents to participate in the academic decision making process for their student.	90% of parents will attend at least one meeting to discuss their child's academic progress.			
Resources Required:	FTE's Required:	Source of Funds:	Amount		
State Resources	Number of FTE's: 2.00	Title Budget	\$39,114.00		
School Library	Partially Title Funded		<hr/>		
School Facilities	Cost: \$39,114.00		\$39,114.00		
Parent Inv. Coordinators					
Outside Consultant					
LPAC Committee					
Counselor					
Computers					
Community Volunteers					
Classroom Equipment					
ARD Committee					
Administrative Staff					
504 Committee					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
ARD Meetings: Admission, Review, and Dismissal for placement, review, and discussion of special education students' academic progress.	Mr. Ammerman; Diagnosticians; Teachers	08/24/2009	to	05/28/2010	ARD Documentation

Goal 6 - Strategy 1		Parent Involvement			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
LPAC Meetings for placement, review, and discussion of LEP students' academic progress.	Mrs. Arands; Mr. Ammerman	08/24/2009	to	05/28/2010	LPAC Minutes
Parent Conferences to discuss student academic or behavior problems.	Teachers; Mrs. Duso	08/24/2009	to	05/28/2010	Conference Records in Counselor Office
BMS parents will be encouraged to be involved with their child's school by joining the BMS Booster Club	BMS Booster Club Executive Committee	08/24/2009	to	05/28/2010	Booster Club Membership Drive Records
Section 504 Meetings for placement, review, and discussion of the 504 students' academic progress.	Mrs. Duso; Teachers	05/25/2009	to	05/28/2010	Section 504 Minutes
Communication between parents and teachers will include: * Phone calls * Progress reports * Report Cards * E-Mail	Teachers	05/25/2009	to	05/28/2010	BMS Documentation
Parent Involvement Coordinators, the BMS Vice-Principal, and the BISD Attendance Officer may conduct home visits to check on student attendance, grades, or discipline.	Mr. Loftis; Mrs. Linares; Mr. Duso	05/24/2009	to	05/28/2010	BMS Documentation
Parents of At Risk Students will be encourage to become involved in BMS organizations *BMS Booster Club *VIPs	Mr. Ammerman; Mrs. Denton	05/24/2009	to	05/28/2010	50% of parents who child is identified as at risk will participate in one of these BMS organization.
BMS and BIS will work cooperatively to develop the Watch Dog program at the two campuses.	Mr Ammerman; Mr. Hatfield	08/24/2009	to	05/28/2010	20% of the parents will sign up for the program
BMS Booster Club will hold meetings in conjunction with Band and Choir concerts	Mr. Ammerman; Mr. Mears; Mr. Miller	05/24/2009	to	05/28/2010	Membership in the BMS Booster Club will

Goal 6 - Strategy 1		Parent Involvement			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
to keep parents informed about the Club's activities.					increase by 20%.
BMS Booster Club will sponsor night meetings to give parents information about social issues that may affect their children.	Mr. Watson	05/24/2009	to	05/28/2010	70% of BMS parents will attend these meetings.

Goal 7: In the area of student development, Borger Middle School will provide opportunities for participation in activities that develop and enhance skills in the areas of sports, music, art, and community service.

Correlates with:

District Goals			
4) Safe, Disciplined Environment			
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	5) Prepare Students	7) Student Performance
8) School Environment			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success		
Title I - Targeted Assistance Schools			
2) Ensure Planning is Incorporated			
Title I - Schoolwide Programs			
2) Student Opportunities	6) Parental Involvement	10) Federal, State, and Local Programs	

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 7 - Strategy 1	Co-Curricular Programs	
Leader(s):	Brief Description:	Evaluation Benchmark:

Goal 7 - Strategy 1		Co-Curricular Programs			
Mr Ammerman, Specified Staff Leader Progress Report Dates: Mr. Ammerman. Specified Staff Ongoing 2009-2010		Borger Middle School students will have the opportunity to participate in a variety of activities, organizations, and events to enhance their performance.		90% of the students will participate in one or more activities.	
Resources Required:	FTE's Required:	Source of Funds:		Amount	
Teachers	Number of FTE's: 12.00	Compensatory Ed. Budget		\$88,577.00	
Staff	Local Funds	Local Revenue		\$88,577.00	
School Facilities	Cost: \$177,155.00			<hr/>	
District Admin. Staff				\$177,154.00	
Administrative Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
A school Spelling Bee will be held to designate the BMS representatives to the County Spelling Bee.	Mrs. Gallaspy; English Teachers; Mr. Ammerman	01/05/2010	to	02/05/2010	The spelling bee will consist of both written and oral contests.
Career Testing that includes interest inventory, an aptitude test, and a work values survey will be given to all 8th grade students.	Mrs. Watson	08/24/2009	to	05/28/2010	Test results will be used to guide students in their choice of classes at BHS. A copy of tests results will be provided to all parents and students.
Physical Education: All students will have the opportunity to participate in PE during the 6th, 7th, & 8th grades.	Coach Day; BMS PE Coaches	08/24/2009	to	05/28/2010	Athletic evaluations; progress reports; report cards
BMS sixth grade students will participate in	Coach Day; 6th Grade	08/24/2009	to	05/28/2010	Classroom skills

Goal 7 - Strategy 1		Co-Curricular Programs			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
the Bulldog Athletic Readiness Program.	PE Teachers				evaluations; progress reports; Report Cards
BMS will provide all students the opportunity to compete in the University of Interscholastic League Academic Competition.	Mr. Ammerman	08/24/2009	to	05/28/2010	Participation in UIL sporting events; football, volleyball, basketball, and track.
Goal 7 - Strategy 2		Extra-Curricular Programs			
Leader(s): Mr. Ammerman	Brief Description: BMS students will have the opportunity to participate in extra-curricular classes that develop self-discipline, respect for others, and the ability to make responsible choices.	Evaluation Benchmark: 90% of BMS students will participate in an extra-curricular program.			
Leader Progress Report Dates: Mr. Ammerman					
On going 2009-2010					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None		Amount \$0.00 <hr/> \$0.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Art Show: 6th-8th grade art students will display their work and be awarded prizes.	Ms. Morrow	08/24/2009	to	05/28/2010	All art students will display their work and be awarded prizes. One show will be held

Goal 7 - Strategy 2		Extra-Curricular Programs			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					in December and one will be held in May
Performing Arts: Students will have the opportunity to participate in Band/Choir/Drama during the 6th, 7th, 8th grades. Evaluation of the students in the 6th and 7th grade will determine whether the student will be in Honor Band/Choir or Concert Band/Choir.	Mr. Mears, Mr. Carter, Mr. Miller, Mrs. Kitchens	08/24/2009	to	05/28/2010	All students will be in a minimum of two Concerts a year. Honor Band/Choir will go to UIL Concert & Sight-reading Contest. Concert Band/Choir will go to CSRC if instrumentation (number of students) allows. Concerts and Contests are a mandatory part of the class.
Band/Choir students will be allowed to participate in individual events such as All-Region and Solo & Ensemble. The student is responsible to prepare for these events outside of the classroom. Directors will listen to students on this music and determine if the student is prepared to tryout. Students not prepared will not go to these competitions. These events are not mandatory.	Mr. Mears, Mr. Carter, Mr. Miller	08/24/2009	to	05/28/2010	Student will receive a rating or chair placement from a judge. those making All-Region will perform a concert. Those receiving a rating of "1" on their solo/ensemble will receive a medal.
Band students in the 7th & 8th grades will have the opportunity to participate in a Jazz Band.	Mr. Mears	08/24/2009	to	05/28/2010	5% of band students will participate in this activity.
Athletics: All students will have the opportunity to participate in athletics during 7th & 8th grade.	All BMS Coaches.	08/24/2009	to	05/28/2010	Participation in UIL sporting events; football, volleyball, basketball, and track.

Goal 7 - Strategy 3		Pride in Self, Community and Country			
<p>Leader(s): Mrs. Morrow; Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2009-2010</p>		<p>Brief Description: BMS students will participate in activities that promote the ideas of pride, volunteerism, patriotism, and citizenship.</p>		<p>Evaluation Benchmark: 100% of BMS students will be involved in one or more activities.</p>	
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: None None Cost: None</p>		<p>Source of Funds: None</p>	
				<p>Amount \$0.00 <hr/>\$0.00</p>	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The BMS Pride Committee will promote the celebration of student success.	Marilyn Johnstone; April Casey	08/24/2009	to	05/28/2010	BMS students will receive recognition for academic, attendance, and behavioral performance.
BMS will have Red Ribbon Week in October allowing all BMS students to participate in activities promoting prevention of the use of alcohol and drugs.	Mrs. Sims; Coach Kotara; Mrs. Denton	08/24/2009	to	05/28/2010	All students will receive instruction on the dangers of drug use and participate in activities promoting prevention of use of alcohol and drugs.
BMS will sponsor a Veteran's Day assembly honoring those who have served in the	Mrs. Fleming; BMS Social Studies Teachers	08/24/2009	to	05/28/2010	100% of students will attend the assembly.

Goal 7 - Strategy 3		Pride in Self, Community and Country			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
military and promote patriotism among our students.					
BMS will sponsor activities to promote Black History Month.	Coach Loftis; Liz Denton; Mr. Ammerman	08/04/2009	to	05/28/2010	100% of BMS students will participate in classroom activities during the month.
BMS will give the Teresa Murray Texas History Award that recognizes students who are outstanding in Texas History.	Mr. Lyles; Mrs. Fleming	08/24/2009	to	05/28/2010	Two students will receive this award each year.
BMS will elect a student council each spring to plan and implement activities that promote school spirit and community involvement.	Mr. Ammerman; Ms. Morrow	05/03/2010	to	05/28/2010	The BMS staff vote will count 60% of the total vote. BIS 5th grade and BMS 6th & 7th grade student vote will count 40% of the total vote.
The Student Council will plan and implement pep rallies promoting school spirit.	Mr. Ammerman; Ms. Morrow	08/24/2009	to	05/28/2010	100% of BMS students will participate in the pep rallies.
The BMS Student Council will conduct a Canned Food Drive each November.	Mr. Ammerman; Ms. Morrow	11/02/2009	to	11/27/2009	100% of BMS students and staff will participate in the canned food drive.
BMS Student Council will plan sell Christmas Grams to buy hoodies for economically disadvantaged students.	Ms. Morrow	12/01/2009	to	12/18/2009	100% of BMS students will participate in the Christmas Gram project.
The BMS Student Council will plan and implement Penny Wars to help a family of a critically ill student.	Ms. Morrow; Mr. Ammerman	02/01/2010	to	05/28/2010	100% of BMS students will participate in the Penny Wars contest.
BMS will have a Talent Show that will highlight the talents of students.	Mr. Ammerman; Ms. Morrow; Ms. Kitchens	08/24/2009	to	05/28/2010	20% of BMS students will participate in the

Goal 7 - Strategy 3		Pride in Self, Community and Country			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					Talent Show.

Goal 8: In the area of staff development, Borger Middle School will provide opportunities for participation in training that will enhance knowledge and skills in specific curricular fields, technology, student discipline, parental relations, and general education issues.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
2) Well Balanced Curriculum	3) Attendance/Drop Out	5) Qualified, Effective Personnel	6) Instructional Techniques
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	6) School Personnel	7) Student Performance	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	
Title I - Targeted Assistance Schools			
2) Ensure Planning is Incorporated	3) Use Effective Methods	5) Highly Qualified Teachers	6) Opportunities for Professional Development
Title I - Schoolwide Programs			
4) Professional Development	10) Federal, State, and Local Programs		
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training		

Indicators, Performance Data, and Performance Objectives

Strategies

Goal 8 - Strategy 1		Staff Training				
Leader(s): Mr. Ammerman; Mrs. Rotramel Leader Progress Report Dates: Mr. Ammerman Ongoing 2009-2010		Brief Description: The BMS teachers will attend training to stay current in teaching methods, classroom management techniques, safety issues, and new technology programs.		Evaluation Benchmark: 100% of BMS will receive training on programs that will improve student performance.		
Resources Required: Teachers Staff School Library School Facilities Computers Classroom Equipment Central Office BISD Technology Depart.		FTE's Required: Number of FTE's: 1.00 Partially Comp. Ed Funded Cost: \$72,499.00		Source of Funds: Compensatory Ed. Budget Local Revenue		Amount \$35,700.00 \$36,799.00 <hr/> \$72,499.00
Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The BMS Administration will review the Teacher Handbook at the first faculty meeting of each new school year.	Mr. Ammerman; Mrs. Duso	08/17/2009	to	08/21/2009	100% of the BMS teachers will be trained on school policies and procedures.	
All BMS teachers will meet to disaggregate	Mr. Ammerman	08/24/2009	to	05/28/2010	On going	

Goal 8 - Strategy 1		Staff Training			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
TAKS data, benchmark data, and C-Scope assessment data.					2009-2010
All BMS teachers will participate in peer review lessons using the C-Scope curriculum.	Mr. Ammerman	08/24/2009	to	05/28/2010	All teachers will teach one lesson to their peers for feedback.
BISD will pay for the training, the certification test, and the certification fee for core subject teachers seeking an ESL Certification.	Mrs. Nichols; Mr. Ammerman	08/17/2009	to	08/23/2010	100% of the BMS teachers will be have an ESL Certification.
New teachers will complete the FEMA Incident Command System I-100 for Schools online course.	Mr. Ammerman	08/17/2009	to	10/01/2009	Certificate provided by FEMA
All TAKS subject teachers will receive training on methods and techniques proven to improve student achievement.	Mr. Ammerman; Mrs. Nichols	06/01/2009	to	08/20/2010	100% of BMS math and science teachers will attend at least one workshop.
Goal 8 - Strategy 2		Professional Educational Technology at BMS			
Leader(s): Mr. Ammerman; Technology Department	Brief Description: The Borger Middle School staff will use educational software to document discipline, grades, attendance, and student information.	Evaluation Benchmark: 100% of the staff will use software programs as a resource in their classrooms.			
Leader Progress Report Dates: Mr. Ammerman					
Ongoing 2009-2010					
Resources Required:	FTE's Required:	Source of Funds:		Amount	

Goal 8 - Strategy 2		Professional Educational Technology at BMS			
Teachers	Number of FTE's: 1.00	Local Revenue			\$72,146.00
Staff	Local Funds				\$72,146.00
School Library	Cost: \$72,499.00				
School Facilities					
Computers					
Central Office					
BISD Technology Depart.					
Administrative Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All BMS teachers will receive training on the new accounting program, RSCCC, which will be used to report student grades and take daily attendance..	Mrs. Huff; Technology Lead Teachers	08/17/2009	to	05/28/2010	100% of the BMS teachers will be trained on RSCCC.
RSCCC will be used to create the school, the student, and the teacher schedules.	Mrs. Duso; Mr. Ammerman; Mrs. Watson	08/24/2009	to	05/28/2010	BMS Master Schedule
BMS staff will use AESOP to report their personal absence from duty.	Mrs. Owen; Mr. Ammerman; All Staff	08/24/2009	to	05/28/2010	AESOP Record of teacher Absences.
BISD will train and encourage teachers to use United Streaming through Region 16.	Mrs. Gallaspy; Technology Department	08/24/2009	to	05/28/2010	Lesson Plans; Documentation from Technology Department
BISD will continue to provide teachers opportunities for staff development in the use of computers and software applications that will enhance their effectiveness in the classroom, such as Clickers and Smart Boards.	Mr. Ammerman; Technology Department	08/24/2009	to	05/28/2010	Completion certificates from workshops and in-service meetings. Lesson Plans
BISD requires the completion of the STAR	Mrs. Gallaspy;	08/24/2009	to	05/28/2010	Report from STAR

Goal 8 - Strategy 2		Professional Educational Technology at BMS			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
chart which determines the teachers' level of technological competency.	Technology Department				assessment.
Goal 8 - Strategy 3		Professional Growth			
<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2009-2010</p>		<p>Brief Description: Teachers will have the opportunity to attend workshops and/or seminars that will enhance their knowledge of their subject area and allow them to grow as a professional educator.</p>		<p>Evaluation Benchmark: 80% of teachers will attend one or more workshops and/or seminars.</p>	
Resources Required:		FTE's Required:	Source of Funds:		Amount
Teachers		Number of FTE's: None	None		\$0.00
Staff		Fully Comp. Ed Funded			\$0.00
School Library		Cost: None			
School Facilities					
Outside Consultant					
Central Office					
BISD Technology Depart.					
Administrative Staff					
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All staff members will participate in the Professional Growth period each day.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of BMS teachers will attend staff training,

Goal 8 - Strategy 3		Professional Growth			
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					make parent contacts, and collaborate with peers during the professional period.
All BMS staff members will be trained on the rules and procedures regarding the administration of the TAKS test.	Mrs. Duso; Mrs. Watson; Mr. Ammerman	01/05/2010	to	05/28/2010	100% of the BMS staff will be trained.
All teachers will be evaluated by one of the campus administrators using the PDAS or a classroom walk through using DataWalk.	Mr. Ammerman; Mrs. Duso	10/05/2009	to	04/30/2010	100% of the BMS teachers will be evaluated each year.
All BMS teachers new to the district will attend the First Year Teacher Academy which is a series of lectures to acquaint themselves with techniques and procedures used in the classroom.	Mrs. Hickman; Mrs. Rotramel	05/25/2009	to	05/28/2010	100% of new BMS teachers will receive training on district procedures, classroom management, and accommodations for special population students.
New BMS teachers will be assigned a mentor to assist them in daily procedures of attendance, grades, and discipline.	Mr. Ammerman	08/24/2009	to	05/28/2010	100% of new BMS teachers will have a mentor.

APPENDIX I

SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2009-10 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Building Administrator	Matt Ammerman		Continuing	
Building Administrator	Debi Duso		Continuing	
BMS Counselor	Danielle Watson		Continuing	
Non-Classroom Professional Staff	Connie Gallaspy		2011	
Non-Classroom Professional Staff	Lucille Horst/Nurse		2011	
Classroom Teacher	Janet Fleming	8th Grade/USHistory	2011	
Classroom Teacher	Michael Cano	7th Grade/Science	2011	
Classroom Teacher	Marilyn Johnstone	7th Grade/Language Arts	2010	
Classroom Teacher	April Casey	6th Grade/Math	2011	
Classroom Teacher	Cathy McKinney	6th Grade/Social Studies	2010	
Classroom Teacher	Nick Mears	Extra Curricular/Fine Arts	2010	
Classroom Teacher	Kim Schomp	Special Needs/Math	2010	
Classroom Teacher	Paula Coleman	Technology	2010	
Paraprofessional	Dorothy Owen		Continuing	
District Level Professional	Linda Rotramel: Assistant Superintendent		Continuing	
Parent	Becky Green		8th Grade	
Parent	Lynne Dixon		6th Grade	
Community Representative	Gail Chambers			
Business Representative	Johnny Gunter			

Where Believers Become Achievers Plan Implementation and Development Log	
Date	Purpose

Needs Assessment

Summative Evaluation for 2008-09

Objective Accomplishments

TAKS Reading - Grade: 6

Analysis Group: All Students

Actual Performance for 2007-08	79%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	81%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	45%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	60%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	72%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	67%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	72%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	71%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 87%
Projected Annual Objective for 2008-09 95%
Actual Performance for 2008-09 88%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 21%
Projected Annual Objective for 2008-09 80%
Actual Performance for 2008-09 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08 59%
Projected Annual Objective for 2008-09 80%
Actual Performance for 2008-09 47%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 81%
Projected Annual Objective for 2008-09 95%
Actual Performance for 2008-09 79%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 78%
Projected Annual Objective for 2008-09 95%
Actual Performance for 2008-09 84%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08 61%
Projected Annual Objective for 2008-09 80%
Actual Performance for 2008-09 41%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08	61%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	70%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99.2%
Actual Performance for 2008-09	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08	79%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	81%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Reading - Grade: 7

Analysis Group: All Students

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	89%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	86%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	87%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	93%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08	67%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	79%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08	58%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	82%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08	43%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	75%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99.2%
Actual Performance for 2008-09	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	89%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Reading - Grade: 8

Analysis Group: All Students

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	78%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	70%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	66%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	76%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	79%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08	40%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	77%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08	56%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	63%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	69%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 92%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 86%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08 63%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 17%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08 79%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 65%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08 87%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 78%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2007-08 82%
 Projected Annual Objective for 2008-09 83.6%
 Actual Performance for 2008-09 86%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	55%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	74%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	76%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	77%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	76%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	87.6%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08	31%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08	59%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	53%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 79%
 Projected Annual Objective for 2008-09 81.2%
 Actual Performance for 2008-09 85%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 85%
 Projected Annual Objective for 2008-09 86%
 Actual Performance for 2008-09 88%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08 63%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 47%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08 68%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 78%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08 82%
 Projected Annual Objective for 2008-09 83.6%
 Actual Performance for 2008-09 86%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 7

Analysis Group: All Students

Actual Performance for 2007-08 74%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 70%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08 75%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 71%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 68%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 64%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 77%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 59%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 73%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 77%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 38%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 69%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08	50%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	50%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	70%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	71%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	78%
Projected Annual Objective for 2008-09	80.4%
Actual Performance for 2008-09	70%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08	43%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	45%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08	70%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	49%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99.2%
Actual Performance for 2008-09	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08	74%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	70%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: 8

Analysis Group: All Students

Actual Performance for 2007-08	71%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	63%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	50%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	54%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	44%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	62%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	60%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	76%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	63%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08	20%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	67%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08	22%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	29%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08	62%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	56%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08	79%
Projected Annual Objective for 2008-09	81.2%
Actual Performance for 2008-09	56%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08	25%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	33%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08	51%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	50%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08 71%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 63%
No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 7

Analysis Group: All Students

Actual Performance for 2007-08 94%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 95%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 91%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 94%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 94%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 95%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 94%
 Projected Annual Objective for 2008-09 94.2%
 Actual Performance for 2008-09 95%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 71%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 87%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08 89%
 Projected Annual Objective for 2008-09 90%
 Actual Performance for 2008-09 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 89%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 91%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 100%
 Actual Performance for 2008-09 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08 88%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08 91%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 96%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08 94%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 95%
No Progress Rating Selected

Explanation of Performance

TAKS Science - Grade: 8

Analysis Group: All Students

Actual Performance for 2007-08 68%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 65%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08 50%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 30%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 50%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 57%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 57%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 52%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 73%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 74%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 27%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 23%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08 50%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 29%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 76%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 63%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 59%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08	60%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	17%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08	48%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	49%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99.2%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08	68%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	65%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Social Studies - Grade: 8

Analysis Group: All Students

Actual Performance for 2007-08	92%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 85%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 87%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 89%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 82%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 93%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 98%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2007-08 60%
 Projected Annual Objective for 2008-09 80%
 Actual Performance for 2008-09 60%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2007-08 83%
 Projected Annual Objective for 2008-09 85%
 Actual Performance for 2008-09 86%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2007-08 95%
 Projected Annual Objective for 2008-09 95.2%
 Actual Performance for 2008-09 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2007-08 89%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 95%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2007-08 89%
 Projected Annual Objective for 2008-09 95%
 Actual Performance for 2008-09 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2007-08 92%
 Projected Annual Objective for 2008-09 92.6%
 Actual Performance for 2008-09 92%
No Progress Rating Selected

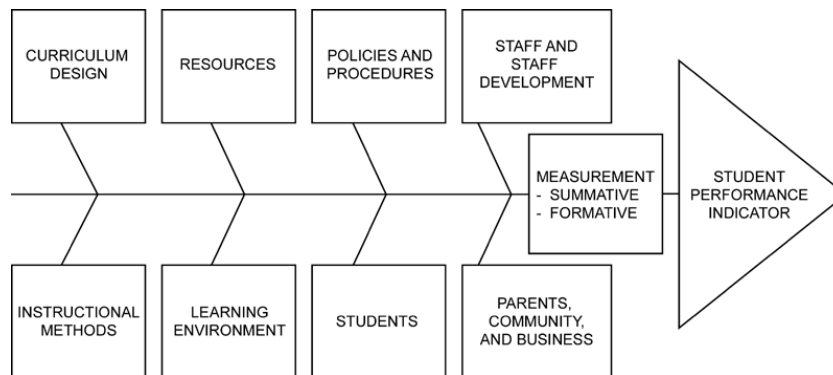
Explanation of Performance

Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Process Chart



Summative Evaluation for year 2009-10

Objective Accomplishments

TAKS Reading - Grade: 6

Analysis Group: All Students

Actual Performance for 2008-09	81%
Projected Annual Objective for 2009-10	82.8%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	60%
Projected Annual Objective for 2009-10	66%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	67%
Projected Annual Objective for 2009-10	71.6%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	71%
Projected Annual Objective for 2009-10	74.8%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	88%
Projected Annual Objective for 2009-10	88.4%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 83%
 Projected Annual Objective for 2009-10 84.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 47%
 Projected Annual Objective for 2009-10 55.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 79%
 Projected Annual Objective for 2009-10 81.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 84%
 Projected Annual Objective for 2009-10 85.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 41%
 Projected Annual Objective for 2009-10 50.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 70%
 Projected Annual Objective for 2009-10 74%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 81%
 Projected Annual Objective for 2009-10 82.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 7

Analysis Group: All Students

Actual Performance for 2008-09 89%
 Projected Annual Objective for 2009-10 89.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 86.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 87%
 Projected Annual Objective for 2009-10 87.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 82%
 Projected Annual Objective for 2009-10 83.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 93%
 Projected Annual Objective for 2009-10 93.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 79%
 Projected Annual Objective for 2009-10 81.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 85%
 Projected Annual Objective for 2009-10 86%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 92%
 Projected Annual Objective for 2009-10 92.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 82%
 Projected Annual Objective for 2009-10 83.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 75%
 Projected Annual Objective for 2009-10 78%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 80%
 Projected Annual Objective for 2009-10 82%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 89%
 Projected Annual Objective for 2009-10 89.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 8

Analysis Group: All Students

Actual Performance for 2008-09 78%
 Projected Annual Objective for 2009-10 80.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 73%
 Projected Annual Objective for 2009-10 76.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 66%
 Projected Annual Objective for 2009-10 70.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 76%
 Projected Annual Objective for 2009-10 78.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 79%
 Projected Annual Objective for 2009-10 81.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 77%
 Projected Annual Objective for 2009-10 79.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 63%
 Projected Annual Objective for 2009-10 68.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 69%
 Projected Annual Objective for 2009-10 73.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 86.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 17%
 Projected Annual Objective for 2009-10 31.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 65%
 Projected Annual Objective for 2009-10 70%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 78%
 Projected Annual Objective for 2009-10 80.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 86.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 80%
 Projected Annual Objective for 2009-10 82%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 76%
 Projected Annual Objective for 2009-10 78.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 76%
 Projected Annual Objective for 2009-10 78.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 92%
 Projected Annual Objective for 2009-10 92.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 73%
 Projected Annual Objective for 2009-10 76.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 53%
 Projected Annual Objective for 2009-10 60.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 85%
 Projected Annual Objective for 2009-10 86%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 88%
 Projected Annual Objective for 2009-10 88.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 47%
 Projected Annual Objective for 2009-10 55.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 78%
 Projected Annual Objective for 2009-10 80.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 86.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 7

Analysis Group: All Students

Actual Performance for 2008-09 70%
 Projected Annual Objective for 2009-10 74%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 71%
 Projected Annual Objective for 2009-10 74.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 64%
 Projected Annual Objective for 2009-10 69.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 59%
 Projected Annual Objective for 2009-10 65.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 77%
 Projected Annual Objective for 2009-10 79.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 69%
 Projected Annual Objective for 2009-10 73.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 50%
 Projected Annual Objective for 2009-10 58%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 71%
 Projected Annual Objective for 2009-10 74.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 70%
 Projected Annual Objective for 2009-10 74%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 45%
 Projected Annual Objective for 2009-10 54%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 49%
 Projected Annual Objective for 2009-10 57.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 70%
 Projected Annual Objective for 2009-10 74%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 8

Analysis Group: All Students

Actual Performance for 2008-09 63%
 Projected Annual Objective for 2009-10 68.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 73%
 Projected Annual Objective for 2009-10 76.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 44%
 Projected Annual Objective for 2009-10 53.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 60%
 Projected Annual Objective for 2009-10 66%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 63%
 Projected Annual Objective for 2009-10 68.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 67%
 Projected Annual Objective for 2009-10 71.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 29%
 Projected Annual Objective for 2009-10 41.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 56%
 Projected Annual Objective for 2009-10 62.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 56%
 Projected Annual Objective for 2009-10 62.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 33%
 Projected Annual Objective for 2009-10 44.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 50%
 Projected Annual Objective for 2009-10 58%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 63%
 Projected Annual Objective for 2009-10 68.4%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 7

Analysis Group: All Students

Actual Performance for 2008-09 95%
 Projected Annual Objective for 2009-10 95.2%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 94%
 Projected Annual Objective for 2009-10 94.2%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 95%
 Projected Annual Objective for 2009-10 95.2%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 95%
 Projected Annual Objective for 2009-10 95.2%
 Actual Performance for 2009-10 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 87%
 Projected Annual Objective for 2009-10 87.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 67%
 Projected Annual Objective for 2009-10 71.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 91%
 Projected Annual Objective for 2009-10 91.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 96%
 Projected Annual Objective for 2009-10 96.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 > 99%
 Projected Annual Objective for 2009-10 99.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09	95%
Projected Annual Objective for 2009-10	95.2%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: 8

Analysis Group: All Students

Actual Performance for 2008-09	65%
Projected Annual Objective for 2009-10	71%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	30%
Projected Annual Objective for 2009-10	42%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	57%
Projected Annual Objective for 2009-10	63.6%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	52%
Projected Annual Objective for 2009-10	59.6%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	74%
Projected Annual Objective for 2009-10	77.2%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 23%
 Projected Annual Objective for 2009-10 36.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 29%
 Projected Annual Objective for 2009-10 41.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 63%
 Projected Annual Objective for 2009-10 68.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 67%
 Projected Annual Objective for 2009-10 71.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 17%
 Projected Annual Objective for 2009-10 31.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 49%
 Projected Annual Objective for 2009-10 57.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09 92%
 Projected Annual Objective for 2009-10 92.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09 65%
 Projected Annual Objective for 2009-10 70%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: 8

Analysis Group: All Students

Actual Performance for 2008-09 92%
 Projected Annual Objective for 2009-10 92.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 80%
 Projected Annual Objective for 2009-10 82%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 87%
 Projected Annual Objective for 2009-10 87.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 82%
 Projected Annual Objective for 2009-10 83.6%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 98%
 Projected Annual Objective for 2009-10 98.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 60%
 Projected Annual Objective for 2009-10 66%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 86.8%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2008-09 89%
 Projected Annual Objective for 2009-10 89.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2008-09 95%
 Projected Annual Objective for 2009-10 95.2%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 83%
 Projected Annual Objective for 2009-10 84.4%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09	90%
Projected Annual Objective for 2009-10	91%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2008-09	> 99%
Projected Annual Objective for 2009-10	99.2%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2008-09	92%
Projected Annual Objective for 2009-10	92.6%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Objectives

Objective 1: Performance-Reading and Writing

The students in Borger ISD will demonstrate exemplary performance in the reading and writing of the English language.

Objective 2: Performance-Mathematics

The students in Borger ISD will demonstrate exemplary performance in the understanding of mathematics.

Objective 3: Performance-Science

The students in Borger ISD will demonstrate exemplary performance in the understanding of science.

Objective 4: Performance-Social Studies

The students in Borger ISD will demonstrate exemplary performance in the understanding of social studies.

District Goals

Goal 1: Parent as Partner

Parents will be full partners with educators the responsibility of the education of their children.

Goal 2: Well Balanced Curriculum

A well balanced and appropriate curriculum will be provided so that all students will be encouraged and challenged to meet their full educational potential.

Goal 3: Attendance/Drop Out

Through enhanced attendance and drop out prevention efforts, all students will attend school and remain in school until they obtain a high school diploma.

Goal 4: Safe, Disciplined Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Goal 5: Qualified, Effective Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Goal 6: Instructional Techniques

Technology and innovative instructional techniques for students and staff will be utilized to improve student learning and develop highly qualified teachers.

Goal 7: Facility Assessments

Facility assessments will be completed and plans will be made to repair, renovate, or replace existing structures in a timely manner.

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well balanced and appropriate curriculum will be provided to all students.

Objective 5: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2: LEP will become Proficient in English

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.

Goal 3: Highly Qualified Staff

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 (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4: Safe, Drug Free Learning Environments

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.

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year 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 utilized 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 utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1: Safe and Orderly Environment

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2: Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3: Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4: Clear and Focused Mission

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5: Opportunity to Learn and Student Time on Task

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6: Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7: Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2: Ensure Planning is Incorporated

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3: Use Effective Methods

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: Support Regular Education Program

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7: Strategies for Parental Involvement

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8: Coordinate and Integrate Services and Programs

Coordinate and integrate 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.

Title I - Schoolwide Programs

Goal 1: Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

Goal 2: Student Opportunities

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
 - *strengthen the core academic program in the school;
 - *increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - *include strategies for meeting the educational needs of historically underserved populations;
- (iii)
 - *include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children 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, which may include -
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, personal finance education, and innovative teaching
 - the integration of vocational and technical education programs; and
 - *address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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 in the school to meet the State's student academic achievement standards.

Goal 5: Professional Staff

Strategies to attract high-quality highly qualified teachers to high-need schools.

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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.

Goal 8: Include Teachers in Decisions

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal 9: Identify and Assist with Student Difficulties

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall 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.

Goal 10: Federal, State, and Local Programs

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.

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

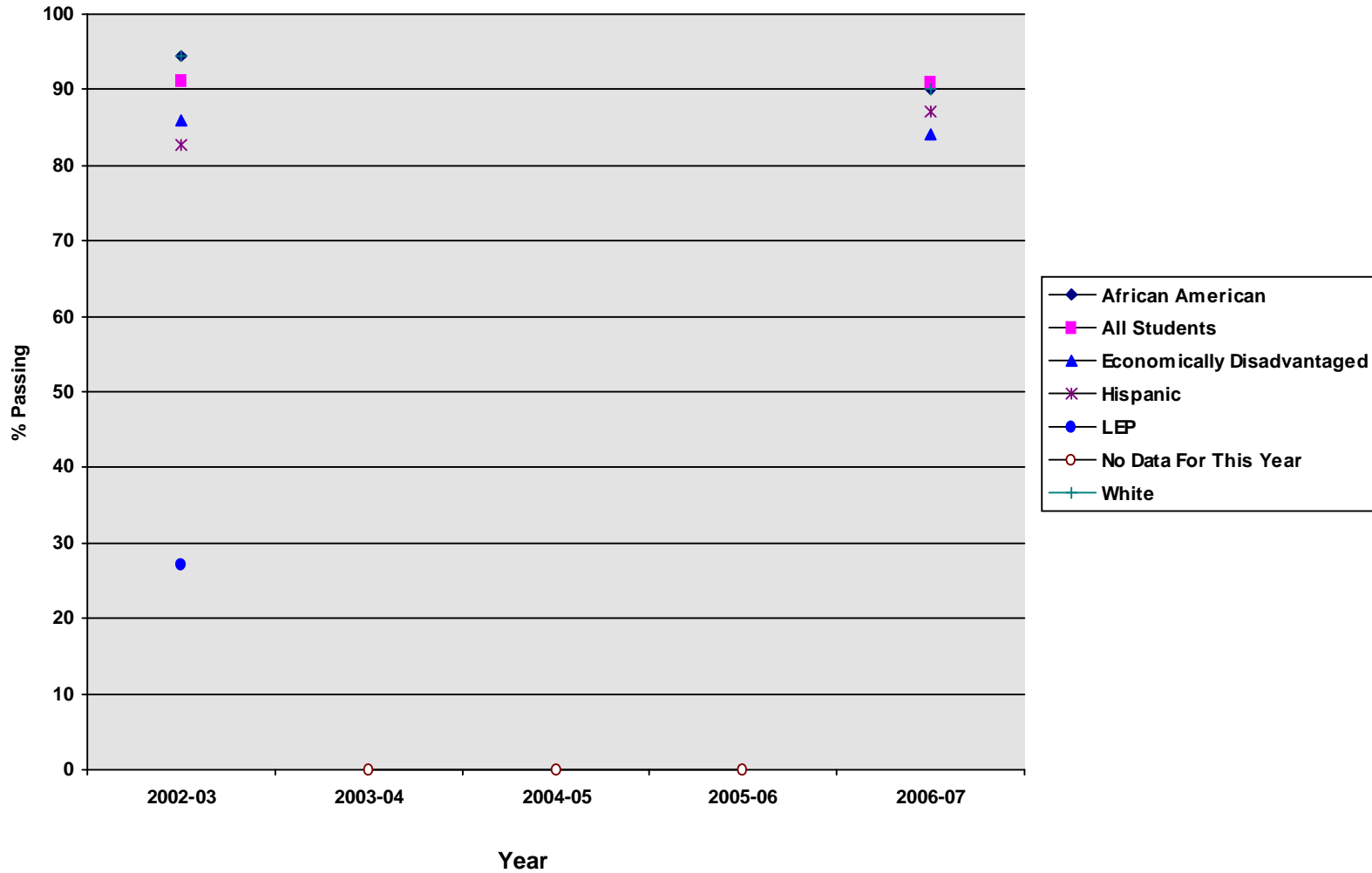
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

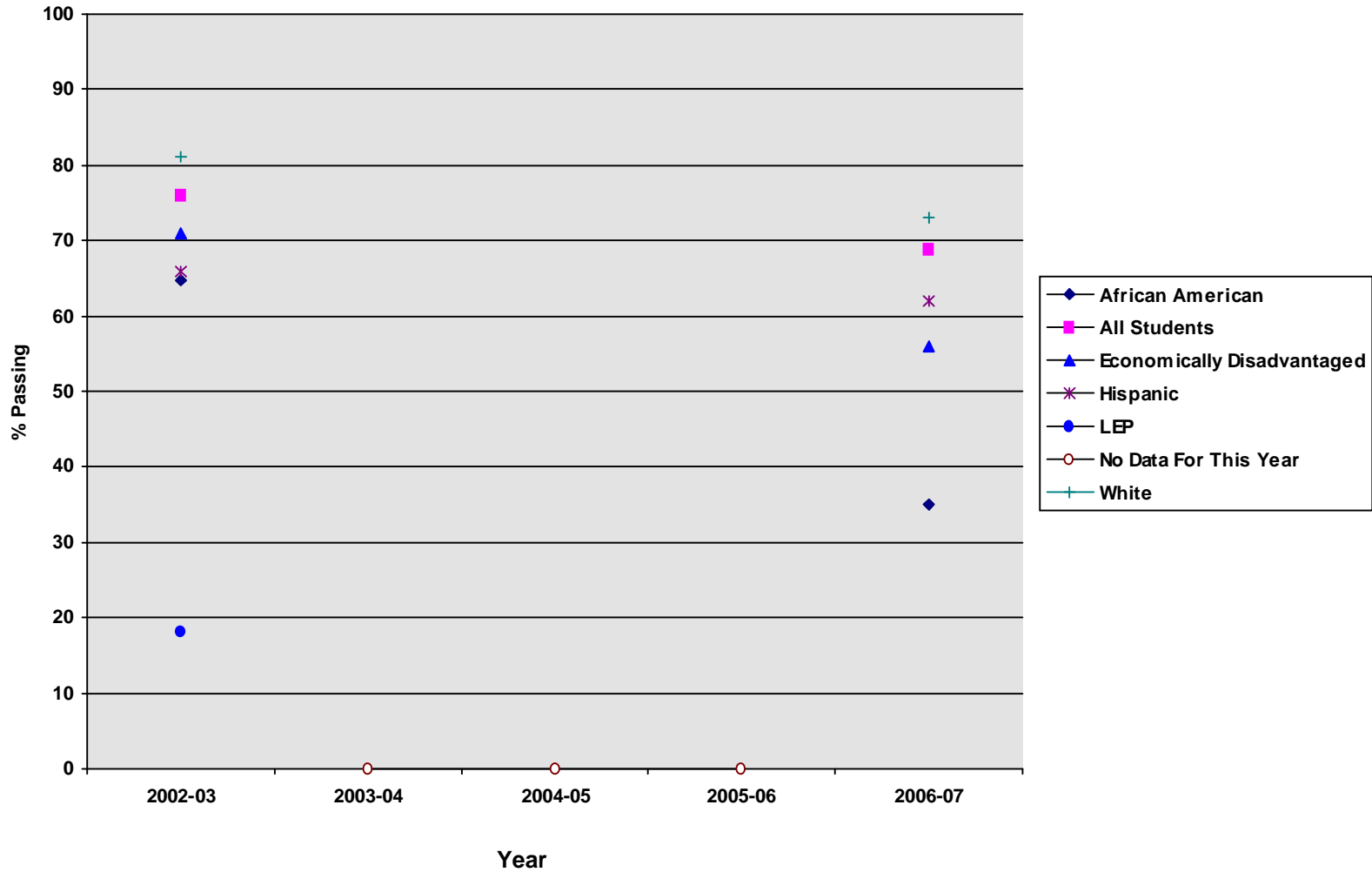
Report of TAKS Reading

Graph of Current Performance by Analysis Group



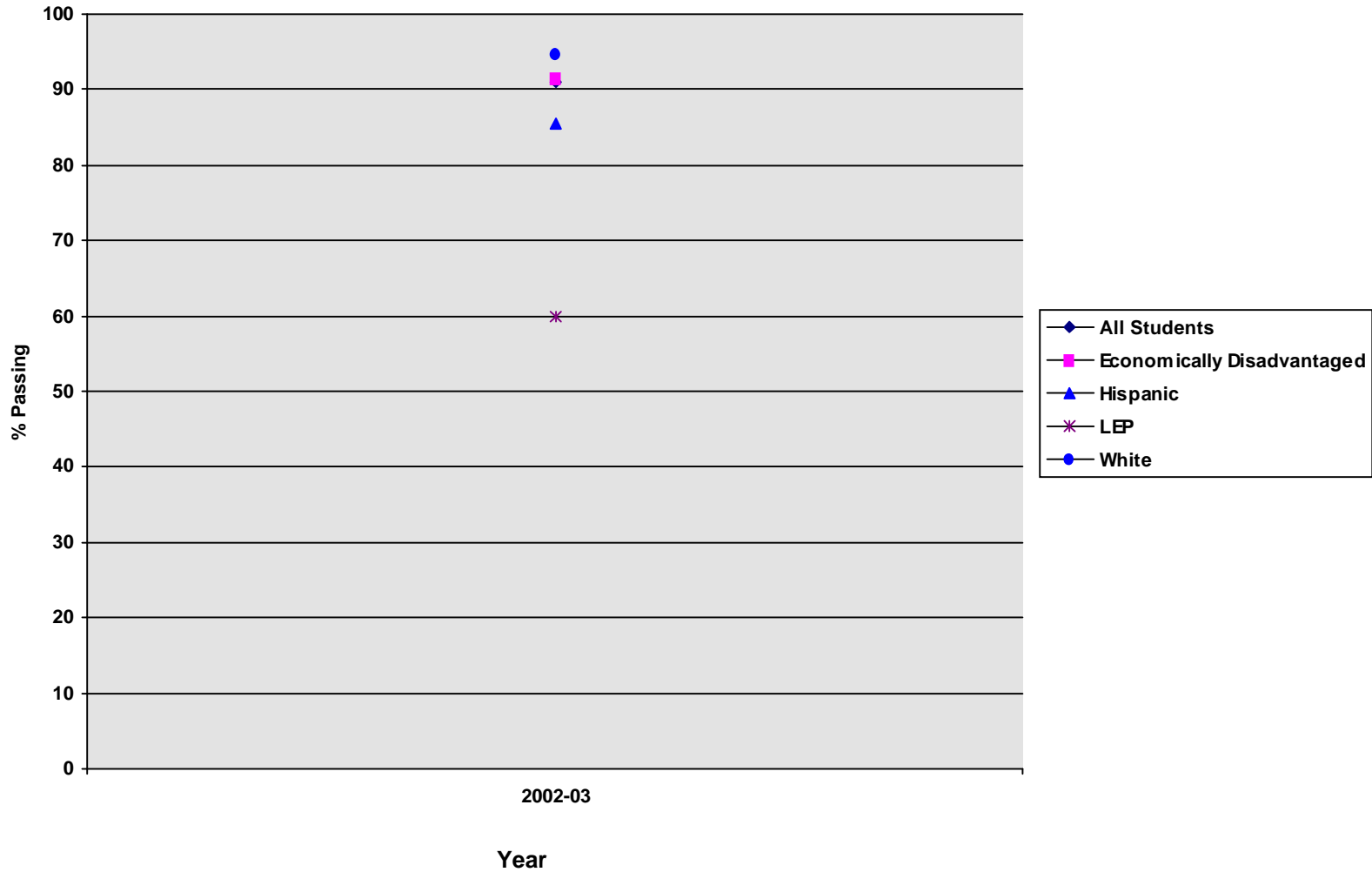
Report of TAKS Math

Graph of Current Performance by Analysis Group



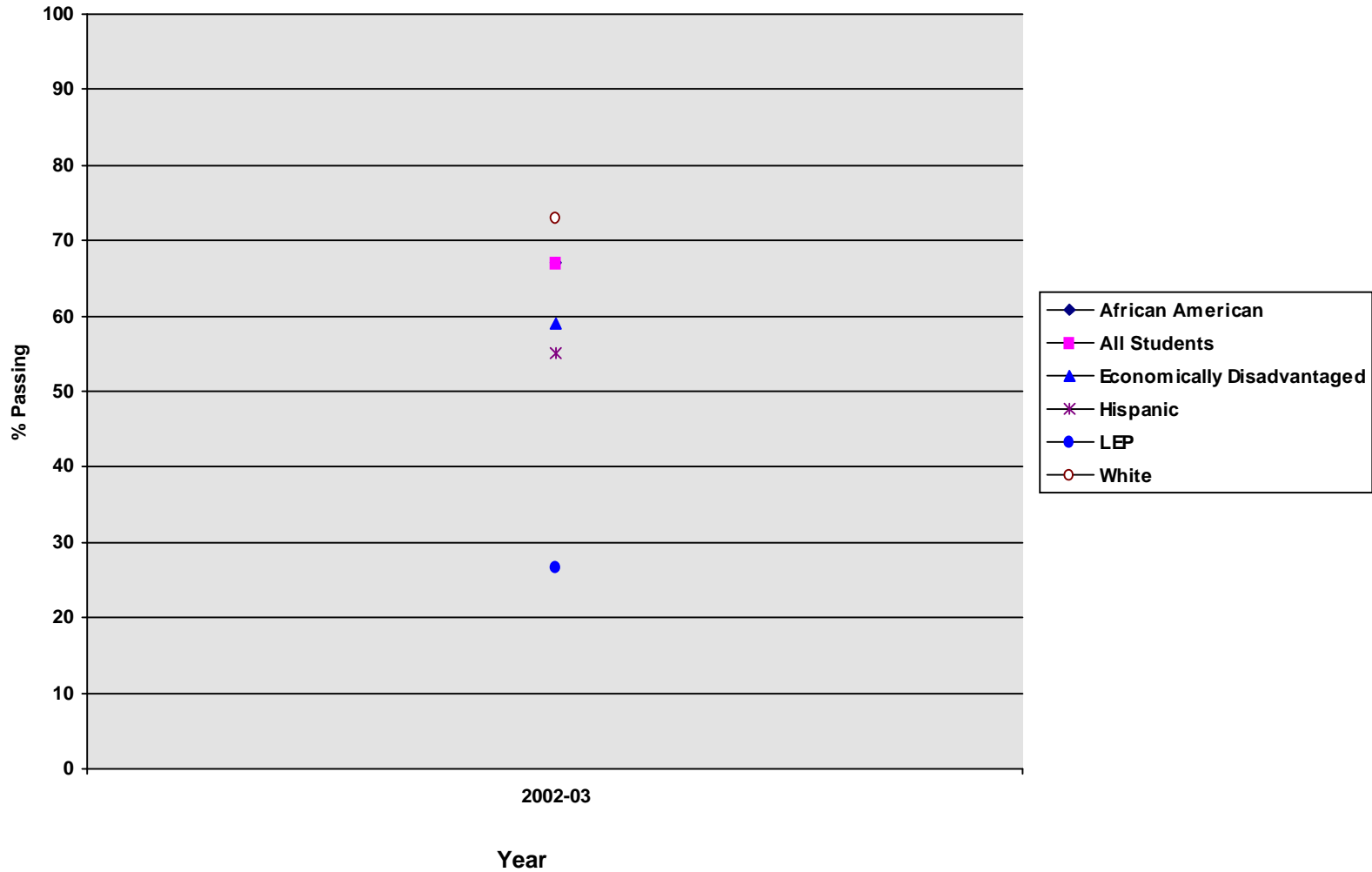
Report of TAKS Writing

Graph of Current Performance by Analysis Group



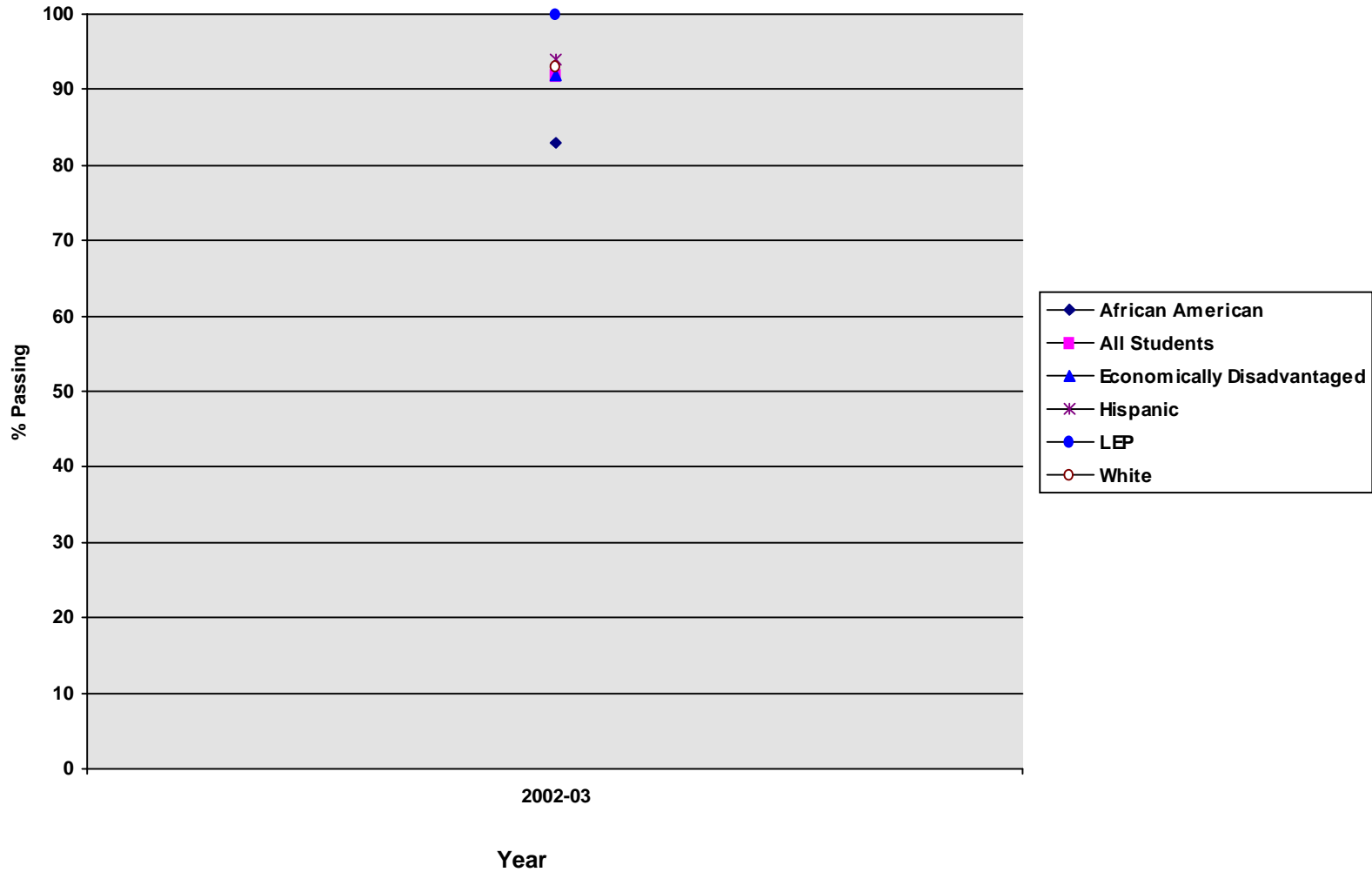
Report of TAKS Overall

Graph of Current Performance by Analysis Group



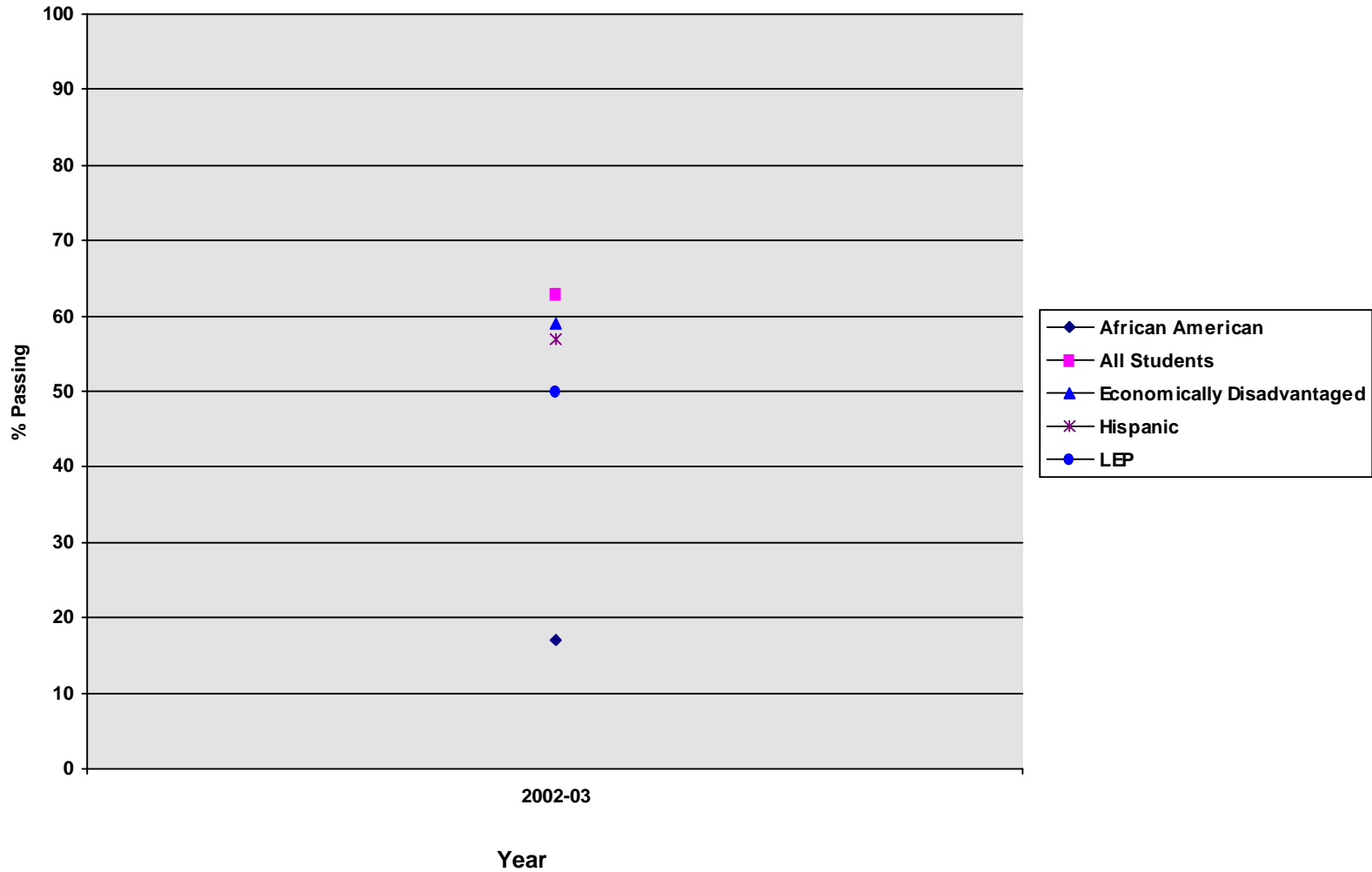
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



Report of SDAA II Math

Graph of Current Performance by Analysis Group



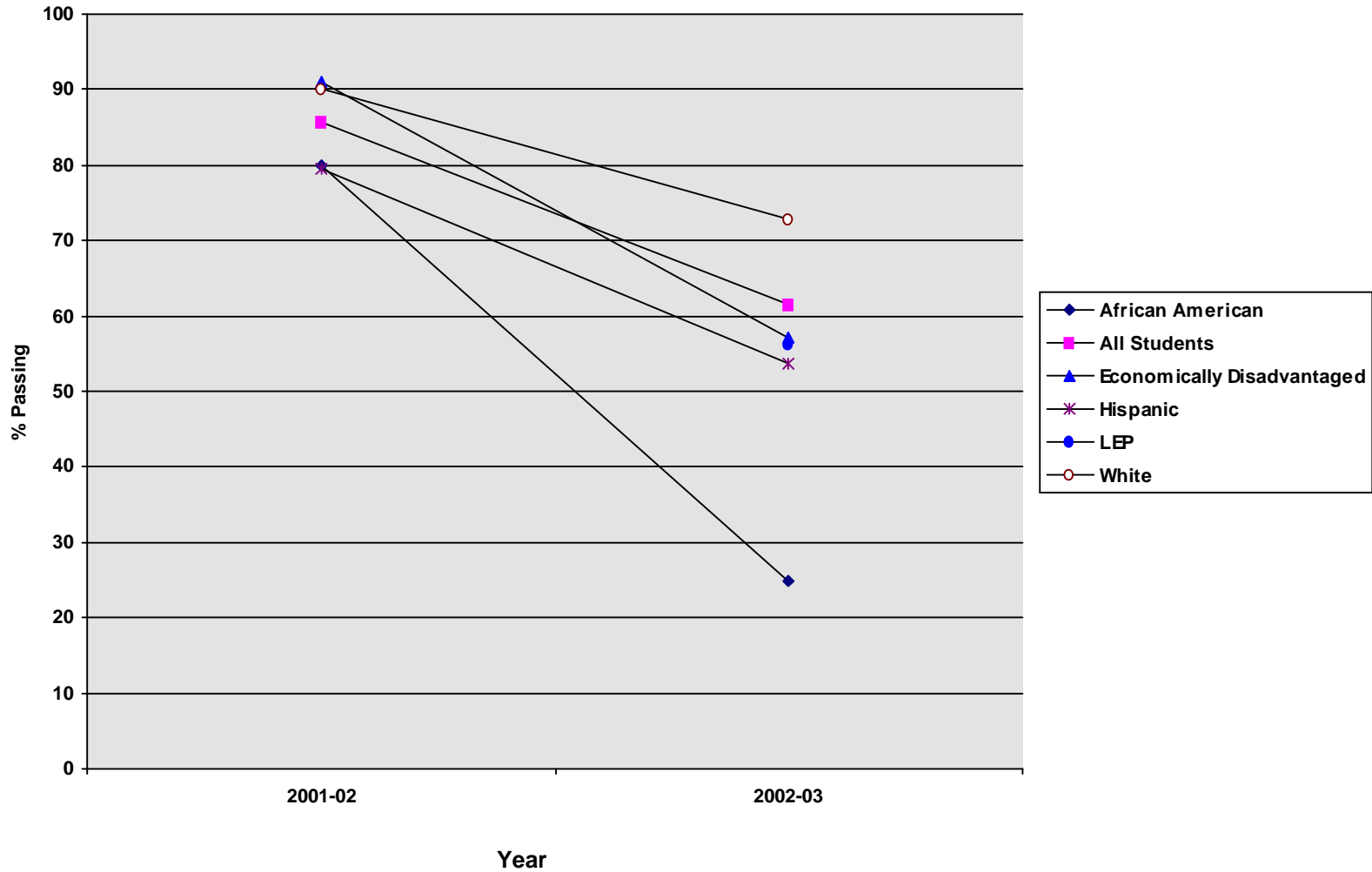
Report of SDAA II Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with SDAA II Writing.**

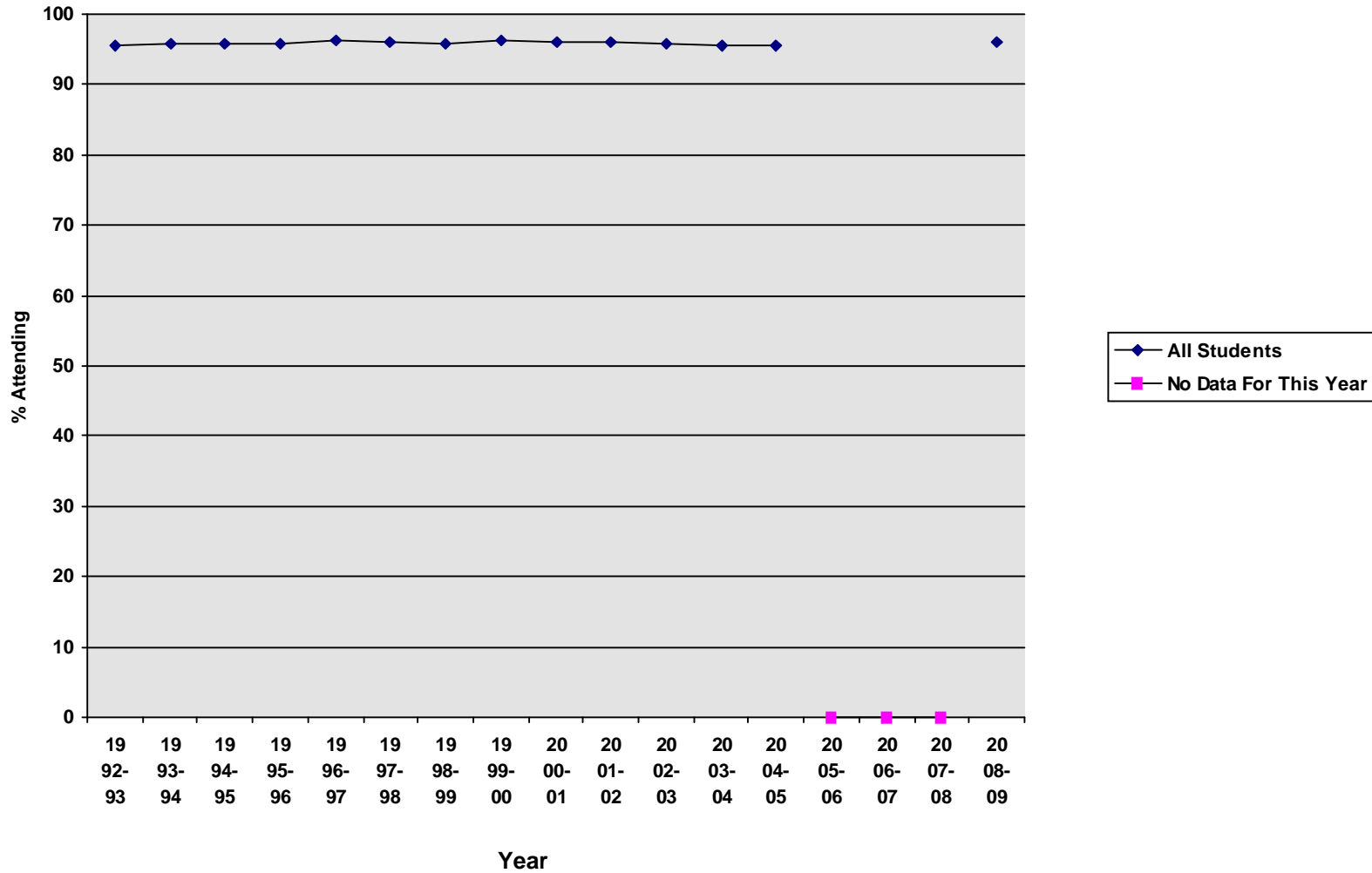
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Dropped Out (4-yr).**

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Taking
SAT/ACT.**

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Scoring At or
Above Criterion.**

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean SAT Scores.**

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**