

Borger Middle School Campus Improvement Plan

Where Believers Become Achievers

2006-07

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 Every child can learn.
- 2 Learning is a life long process.
- 3 When students are challenged academically they are more likely to achieve a higher level of success.
- 4 Effective teachers are dedicated to student success and knowledgeable about the subjects they teach.
- 5 Respect for the individual is essential.
- 6 Effective teaching fosters the success of the individual student.
- 7 Diverse cultures are accepted and appreciated.
- 8 Each person is entitled to a safe environment.
- 9 Involved parents and community support enhance the development of a successful learning environment.
- 10 Open communication among the school community is necessary for student success.
- 11 All stakeholders have input into the decision making process.
- 12 Faith and family are important in the life of the community.
- 13 Teaching patriotism produces responsible citizens of tomorrow.
- 14 Creating an environment of volunteerism encourages service to others.

2006-2007 Site Based Decision Making Committee

Position	Name	Term
Building Administrator	Jayson Hataway	Continuing
BMS Counselor	Debi Duso	Continuing
Classroom Teachers	Lisa Moltz - 8th	Fall 2008
	Kevin Flanagan - 8th	Fall 2007
	Rhonda Sudbrink - 7th	Fall 2008
	Teresa Murray - 7th	Fall 2007
	Rosetta Hanna - 6th	Fall 2008
	Cathy Vidrine - 6th	Fall 2009
	Nick Mears - Fine Arts	Fall 2008
	Jason Carter- Physical Ed.	Fall 2008
	Chery Webster-Special Needs	Fall 2007
	Rosa Rangel - LEP	Continuing
	Susan DeLoe - Technology	Fall 2008
	Dorothy Owen	Continuing
	Linda Rotramel	Continuing
Support Staff	Julie McMurry	Fall 2008
	Michelle Thompson	Fall 2007
District Level Representative	Les Sharp	Fall 2008
Parents		
Community Representative		
Business Representative	Johnny Gunter	Fall 2008

Goal 1: In the area of student achievement, Borger Middle School students will demonstrate academic skills by meeting passing standards at or above the state average on the TAKS (Texas Assessment of Knowledge and Skills), SDAAll (State Developed Alternative Assessment), TELPAS (Texas English Language Proficiency Assessment System), and LDAA (Locally Developed Alternative Assessment).

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 1 - Strategy 1 Improve Writing Scores on TAKS and SDAA II

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	96 %	2006	≥ 98 %	2011-12	≥ 96.4 %	2007
African American	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Economically Disadvantaged	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
Hispanic	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
White	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
LEP	60 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	94 %	2006	≥ 95 %	2011-12	≥ 94.2 %	2007
Female	99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
At Risk	93 %	2006	≥ 95 %	2011-12	≥ 93.4 %	2007
GT	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Title I	96 %	2006	≥ 98 %	2011-12	≥ 96.4 %	2007

Leader(s):	Brief Description:	Evaluation Benchmark:

<p>Mr. Ammerman; 7th Grade English Teachers Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/08/2007-02/16/2007 02/19/2007-04/05/2007 04/09/2007-05/24/2007</p>	<p>Based upon the TAKS and SDAA II data from 2006 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 the 2007 TAKS and SDAA II Writing Tests</p>	
<p>Resources Required:</p> <p>Teaching Manipulatives Teachers School Library School Facilities Outside Consultant Instructional Aides District Coordinator Counselor Computers Classroom Equipment Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 2.00 Partially Comp. Ed Funded Cost: \$82,385.00</p>	<p>Source of Funds:</p> <p>Local Revenue Compensatory Ed. Budget</p>	<p>Amount</p> <p>\$41,191.00 \$41,193.00 <hr/> \$82,384.00</p>

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Both regular classroom and special education classroom teachers will use the Curriculum Collaborative for daily instruction to align TEKS with TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/21/2006	to	05/25/2007	97% of students will pass both the TAKS/SDAA Writing and 7th grade ELA	
Both the regular classroom and special education classroom teachers will utilize TAKS/SDAA Release tests by aligning questions with 7th grade ELA TEKS.	All Teachers; Mrs. Duso	10/02/2006	to	04/13/2007	97 % of students will pass both the TAKS/SDAA Writing and 7th grade ELA	
The regular classroom teachers will use Inova reports to disaggregate student scores.	Department Heads; Mr. Ammerman; Mr. Hataway	10/09/2006	to	04/20/2007	Increase the percent of students improving on low performance objectives.	
The regular classroom teachers will use Inova data to plan TAKS tutorials for students	Mr. Ammerman, Mr. Hataway; 7th ELA Teacher	08/21/2006	to	05/25/2007	The percent of students testing in 2007 achieving the passing standard on TAKS Writing will exceed the percent of students passing in 2006	
The regular classroom teacher will use the Inova data and the Curriculum Collaborative to plan and then follow TAKS Objectives Focus Calendar	7th Grade English Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	97% of students passing TAKS Writing.	
The special education teachers will use disaggregate SDAA information and the Curriculum Collaborative to plan and then follow a SDAA Focus Calendar.	7th Gr ELA Sp Ed Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	97% of 7th grade special education students will meet the ARD expectation on grade level SDAA Writing	
Intensive Weekly TAKS/SDAA Review	7th Grade ELA	08/21/2006	to	05/25/2007	97% of 7th grade	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
	Teachers				students will pass the TAKS Writing test.
Individualized TAKS/SDAA Review	7th Grade ELA Teachers	08/21/2006	to	05/25/2007	The percentage of At Risk, 504, and Special Education students passing the TAKS Writing test will increase by 10%.
Practice TAKS/SDAA Writing prompts	7th Grade ELA Teachers	08/21/2006	to	05/25/2007	97% of students will score 2 or above on the TAKS Writing in 7th grade.
Review Test Taking Skills With Students	All Teachers	08/21/2006	to	05/25/2007	97% of students will meet the passing standards on the TAKS Writing.
Use of Computer Lab to Enhance Writing Skills	All ELA Teachers; Mrs. De Loe; Mrs. Coleman	08/21/2006	to	05/25/2007	90% of the students will demonstrate the ability to complete an essay using word processing programs.
University of Interscholastic League Academic Competition in Writing	Ms. Coleman; Mr. Ammerman; UIL Event Coaches	08/21/2006	to	05/25/2007	Students competing in the event will demonstrate success by placing in the event.
TAKS Writing Workshops: Region 16	ELA Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	The percentage of correct scores given by the teacher as compared to scores given to students by the state.

Goal 1 - Strategy 2 Improve Reading Scores on TAKS and SDAA II

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	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
African American	71 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
Hispanic	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
White	95 %	2006	≥ 97 %	2011-12	≥ 95.4 %	2007
Special Ed.	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
LEP	50 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
Female	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
Bilingual/ESL	50 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	71 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Title I	92 %	2006	≥ 90 %	2011-12	≥ 92 %	2007

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	88 %	2006	≥ 90 %	2011-12	≥ 90 %	2007
African American	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
Economically Disadvantaged	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Hispanic	77 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
White	93 %	2006	≥ 95 %	2011-12	≥ 93.4 %	2007
Special Ed.	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
LEP	50 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Female	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Bilingual/ESL	50 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	73 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Title I	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007

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	80 %	2006	≥ 90 %	2011-12	≥ 90 %	2007
African American	67 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	70 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Hispanic	66 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
White	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	77 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Female	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
At Risk	65 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007

Indicator: TAKS Reading

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2006	≥ 93 %	2011-12	≥ 91.4 %	2007
African American	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
Hispanic	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
White	97 %	2006	≥ 98 %	2011-12	≥ 97.2 %	2007
Special Ed.	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	92 %	2006	≥ 94 %	2011-12	≥ 92.4 %	2007
Female	90 %	2006	≥ 94 %	2011-12	≥ 90.8 %	2007
Bilingual/ESL	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
At Risk	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	91 %	2006	≥ 93 %	2011-12	≥ 91.4 %	2007

<p>Leader(s): Mr. Ammerman; All Reading Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006</p>	<p>Brief Description:</p> <p>Based upon the TAKS and SDAA IIdata from 2006 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.</p>	<p>Evaluation Benchmark:</p> <p>90% of 6th-8th grade students will meet the passing standard on the 2007 TAKS/SDAA II Reading Tests</p>
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01/08/2007-02/16/2007
 02/19/2007-04/05/2007
 04/09/2007-05/24/2007

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 5.00	Local Revenue	\$83,765.00
Teachers	Partially Comp. Ed Funded	Compensatory Ed. Budget	\$83,765.00
Student Support Team	Cost: \$167,530.00		<hr/> \$167,530.00
Staff			
School Library			
School Facilities			
Outside Consultant			
Instructional Aides			
District Coordinator			
Counselor			
Computers			
Classroom Equipment			
Administrative Staff			

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Both the regular classroom and special education classroom teachers will use the Curriculum Collaborative for daily instruction to align TEKS with TAKS objectives.	All Teachers; Mrs. Rotramel; Mr. Ammerman	08/21/2006	to	05/25/2007	90% of students will pass both the TAKS/SDAA Reading Test and 6th-8th grade ELA.	
Both the regular classroom and special education classroom teachers will utilize TAKS/SDAA Release tests by aligning questions with 6th-8th grade level ELA TEKS	ELATEachers;Mrs Duso	08/21/2006	to	05/25/2007	At least 90% of students meet passing standard on the TAKS/SDAA II in 2006	
Both the regular and the special education teachers will train the students in the use of Cooperative Highlighting & Justifying: 6th-8th Grades	All ELA Teachers	08/21/2006	to	05/25/2007	At least 90% of students will meet passing standard on the TAKS/SDAA II in 2007	
The regular classroom teachers will use Inova reports to disaggregate student scores.	Mrs. Duso; Mr. Ammerman; All ELA	08/21/2006	to	05/25/2007	There will be an increase in the percent of students improving on low performing objectives	
The regular classroom teachers will use the Inova data to plan TAKS Tutorials for students	Mr. Hataway; ELA Teachers	08/21/2006	to	05/25/2007	At least 90% of students meet passing standard on the TAKS in 2007	
The regular classroom teacher will use the Inova data and the Curriculum Collaborative to plan and then follow a TAKS Objectives Focus Calendar	ELA Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	90% of the 6th-8th grade students will meet the passing standards on the TAKS Reading test.	
The special education teachers will use disaggregate SDAA information and the Curriculum Collaborative to plan the then follow a SDAA Focus Calendar	Mr. Ammerman; Sp.Ed. Teachers	10/05/2006	to	10/05/2006	97% of the special education students in grades 6-8 will meet the ARD expectation	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					on grade level SDAA Reading.
Individualized TAKS/SDAA II Reviews	6th-8th ELA Teachers	08/21/2006	to	05/25/2007	At least 90% of students will meet passing standard on the TAKS/SDAA II in 2006
Conduct Practice TAKS Reading Tests	6th-8th ELA Teacher	08/21/2006	to	05/25/2007	At least 90% of students will meet passing standard on the TAKS/SDAA II in 2007
Review Students In TAKS/SDAA II Test Taking Skills	All Teachers	08/21/2006	to	05/25/2007	At least 90% of students will meet passing standard on the TAKS/SDAA II in 2006
Provide Opportunities For Students To Be Involved In University of Interscholastic League Academic Competition	Mr. Ammerman; Ms. Coleman; UIL Event Coaches	08/21/2006	to	05/25/2007	BMS students will compete in all possible events at the district UIL meet.
Encourage independent reading with Book Fairs, Bluebonnet, and Lone Star participation.	Mrs. Gallaspy; ELA Teachers	08/21/2006	to	05/25/2007	Library records
TAKS Reading Workshops: Region 16	Reading Teachers 5th-8th Grades; Mr. Hatfield	08/21/2006	to	05/25/2007	At least 90% of students meet passing standard on the TAKS/SDAA II in 2006

Goal 1 - Strategy 3 Improve Math Scores on TAKS and SDAA II

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	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
African American	71 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Hispanic	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
White	95 %	2006	≥ 90 %	2011-12	≥ 95 %	2007
Special Ed.	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
LEP	56 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	93 %	2006	≥ 95 %	2011-12	≥ 93.4 %	2007
Female	90 %	2006	≥ 93 %	2011-12	≥ 90.6 %	2007
Bilingual/ESL	56 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	71 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Title I	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007

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	67 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
African American	60 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	55 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Hispanic	58 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
White	72 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
LEP	17 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	65 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Female	70 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Bilingual/ESL	17 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	43 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	67 %	2006	≥ 90 %	2011-12	≥ 80 %	2007

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	62 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
African American	56 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	52 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Hispanic	52 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
White	67 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	62 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Female	61 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	35 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	62 %	2006	≥ 90 %	2011-12	≥ 80 %	2007

Indicator: TAKS Math

Grade: 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
African American	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Hispanic	60 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
White	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	75 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Female	71 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Bilingual/ESL	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	50 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Title I	73 %	2006	≥ 90 %	2011-12	≥ 80 %	2007

Leader(s):

Mr. Ammerman; All Math Teachers

Leader Progress Report Dates:

Mr. Ammerman
Each Six Weeks

08/21/2006-09/29/2006
10/2/2006-11/10/2006
11/13/2006-12/22/2006
01/08/2007-02/16/2007
02/19/2007-04/05/2007

Brief Description:

Based upon the TAKS/SDAA II data from 2006 and current classroom information, 6th-8th grade teachers will develop and implement strategies to address the strengths and weaknesses of 6th-8th grade students.

Evaluation Benchmark:

80% of the students in 6th-8th grades will meet the passing standard on the 2007 TAKS/SDAA II Math Tests

04/09/2007-05/24/2007			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: 5.00	Compensatory Ed. Budget	\$124,526.00
ARD Committee	Partially Comp. Ed Funded	Local Revenue	\$124,526.00
Classroom Equipment	Cost: \$249,052.00		<hr/> \$249,052.00
Computers			
Counselor			
District Coordinator			
District Staff			
Instructional Aides			
Learning Lab			
Administrative Staff			
Parent Inv. Coordinators			
Transportation Dept.			
SBDM/CIC Committee			
School Facilities			
School Library			
Staff			
Student Support Team			
Supplies			
Teachers			
Teaching Manipulatives			
Mentor Volunteers			

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Both the regular and special education classroom teachers will use the Curriculum Collaborative for daily instruction to align TEKS with TAKS objectives.	All Teachers; Mrs. Duso	08/21/2006	to	05/25/2007	80% of students in grades 6-8 will pass both the TAKS/SDAA Math test and math grade level course.
Both the regular classroom and special education classroom teachers will utilize TAKS/SDAA Release tests by aligning questions with the Math TEKS.	Math Teachers	08/21/2006	to	05/25/2007	Percent of students meeting the passing standard on the 2006 Math TAKS/SDAA II is above the state average and above 70% for all grade levels.
The regular classroom teachers will use Inova reports to disaggregate student scores.	Math Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	80% of all students will meet the passing standards on the Math TAKS in 2007
The regular classroom teacher will use Inova data to plan tutorials for students 6th-8th grades	Mr. Hataway; Math teachers	08/21/2006	to	05/25/2007	80% of 6th-8th students will meet the passing standard on the Math TAKS in 2007
Use Computer Programs in mandatory tutorials to address the needs of low achieving students.	Mr. Hataway; Math Teachers	08/21/2006	to	05/25/2007	See a significant increase in the passing rate of low performing students.
The regular classroom teacher will use the Inova data and the Curriculum Collaborative to plan and then follow a TAKS Objectives Focus Calendar	Math Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	80% of 6th-8th grade students will meet the passing standards on the Math TAKS test in 2007.
The special education teachers will use disaggregate SDAA information and the Curriculum Collaborative to plan and then follow a SDAA Focus Calendar.	Sp. Ed. Math Teacher; Mr. Ammerman	08/21/2006	to	05/25/2007	97% of 6th-8th grade special education students will meet the ARD expectation on

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					the grade level SDAA Math test
Specific tutoring targeting resource math students close to level need to exit special education program.	Mrs. Ives; Mr. Hataway	10/09/2006	to	05/25/2007	Number of students exited from resource math
Reduce class sizes in resource math class to provide more individual assistance to special education students at risk of failure.	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	90% of special education classes will have no more than 15 students.
Conduct Intensive TAKS/SDAA II Reviews	All Teachers	08/21/2006	to	05/25/2007	80% of 6th-8th grade students will meet the passing standards on the Math TAKS/SDAA in 2007
Develop Individualized TAKS/SDAA II Reviews.	Math Teachers	08/21/2006	to	05/25/2007	80% of all 6th-8th grade students will meet the passing standards on the Math TAKS/SDAA test in 2007
Practice the Math TAKS/SDAA II Tests	All Math Teachers	08/21/2006	to	05/25/2007	80% of 6th-8th grade students will meet the passing standards on the Math TAKS/SDAA test in 2007
Provide Students with Training in Test Taking Skills for the TAKS/SDAA II.	All Teachers	08/21/2006	to	05/25/2007	80% of 6th-8th grade students will meet the passing standards on the Math TAKS/SDAA test in 2007
Provide Students the Opportunity to Be Involved in University Interscholastic League (UIL) Academic Competition	Ms. Coleman; Mr. Ammerman; UIL Event Coaches	08/21/2006	to	05/25/2007	BMS Students compete in all possible math events at the district UIL Academic Meet

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Attend TAKS/SDAA II Region 16 Workshops and use strategies learned in the classroom.	Mr. Ammerman; All Math Teachers	08/21/2006	to	05/25/2007	PDAS Observations and Teacher Self-Report/Classroom Walkthroughs

Goal 1 - Strategy 4 Improve Science Scores on TAKS

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	75 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
African American	40 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Economically Disadvantaged	69 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Hispanic	53 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
White	87 %	2006	≥ 90 %	2011-12	≥ 87.6 %	2007
Special Ed.	60 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Female	67 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Bilingual/ESL	< 1 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	56 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
GT	91 %	2006	≥ 95 %	2011-12	≥ 91.8 %	2007
Title I	75 %	2006	≥ 90 %	2011-12	≥ 80 %	2007

Leader(s):

Mr. Ammerman; 8th Grade Science Teachers

Leader Progress Report Dates:

Mr. Ammerman
Each Six Weeks

Brief Description:

Based upon the TAKS data from 2006 and current classroom information 8th grade Science teachers will develop strategies to address the strengths and weaknesses of 8th grade students.

Evaluation Benchmark:

80% of the 8th grade students will meet the passing standard on the 2007 TAKS Science

08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/08/2007-02/16/2007 02/19/2007-04/05/2007 04/09/2007-05/24/2007			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 2.00	Local Revenue	\$49,864.00
Teachers	Partially Comp. Ed Funded	Compensatory Ed. Budget	\$49,864.00
Staff	Cost: \$99,728.00		<hr/> \$99,728.00
School Library			
School Facilities			
Outside Consultant			
District Coordinator			
Counselor			
Computers			
Classroom Equipment			
Administrative Staff			

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The regular classroom teacher will use the Curriculum Collaborative for daily instruction to align TEKS with TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/21/2006	to	05/25/2007	80% of the students will meet the passing standard on the TAKS Science test.	
The regular classroom teachers will utilize TAKS Release tests by aligning questions with the 8th grade Science TEKS.	8th Grade Science Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	80% of students will pass both the TAKS Science test and 8th grade level science	
The regular classroom teachers will use Inova reports to disaggregate student scores.	8th Science Teachers; Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	80% of students will meet the passing standard on the TAKS Science test.	
The regular classroom teachers will use Inova data to plan TAKS tutorials for students.	Department Head; Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	Increase the percent of students improving on low performance objectives.	
The regular classroom teacher will use the Inova data and the Curriculum Collaborative to plan and then follow a TAKS Objective Focus Calendar.	8th Grade Science Teachers; Mr. Ammerman	08/21/2006	to	05/25/2007	80% of student will meet the passing standard on the TAKS Science test.	
Provide Individualized TAKS review.	8th Science Teachers	08/21/2006	to	04/27/2007	80% of the students will meet the passing standard on the TAKS Science test.	
Conduct Intensive TAKS Reviews	8th Grade Science Teachers	08/21/2006	to	05/25/2007	80% of the students will meet the passing standard on the Science TAKS.	
Practice the TAKS Science test.	8th Grade Science Teachers	08/21/2006	to	05/25/2007	80% of the students will meet the passing standard on the TAKS Science test.	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Provide Students With Training In Test Taking Skills	8th Grade Science Teachers	08/21/2006	to	04/27/2007	80% of the students will meet the passing standard on the TAKS Science test.
Provide Students The Opportunity To Be Involved In University Interscholastic League (UIL) Academic Competition	Mrs. Coleman; Mr. Ammerman; UIL Event Coaches	10/02/2006	to	11/24/2006	BMS students will compete in all possible events at the district UIL meet.
TAKS Science Workshops: Region 16	Mr. Ammerman; 8th Science Teachers	08/21/2006	to	05/25/2007	The application of methods to improve the TAKS scores will be used in the classroom daily.

Goal 1 - Strategy 5 Improve Social Studies Scores on TAKS

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 %	2006	≥ 94 %	2011-12	≥ 92.4 %	2007
African American	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Economically Disadvantaged	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	94 %	2006	≥ 96 %	2011-12	≥ 94.4 %	2007
Special Ed.	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
Male	93 %	2006	≥ 95 %	2011-12	≥ 93.4 %	2007
Female	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
Bilingual/ESL	20 %	2006	≥ 90 %	2011-12	≥ 80 %	2007
At Risk	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
GT	> 99 %	2006	≥ 99 %	2011-12	≥ 99 %	2007
Title I	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007

Leader(s):	Brief Description:	Evaluation Benchmark:
Mr. Ammerman; 8th Grade History Teachers Leader Progress Report Dates: Mr. Ammerman Each Six Weeks	Based upon the TAKS data from 2006 and current classroom information, 8th grade Social Studies teachers will develop and implement strategies to address the strengths and weaknesses of 8th grade students.	97% of the 8th grade students will meet the passing standard on the 2007 Social Studies TAKS Test.

08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/08/2007-02/16/2007 02/19/2007-04/05/2007 04/09/2007-05/24/2007			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 2.00	Local Revenue	\$464,345.00
Teachers	Partially Comp. Ed Funded	Compensatory Ed. Budget	\$464,344.00
Staff	Cost: \$92,869.00		<hr/> \$928,689.00
School Library			
School Facilities			
Outside Consultant			
District Coordinator			
Counselor			
Computers			
Classroom Equipment			
BISD Technology Depart.			
Administrative Staff			

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The regular classroom teacher will use the Curriculum Collaborative for daily instruction to align TEKS with TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/21/2006	to	05/25/2007	97% of the students will meet the passing standard on the TAKS Social Studies test.	
The regular classroom teacher will utilize TAKS Release test by aligning questions with the 8th grade Social Studies TEKS	All Teachers; Mrs. Duso	08/21/2006	to	05/25/2007	97% of the students will meet the passing standard on the TAKS Social Studies test.	
Prepare students for the TAKS through Timeline Memorization	8th Grade Social Studies Teachers	08/21/2006	to	04/27/2007	97% of the students will meet the passing standard on the TAKS Social Studies test.	
The regular classroom teacher will use Inova data to disaggregate past TAKS scores and develop curriculum for TAKS tutorials	Department Heads; Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	There will be an increase in the percent of students improving on the low performance TAKS objectives.	
The regular classroom teachers will use the Inova data to plan TAKS tutorials for students.	8th Grade Social Studies Teachers	08/21/2006	to	05/25/2007	97% of the students will meet the passing standard on the TAKS Social Studies test	
The regular classroom teacher will use the Inova data and the Curriculum Collaborative to plan and then follow a TAKS Objectives Focus Calendar.	8th Grade Social Studies Teachers	08/21/2006	to	05/25/2007	97% of the students will meet the passing standard on the TAKS Social Studies test	
Provide Intensive TAKS Reviews based on TAKS pretests.	8th Grade Social Studies Teachers	08/21/2006	to	04/27/2007	97% of the students will meet the passing standard on the TAKS Social Studies test	
Provide Students with Test Taking Strategies	8th Grade Social Studies Teachers	08/21/2006	to	05/25/2007	97% of the students will meet the passing	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					stand on the TAKS Social Studies test.
Provide students with the opportunity to compete in University Interscholastic League academic contests.	Ms. Coleman; Mr. Ammerman; UIL Event Coaches	08/21/2006	to	05/25/2007	BMS Students competing fully in all UIL events at the district meet.
TAKS Social Studies Workshops: Region 16	Mr. Ammerman; 8th Grade Social Studies Teachers	08/21/2006	to	05/25/2007	97% of the students will meet the passing standard on the TAKS Social Studies test.

Goal 1 - Strategy 6 Improve Scores of LEP students on the TELPAS

Indicator: TELPAS: % of 3-12 attaining Advanced High

Grade: 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	14 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Economically Disadvantaged	15 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Hispanic	14 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Male	11 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Female	20 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
At Risk	17 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Title I	14 %	2006	≥ TBD %	2011-12	≥ TBD %	2007

Indicator: TELPAS: % of 3-12 attaining Advanced High

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	25 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Economically Disadvantaged	27 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Hispanic	25 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Male	40 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Female	14 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
At Risk	27 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Title I	25 %	2006	≥ TBD %	2011-12	≥ TBD %	2007

Indicator: TELPAS: % of 3-12 attaining Advanced High

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	35 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Economically Disadvantaged	36 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Hispanic	35 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
At Risk	35 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Title I	35 %	2006	≥ TBD %	2011-12	≥ TBD %	2007

Indicator: TELPAS: % of 3-12 showing progress

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	63 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Economically Disadvantaged	63 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Hispanic	63 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Male	60 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Bilingual/ESL	63 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
At Risk	63 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Title I	63 %	2006	≥ TBD %	2011-12	≥ TBD %	2007

Indicator: TELPAS: % of 3-12 showing progress

Grade: 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	44 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Economically Disadvantaged	50 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Hispanic	44 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Special Ed.	22 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Male	27 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Female	80 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Bilingual/ESL	44 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
At Risk	44 %	2006	≥ TBD %	2011-12	≥ TBD %	2007
Title I	44 %	2006	≥ TBD %	2011-12	≥ TBD %	2007

<p>Leader(s): Mr. Ammerman; Mrs. Rangel</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/08/2007-02/16/2007 02/19/2007-04/05/2007 04/09/2007-05/24/2007</p> <p>NEW INITIATIVE</p>	<p>Brief Description:</p> <p>Based on the TELPAS data from 2006 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.</p>	<p>Evaluation Benchmark:</p> <p>80% of the LEP students in 6th-8th grade will show one year of progress on the 2007 TELPAS.</p>	
<p>Resources Required:</p>	<p>FTE's Required:</p>	<p>Source of Funds:</p>	<p>Amount</p>

Teachers	Number of FTE's: 0.50	Compensatory Ed. Budget	\$16,778.00
School Library	Fully Comp. Ed Funded		\$16,778.00
School Facilities	Cost: \$16,778.00		
LPAC Committee			
Instructional Aides			
Computers			
Central Office			
Administrative Staff			

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The ESL teacher will use the Curriculum Collaborative for daily instruction to align TEKS with content language development.	Mrs. Rotramel; Mr. Ammerman; Mrs. Rangel	08/21/2006	to	05/25/2007	80% of LEP students will show one year of progress on the TELPAS	
Eligible LEP students will be scheduled into daily ESL classes to address specific language issues.	Mrs. Duso; Mrs. Rangel	08/21/2006	to	05/25/2007	80% of the ESL students will show one year of progress on the TELPAS	
There will be a collaboration between the regular classroom teachers and the ESL teacher to develop strategies to improve the writing responses of LEP students.	Mrs. Rangel; All Teachers	08/21/2006	to	05/25/2007	80% of LEP student will show one year of progress on the writing section of the TELPAS	
The ESL Teacher will utilize the Release RPTE test to align the questions with the ELA TEKS at grades 6-8.	Mrs. Rangel; Mrs Duso	08/21/2006	to	05/25/2007	80% of the LEP students will advance one level on the RPTE test.	
The ESL teacher will do a data desegregation of previous TELPAS information	Mrs. Rangel; Mrs. Duso	08/21/2006	to	05/25/2007	80% of LEP students will show one year of progress on the TELPAS	
The ESL teacher will use TELPAS data to plan tutorials for LEP students	Mrs. Rangel; Mr. Hataway	08/21/2006	to	05/25/2007	80% of the LEP students will show one year of progress on the TELPAS	
The ESL teacher will conduct individualized RPTE review for LEP students	Mrs. Rangel; Mr. Ammerman	08/21/2006	to	04/27/2007	80% of the LEP students will show one year of progress on the TELPAS	

Goal 1 - Strategy 7 Improve Success of LEP students on TAKS tests.

<p>Leader(s): Mr. Ammerman; Mrs. Duso; Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/08/2007-02/16/2007 02/19/2007-04/05/2007 04/09/2007-05/24/2007</p> <p>NEW INITIATIVE</p>	<p>Brief Description:</p> <p>Based on 2006 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.</p>	<p>Evaluation Benchmark:</p> <p>80% percent of LEP students in grades 6-8 will meet the passing standards on the TAKS Tests in 2007.</p>	
<p>Resources Required:</p> <p>Transportation Dept. Teaching Manipulatives Teachers SBDM/CIC Committee Parent Support Parent Inv. Coordinators Outside Consultant Mentor Volunteers LPAC Committee Learning Lab District Coordinator Counselor Computers ARD Committee</p>	<p>FTE's Required:</p> <p>Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds:</p> <p>None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The 2006 PBMAS recommendations will serve as a guide for implementing changes necessary to improve student performance on the TAKS test.	Mr. Ammerman; Mrs. Nichols; Mrs. Duso; Teachers	08/21/2006	to	05/25/2007	80% of LEP students taking the TAKS will meet the passing standard in all subject areas.
The ESL teacher will use the Curriculum Collaborative for daily instruction to align TEKS and TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; Mrs. Rangel	08/21/2006	to	04/20/2007	80% of the LEP students taking the TAKS test will meet the passing standard in all subject areas.
The ESL teacher will utilize the TAKS release tests by aligning the question with the TEKS at grades 6-8.	Mrs. Rangel; Mrs. Duso	08/21/2006	to	05/25/2007	80% of LEP students taking the TAKS test will meet the passing standard in all subject areas.
The ESL teacher will use Inova data and the Curriculum Collaborative to plan and then follow a TAKS Objective Focus Calendar.	Mrs. Rangel; Mr. Ammerman	08/21/2006	to	10/10/2006	80% of the LEP students taking the TAKS test will meet the passing standard in all subject areas.
The ESL teacher will use the Inova reports to disaggregate students scores on TAKS.	Mrs. Rangel; Department Heads	08/21/2006	to	05/25/2007	80% of the LEP students taking TAKS will meet the passing standard in all subject areas.
The ESL teacher will use Inova data to plan TAKS tutorials for LEP students.	Mrs. Rangel; Mr. Hataway	10/10/2006	to	10/10/2006	80% of the LEP students taking the TAKS will meet the passing standard in all subject areas.
The ESL teacher will teach students Test Taking Skills specific to the TAKS test.	Mrs. Rangel; Mrs. Duso	08/21/2006	to	05/25/2007	80% of the LEP students taking the TAKS test will meet the

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					passing standard in all subject areas.
LEP students will receive individualized TAKS review.	Mrs. Rangel	10/10/2006	to	10/10/2006	80% of the LEP students taking the TAKS test will meet the passing standard in all subject areas.

Goal 1 - Strategy 8 Monitor LEP student performance in the classroom

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description: BMS will provide activities to monitor the academic progress of LEP students in the regular classroom.</p>	<p>Evaluation Benchmark: PEIMS Documentation of ESL Modification Reading Proficiency Test in English (RPTE) LPAC Committee Review</p>						
<p>Resources Required: Teaching Manipulatives School Library School Facilities Parent Inv. Coordinators Outside Consultant Mentor Volunteers LPAC Committee Instructional Aides Computers Community Volunteers Central Office Administrative Staff</p>	<p>FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds: None</p> <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></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
	Amount							
	\$0.00							
	\$0.00							

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
LPAC (Language Proficiency Assessment Committee) * Placement Meeting * Annual Review	Mrs. Rangel; Mr. Ammerman	08/21/2006	to	05/25/2007	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; Mrs. Rangel	08/21/2006	to	05/25/2007	80% of the LEP student will achieve a passing standard in the core classes.	
There will be a collaboration between the regular classroom teachers and the ESL teacher to develop strategies for the LEP students.	Mrs. Rangel; All Teachers	08/21/2006	to	05/25/2007	80% of LEP students will achieve a passing grade in their core classes.	
The special education teachers will collaborate with the ESL teacher to address the language needs of special education students.	Mrs. Rangel; Special Education Teachers	08/21/2006	to	05/25/2007	80% of LEP/Special Education students will make academic progress on their IEP.	
Regular classroom teachers will collaborate with the ESL teacher to modify daily assignments by using highlighted textbooks, providing note taking assistance, shortening assignments, and giving extended time for assignments.	All Teachers; Mrs. Rangel	08/21/2006	to	05/25/2007	Lesson plans; Copies of Modified Materials	
Regular classroom teachers will collaborate with the ESL teacher to modify tests by allowing shorter answers, asking fewer questions, or making fewer answers for multiple choice questions.	Mrs. Rangel; All Teachers	08/21/2006	to	05/25/2007	Lesson Plans; Copies of Modified Materials	
Math teachers will avoid using word problems with LEP students who have recently arrived from Mexico.	Mrs. Rangel; All Math Teachers	08/21/2006	to	05/25/2007	Lesson Plans; Copies of Modified Materials	
Regular teachers will collaborate with the	All Teachers	08/21/2006	to	05/25/2007	ESL classroom	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
ESL teacher by sending work for "Content Days."					documentation; Lesson Plans
Classroom teachers will receive training on methods and strategies that have been proven to enhance the learning of LEP students so they can achieve academic success at school.	Mr. Ammerman; Mrs. Nichols	08/21/2006	to	05/25/2007	100% of classroom teachers will attend one or more training workshops addressing the specific needs of LEP students.
Encourage the use of technology to motivate LEP students. * Clickers * COW * Internet Research * Word processing programs for writing assignments * Student produced digital media projects	Mrs. Rangels; Mrs. Gallaspy; BISD Techology	08/21/2006	to	05/25/2007	Lesson Plans; Copies of student work
If necessary, Mrs. Rodriguez will accompany the LEP student to their regular class to offer individual help.	Mrs. Rangel; Mr. Ammerman	08/21/2006	to	05/25/2007	Lesson plans; ESL classroom documentation
Recruit successful Hispanic community members to be involved as mentors for LEP students	Mr. Ammerman; Mrs. Linares; Mrs. Rangel	08/21/2006	to	05/25/2007	Parent Involvement Documentation
Provide a positive role model for LEP students by asking Hispanic speakers to share the story of their successes.	Mr. Ammerman; Mrs. Rangel	08/21/2006	to	05/25/2007	BMS Calendar of events

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

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 2 - Strategy 1 Attendance Initiative and Compulsory Attendance

<p>Leader(s): Mr. Ammerman; All Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>8/21/2006-09/229/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/09/2007-02/16/2007 02/23/2007-04/05/2007 04/09/2007-05/24/2007</p>	<p>Brief Description:</p> <p>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:</p> <p>96% Attendance Rate</p>						
<p>Resources Required:</p> <p>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:</p> <p>Number of FTE's: 2.00</p> <p>Local Funds Cost: \$22,179.00</p>	<p>Source of Funds:</p> <p>Local Revenue</p> <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>Local Revenue</td> <td style="text-align: right;">\$22,179.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$22,179.00</td> </tr> </tbody> </table>		Amount	Local Revenue	\$22,179.00		\$22,179.00
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Local Revenue	\$22,179.00							
	\$22,179.00							

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Strictly enforce compliance with state compulsory attendance laws	Mr. Hataway; Mrs. Huff; Mr. Ammerman	10/05/2006	to	05/25/2007	Record of filings maintained by the Registrar of BMS and reported each six weeks.
Home visits by Attendance Officer	Mr. Dixon	08/21/2006	to	05/25/2007	Truant students will miss less school as a result of these visits
Parent Conferences concerning student absences	Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	Student Discipline Records
Parent Involvement in Student Attendance	Mr. Hataway; Coach Loftis; Mrs. Linares	08/25/2006	to	05/25/2007	Documentation of Phone calls and Home visits to check on students with attendance problems.
Non-Compliance Plan a. Phone Calls from InfoLine and Mr. Hataway b. Warning Letters c. Home contacts by BISD Attendance Officer d. Aggressive Judicial Action	Principals; Mrs. Huff, Charles Dixon	08/21/2006	to	05/25/2007	Record of calls, letters, home contacts, and court proceedings.
Legal assistance from the County Attorney, County Justice of the Peace, Juvenile Probation Officers and the BISD Resource Officer	Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	BMS attendance and discipline records.
Collaboration with County Justice of the Peace Courts	Judge Irwin; Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	PEIMS records of court proceedings
Attendance Rewards 6th-8th Grades - Bulldog Club Membership	Mr. Ammerman; Team Teachers	08/21/2006	to	05/25/2007	Students will be rewarded with one special activity per six

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Team Recognition Incentives	Team Teachers	10/05/2006	to	05/25/2007	weeks Students will be recognized for their attendance efforts by the Academic Teams
Attendance Committee Meetings will be conducted to determine attendance credit.	Mr. Ammerman; Attendance Committee;Mrs. Huff	05/21/2007	to	05/25/2007	Minutes of Attendance Committee

Goal 3: In the area of student performance: The student drop-out rate will be 1% or less. The student retention rate will be less than 1%.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 3 - Strategy 1 Strategies to Decrease Retention

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>The Borger Middle School staff will utilize strategies that will help all BMS students succeed academically and be eligible for promotion annually.</p>	<p>Evaluation Benchmark:</p> <p>Decrease in the retention rate to below 1%.</p>						
<p>Resources Required:</p> <p>LPAC Committee</p> <p>Attendance Officer</p> <p>BPD Resource Officer</p> <p>CHAMPS Personnel</p> <p>Classroom Equipment</p> <p>Community Volunteers</p> <p>Computers</p> <p>Counselor</p> <p>Instructional Aides</p> <p>Justice of the Peace</p> <p>Administrative Staff</p> <p>Learning Lab</p> <p>Transportation Dept.</p> <p>Parent Inv. Coordinators</p> <p>Parent Support</p> <p>SBDM/CIC Committee</p> <p>School Facilities</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
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School Nurse
Staff
Student Support Team
Teachers
Teaching Manipulatives
Juvenile Probation Office

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS Teaming Will Assist Students With Academic, Social, Behavioral, and Attendance Issues.	Team Teachers	08/21/2006	to	05/25/2007	Attendance will increase to 96% for the year.
Students Will Receive Academic Assistance Through the Mastery Assistance Center	Mrs. Boren	08/21/2006	to	05/25/2007	MAC Lab records
Students will be able to regain academic Credit During Summer School	Mr. Ammerman, Team Teachers	06/04/2007	to	06/29/2007	Summer School Records

Goal 3 - Strategy 2 Strategies to Decrease Drop Outs

<p>Leader(s): Mr. Stephens; Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Stephens; Mr. Ammerman; Mr. Callahan</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>The Borger Middle School staff will implement strategies to ensure that all BISD students graduate from high school.</p>	<p>Evaluation Benchmark:</p> <p>Decrease of the BISD Drop Out Rate to below 1%..</p>						
<p>Resources Required:</p> <p>Teachers</p> <p>Parent Support</p> <p>Parent Inv. Coordinators</p> <p>Mentor Volunteers</p> <p>Learning Lab</p> <p>Juvenile Probation Office</p> <p>Justice of the Peace</p> <p>Counselor</p> <p>CHAMPS Personnel</p> <p>Attendance Officer</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
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Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Develop individual graduation plans for At-Risk students.	Mrs. Duso, TEAMS	10/05/2006	to	10/31/2006	Counselor records, Registrar's records, TEAMing records	
Career Aptitude and Interest Testing	Mrs. Duso	10/02/2006	to	10/31/2006	Test Results, Counselor records	
Provide Counseling about high school graduation requirements.	Mrs. Duso, BHS Counselors	02/01/2007	to	02/28/2007	Enrollment Records	
Alternative School: CHAMPS	Mr. Callaghan; Mr. Ammerman	08/21/2006	to	05/25/2007	CHAMPS Records	
Provide counseling about opportunities and choices in higher education.	Mrs. Duso, BHS Counselors, Teachers	05/01/2007	to	05/25/2007	Counselor documentation	
Financial Aid Information including Texas Grant and Teach for Texas Grant	Mrs. Duso	08/21/2006	to	05/25/2007	Documentation by Counselor	

Goal 4: In the area of school climate, Borger Middle School will be characterized by a safe, orderly, and caring environment that promotes open communication.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 4 - Strategy 1 Safety at Borger Middle School

<p>Leader(s): Mr. Ammerman; Mrs. Duso</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description: BMS will be a safe and nurturing environment for all teachers and students.</p>	<p>Evaluation Benchmark: Decrease discipline referrals due to physical altercations by 10%</p>										
<p>Resources Required: Teachers Staff School Nurse School Library School Facilities SBDM/CIC Committee Parent Support Parent Inv. Coordinators Juvenile Probation Office Justice of the Peace Instructional Aides District Admin. Staff Counselor Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 1.00 Partially Comp. Ed Funded Cost: \$55,295.00</p>	<table border="1"> <thead> <tr> <th data-bbox="1092 659 1659 691">Source of Funds:</th> <th data-bbox="1659 659 1848 691">Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1092 699 1659 732">Compensatory Ed. Budget</td> <td data-bbox="1659 699 1848 732">\$20,000.00</td> </tr> <tr> <td data-bbox="1092 740 1659 773">Local Revenue</td> <td data-bbox="1659 740 1848 773">\$25,295.00</td> </tr> <tr> <td data-bbox="1092 781 1659 813"></td> <td data-bbox="1659 781 1848 813"><hr/></td> </tr> <tr> <td data-bbox="1092 821 1659 854"></td> <td data-bbox="1659 821 1848 854">\$45,295.00</td> </tr> </tbody> </table>	Source of Funds:	Amount	Compensatory Ed. Budget	\$20,000.00	Local Revenue	\$25,295.00		<hr/>		\$45,295.00
Source of Funds:	Amount											
Compensatory Ed. Budget	\$20,000.00											
Local Revenue	\$25,295.00											
	<hr/>											
	\$45,295.00											

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS teachers will explain the Student Handbook during the first week of school.	Mr. Ammerman; Mr. Hataway; Teachers	08/21/2006	to	05/25/2007	Students and parents will demonstrate a knowledge and understanding of the handbook
BISD Student Code of Conduct will be... *Given to students and parents * Available in Principal's Office	Mr. Ammerman	08/21/2006	to	05/25/2007	Every student will receive a copy of the Code of Conduct and 99% will return the form signed by parents and students.
Verbal Threat Student Acknowledgement Sheet will be read and signed by parents and students.	Mr. Ammerman; All Teachers	08/21/2006	to	05/25/2007	99% will return the form signed by parents and students.
Teachers will be on duty at key locations before and after school.	Mr. Hataway; Mr. Ammerman; All Teachers	08/21/2006	to	05/25/2007	Administrator Observation
Communication concerning disciplinary infractions to parents and teachers will be made within 24 hours of referrals.	Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	Administrator Evaluations
BMS will enforce "Zero Tolerance" for violence.	Mr. Ammerman; Mr. Hataway; Teachers	08/21/2006	to	05/25/2007	All fights and assaults will result in suspensions, and possibly Charges filed and/or placement in the DAEP.
A bully identification process will instituted according to state law.	Mr. Ammerman; Mrs. Duso	08/21/2006	to	05/25/2007	Students identified as bullies and victims of bullying will receive counseling and change of schedule considerations.

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS will implement a CrimeStoppers program to encourage student reporting of acts of a criminal nature.	Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	Incidents of a criminal nature will decrease.
Safe and Drug-Free Schools & Communities Programs * Red Ribbon Week * Anti-Bullying Program	Mr. Ammerman; Mrs. Denton; Mrs. Duso	08/21/2006	to	05/25/2007	All BMS students will participate in at least one safe and drug free schools activity per semester.
Participation in the Drug Dog Program	Mr. Ammerman;; Interquest	08/21/2006	to	05/25/2007	The Drug Dog will visit the campus at least once monthly.
Random drug testing for 7th & 8th graders in Extra-Curricular Programs	Mr. Ammerman; Mrs. Horst; Forward Edge.	08/21/2006	to	05/25/2007	Random drug testing, involving 15 students each time, will be conducted twice monthly.
Disruptive students will be placed in ISS or DAEP as determined by the Student Code of Conduct.	Mr. Ammerman; Mrs. Rotramel; Mr. Henderson	08/21/2006	to	05/25/2007	At least one in-service meeting concerning policies and management will be held each semester.
Crisis Management * Staff Training * Annual Review Crisis Plan * Implementation of Plan * Safety drills: Tornado, Fire, Shelter in Place, Lock Down * Evacuatin Simulation	Mr. Ammerman	08/21/2006	to	05/25/2007	All staff members will be provided with a copy of the crisis management plan and participate in practice drills.
Administrators and Teachers will have a knowledge of gangs and work to prevent student participation in gang activities at school and in the community.	Mr. Ammerman; Mr. Hataway; Teachers	08/21/2006	to	05/25/2007	Gang prevention will be incorporated into various activites and special programs dealing with drug and violence prevention.
Sexual Harassment Education	Mr. Ammerman; Mr.	08/21/2006	to	05/25/2007	Administrators and

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
*Teacher to Student *Student to Teacher *Student to Student *Teacher to Teacher	Hataway; Teachers				Teachers will deal quickly and thoroughly to stop harassment when reported.
Texas Behavior Support Initiative	Mr. Hataway; Mr. Ammerman; Mrs. Ives	08/21/2006	to	05/25/2007	The BMS TBSI Team will be trained and available.
Reporting of Child Abuse and Neglect	All BMS Staff	08/21/2006	to	05/25/2007	BMS staff members will report suspected abuse and neglect to state authorities as prescribed by law.
Assistance from BISD Resource Officer	Mr. Ammerman; Mr. Hataway; Officer Bishop	08/21/2006	to	05/25/2007	Resource officer will be available to help BMS staff when needed.

Goal 4 - Strategy 2 BMS: A Caring Environment

<p>Leader(s): Mr. Ammerman; Mrs. Duso</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>Since middle school age students need and respond to nurturing relationships provided by peers and adults, BMS will provide a caring environment for all students.</p>	<p>Evaluation Benchmark:</p> <p>Increase student utilization of care services.</p>						
<p>Resources Required:</p> <p>Parent Support</p> <p>Parent Inv. Coordinators</p> <p>School Nurse</p> <p>School Library</p> <p>Counselor</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.00</p> <p>Local Funds</p> <p>Cost: \$33,756.00</p>	<p>Source of Funds:</p> <p>Local Revenue</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$33,756.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$33,756.00</td> </tr> </tbody> </table>		Amount		\$33,756.00		\$33,756.00
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Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Academic TEAMS	Mr. Ammerman	08/21/2006	to	05/25/2007	TEAM Records	
Counseling Services * Classroom Guidance Lessons on Social Issues * Suicide Prevention * Conflict Resolution * Social Issues	Mrs. Duso, Mr. Ammerman	08/21/2006	to	05/25/2007	Counselors' Records	
Maintain Medical Personnel * Scoliosis Screening * Vision/Hearing Screening * Shot Clinics for Immunizations	Nurse Horst	08/21/2006	to	05/25/2007	Nurse's Records, Weekly Agendas	
Student Council Activities * Weekly Spirit Activities * Christmas Project * Canned Food Drive * Penny Wars * Talent Show	Mrs.Duso; Mr.Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	Calendar of Activites, TEAM Records, Student Council Activity Log	
Referrals to Helping Agencies	Mrs. Duso; Nurse Horst; Mr. Ammerman	08/21/2006	to	05/25/2007	Personal Interviews	
School Supplies * Adult Probation Office * Living Water Ministries	Mr.Ammerman, Mrs. Duso	08/21/2006	to	05/25/2007	Mrs. Gabaldon	

Goal 4 - Strategy 3 Communication at BMS

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>Borger Middle School will promote productive collaboration between parents, teachers, and students to enable student success.</p>	<p>Evaluation Benchmark:</p> <p>75% of BMS parents will attend at least one event in 2006-2007.</p>						
<p>Resources Required:</p> <p>Parent Support</p> <p>Community Volunteers</p> <p>Central Office</p> <p>Teachers</p> <p>SBDM/CIC Committee</p> <p>Parent Inv. Coordinators</p> <p>Counselor</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
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Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BISD School Calendar	Central Administration; District Site Based Commit	04/02/2007	to	05/25/2007	Printed version of the school calendar is distributed to all school personnel and parents of students.
School Access Channel: Information about BMS events will be announced	Mr. Ammerman	08/21/2006	to	05/25/2007	Assistant Superintendent's Office
A BMS Student Handbook will be given to all students on the first day of school.	Mr. Ammerman	08/21/2006	to	05/25/2007	Copy of the Handbook
Bi-Lingual Handouts of all school communications	Mr. Ammerman; Mrs. Linares; Mrs. Rangel	08/21/2006	to	05/25/2007	Copies of Communications
New Year Party: Parents will be encouraged to come to the schools to meet their child's teachers	All BMS Staff	08/05/2006	to	08/18/2006	80% of the parents will attend this meeting the Thursday before school starts.
Parent Conference Days	BMS Staff	10/05/2006	to	10/05/2006	80% of parents will attend the parent conference day as indicated by teacher attendance sheets.
Teacher/Parent Conference Meetings	Mrs. Smith	08/21/2006	to	05/25/2007	Record of Conferences maintained by the Principal
BMS Booster Club will hold meetings the first Monday of each month.	Booster Executive Committee	08/21/2006	to	05/25/2007	Minutes of Meetings
BMS Booster Club will sponsor night meetings to give parents information about social issues that may affect their children.	Mrs. Duso; BMS Booster	08/21/2006	to	05/25/2007	80% of BMS parents will attend these meetings.
BMS Booster Club will hold meetings in conjunction with Band and Choir concerts to keep parents informed about the Club's	BMS Booster Executive Committee	08/21/2006	to	05/25/2007	Membership will increase by 10% as a result of these

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
activities.					meetings.
Staff Meetings BMS/BISD	Mr. Ammerman	08/21/2006	to	05/25/2007	Calendar of Events
BISD Network E-Mail	BISD Technology	08/21/2006	to	05/25/2007	
Department Heads will be elected by the staff to express their concerns and ideas to the Administration.	Mr. Ammerman	05/15/2006	to	05/25/2007	Weekly meeting agendas and minutes from those meeting.
TEAM Leader meetings with Principal	Mr. Ammerman	08/21/2006	to	05/25/2007	TEAM Records
Site Based Decision Making Committee meetings will be held at least four times per year.	Mr. Hataway; Mr. Flanagin	08/21/2006	to	05/25/2007	Minutes of Meetings
Student Calendar	Mrs. Hickman	08/21/2006	to	05/25/2007	Weekly/Monthly Calendars
BMS Newspaper: 7th Grade Journalism Class	Mrs. Ferguson	08/21/2006	to	05/25/2007	Copies of News Papers

Goal 4 - Strategy 4 BMS Student and Staff Morale

<p>Leader(s): Mr. Ammerman; Mrs. Duso</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>The Borger Middle School staff will strive to improve and maintain a positive attitude throughout the year.</p>	<p>Evaluation Benchmark:</p> <p>A majority of teachers express satisfaction with morale during summative conference.</p> <p>A majority of students express satisfaction with their school situation during Spring enrollment conference.</p>						
<p>Resources Required:</p> <p>Parent Inv. Coordinators</p> <p>Parent Support</p> <p>District Admin. Staff</p> <p>School Facilities</p> <p>SBDM/CIC Committee</p> <p>Counselor</p> <p>Classroom Equipment</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
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Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
National Junior Honor Society * Induction Ceremony * Teacher Appreciation at Christmas * Participation in a Community Service Project	Mr. Ensey	08/21/2006	to	05/25/2007	Calendar of Events
TEAM Incentive Awards * Honor Roll * Good Citizens * Perfect Attendance	TEAMS	08/21/2006	to	05/25/2007	TEAM Records
Pep Rallies * Football * Volleyball * Homecoming * UIL Participants * Math Counts * Basketball * Track	Mr. Ammerman; Mrs. Duso; Student Council	08/21/2006	to	05/25/2007	Calendar of Events
Assemblies * PE Speakers * Jay Lowder * Rob Holladay * Talent Shows * Band and Choir Christmas Concerts	Mr. Ammerman; Mrs. Duso; Coach Griffin	08/21/2006	to	05/25/2007	Calendar of Events
Awards Assemblies: These assemblies recognize the accomplishments of our students academically, athletically, musically, and socially.	Mr. Ammerman	05/16/2007	to	05/17/2007	May Calendar of Events
BMS Booster Club Teacher Appreciation Events * Fall and Spring Luncheon * TAKS Snacks	BMS Booster Club Executive Board	08/21/2006	to	05/25/2007	Calendar of Events
Faculty Celebrations	Mr.	10/12/2006	to	05/25/2007	Calendar of Events

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
* Six Weeks Parties * Wedding/Baby Celebrations * Retirement Receptions	Ammerman; Teachers				
Boxtops for Education	Ms. Huff; Ms. Walton	08/21/2006	to	05/25/2007	Record of receipts
Planning for Campus Improvement	SBDM Committee	08/21/2006	to	05/25/2007	SBDM Minutes

Goal 5: 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			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 5 - Strategy 1 At-Risk

<p>Leader(s): Mr. Ammerman; Mrs. Duso Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description: The Borger Middle School Staff will strive to meet the needs of all students by addressing their weaknesses and strengths.</p>	<p>Evaluation Benchmark: PEIMS Reports Improved TAKS Scores in all subjects Improved Retention Rate</p>
<p>Resources Required: Teaching Manipulatives School Library School Facilities Parent Inv. Coordinators Learning Lab Instructional Aides Counselor Computers Classroom Equipment Central Office Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 2.00 Federal/Local Cost: \$78,200.00</p>	<p>Source of Funds: Local Revenue Federal Funds</p> <hr/> <p>Amount \$42,869.00 \$35,331.00 \$78,200.00</p>

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Students who failed the TAKS test in reading or math will participate in after school tutorials	Reading, Math, and 7th English Teachers	08/21/2006	to	04/27/2007	Attendance Records	
Academic TEAMS will monitor the academic performance of At-Risk students.	Mr. Ammerman; Team Teachers	08/21/2006	to	05/25/2007	TEAMing records	
Parents of At Risk Students will be encourage to become involved in BMS organizations *BMS Booster Club *VIPs	Duso; Ammerman; Loftis; Linares	08/21/2006	to	05/25/2007	Calendar of Events, Booster Club Minutes	
At Risk student will be screened for identification and/or participation in remediation programs * 504 * Special Education * ESL/Bi-Lingual	Student Support Team	08/21/2006	to	05/25/2007	SST Meeting Minutes	
BMS will comply with the No Child Left Behind regulations of * Identification * Graduation Plans * At Risk Goals	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	AYP Report, AEIS, Counselor's records, Student Records	

Goal 5 - Strategy 2 **BMS Student Support Team**

<p>Leader(s): Mr. Ammerman; Mrs. Duso Leader Progress Report Dates: Mr. Ammerman Ongoing 2006-2007 NEW INITIATIVE</p>	<p>Brief Description: Students experiencing learning difficulties may be referred to the BMS Student Support Team.</p>	<p>Evaluation Benchmark: 100% of the students referred to the BMS Student Support Team will be reviewed and if necessary will be referred to the appropriate program</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> <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></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
	Amount							
	\$0.00							
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Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The BMS Student Support Team will review the records of students referred by the classroom teacher and/or Team. The student will recommend strategies, methods, and procedures to the classroom teacher and/or Team to help the student overcome their learning difficulties.	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	BMS Student Support Team Documentation
The BMS Student Support Team will review the records of students referred by the classroom teacher and/or team. If appropriate the student may be referred to the HAC Coop for special education testing.	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	HAC Special Education Documentation
The BMS Student Support Team will review the records of students referred by the classroom teacher and/or Team. If appropriate the student will be referred for a screening under Section 504	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	Section 504 Documentation

Goal 5 - Strategy 3 IDEA Eligible Students

<p>Leader(s): Mr. Ammerman; Mrs. Duso; Mrs. Brown</p> <p>Leader Progress Report Dates: Mr. Ammerman; Mrs. Duso</p> <p>Ongoing 2006-2007</p>	<p>Brief Description: Students who are eligible for services under IDEA will be placed in the least restrictive classroom that will meet their individual needs.</p>	<p>Evaluation Benchmark: Students will achieve ARD expectations on 2007 standardized testing.</p>								
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: 6.00 Partially Comp. Ed Funded Cost: \$233,754.00</p>	<table border="0"> <tr> <td data-bbox="1098 548 1312 576">Source of Funds:</td> <td data-bbox="1766 548 1879 576">Amount</td> </tr> <tr> <td>Sp. Ed. Federal Funds</td> <td>\$46,932.00</td> </tr> <tr> <td>Compensatory Ed. Budget</td> <td>\$186,822.00</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">\$233,754.00</td> </tr> </table>	Source of Funds:	Amount	Sp. Ed. Federal Funds	\$46,932.00	Compensatory Ed. Budget	\$186,822.00		\$233,754.00
Source of Funds:	Amount									
Sp. Ed. Federal Funds	\$46,932.00									
Compensatory Ed. Budget	\$186,822.00									
	\$233,754.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Students who qualify for special education services will be placed in a resource room for math and ELA.	Mrs. Duso; Teachers; Mrs. Cole/Stevens	08/21/2006	to	05/25/2007	Student schedules; student report cards; ARD minutes; IEP
Students who qualify for special education services and have behaviorial issues may be placed in the PASS(Positive Attitude for School Success) classroom.	Mrs. Duso, Mrs. Cole/Stevens; Mrs. Schomp	08/21/2006	to	05/25/2007	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/Stevens; Teachers	08/21/2006	to	05/25/2007	Student schedules; Student report cards; ARD minutes; IEPs

Goal 5 - Strategy 4 Dyslexia

<p>Leader(s): Mr. Ammerman: Mrs. Duso</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/21/2006-09/29/2006 10/2/2006-11/10/2006 11/13/2006-12/22/2006 01/08/2007-02/16/2007 02/19/2007-04/05/2007 04/09/2007-05/24/2007</p> <p>NEW INITIATIVE</p>	<p>Brief Description:</p> <p>The BMS classroom teachers are trained on techniques and modifications to help Dyslexic students in core content classes.</p>	<p>Evaluation Benchmark:</p> <p>PEIMS Documentation of Modifications for Dyslexia students. TAKS Test in Subject Areas for Grades 5th-8th</p>	
<p>Resources Required:</p> <p>Teaching Manipulatives Teachers Supplies School Facilities Instructional Aides Counselor Computers Central Office Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.00 Fully Title Funded Cost: \$46,581.00</p>	<p>Source of Funds:</p> <p>None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Students Identified with Dylexia will receive services as needed.	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	Teacher Self-Report, Walkthroughs, PDAS Observations	
Modifications will be provided as needed for Dyslexic students in the regular classroom.	Classroom Teachers; Ms. Duso	08/21/2006	to	05/25/2007	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	08/21/2006	to	05/25/2007	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	08/21/2006	to	05/25/2007	Report of evaluations	

Goal 5 - Strategy 5 **PEAK(Positively Enriching Able Kids)G/T**

<p>Leader(s): Mrs. Duso; Mr. Ammerman</p> <p>Leader Progress Report Dates: Mrs. Coleman Each Six Weeks</p> <p>On-going 2006-2007</p>	<p>Brief Description: BMS will implement programs that will encourage gifted and talented students to reach their full potential.</p>	<p>Evaluation Benchmark: Performance on TAKS 2006 at the commended level. Increased participation in advance level classes.</p>						
<p>Resources Required: Teaching Manipulatives Teachers Supplies School Library School Facilities Parent Support Outside Consultant Counselor Computers Classroom Equipment BISD Technology Depart. Administrative Staff</p>	<p>FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds: None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
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Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Students identified as gifted/talented will participate in Advance Classes * Math/Algebra * Advance ELA	Mrs. Duso; Mr. Ammerman	08/21/2006	to	05/25/2007	Student Records, Master Schedule
Students identified as gifted/talented will participate in enrichment opportunities * Field Trips * In-house Cultural Events	Mrs. Marshall	08/21/2006	to	05/25/2007	PEAK Records
The Parent Advocacy Group, ACE, will work to keep parents informed about G/T issues.	Mrs. Marshall	08/21/2006	to	05/25/2007	PEAK Records
BMS will participate in the Duke Talent Identification Program (TIP)	Mrs. Duso	08/21/2006	to	05/25/2007	Counselor's Records

Goal 5 - Strategy 6 Educational Support

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>The Borger Middle School Staff will use variety of strategies and programs will be used to improve student success.</p>	<p>Evaluation Benchmark:</p> <p>Improved TAKS performance and decreased retention rates</p>								
<p>Resources Required:</p> <p>Teaching Manipulatives</p> <p>Teachers</p> <p>Supplies</p> <p>School Library</p> <p>School Facilities</p> <p>LPAC Committee</p> <p>Learning Lab</p> <p>Instructional Aides</p> <p>Counselor</p> <p>Classroom Equipment</p> <p>ARD Committee</p> <p>Administrative Staff</p> <p>504 Committee</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.00</p> <p>Partially Comp. Ed Funded</p> <p>Cost: \$59,140.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p> <p>Local Revenue</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td>Compensatory Ed. Budget</td> <td style="text-align: right;">\$25,000.00</td> </tr> <tr> <td>Local Revenue</td> <td style="text-align: right;">\$24,140.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$49,140.00</td> </tr> </tbody> </table>		Amount	Compensatory Ed. Budget	\$25,000.00	Local Revenue	\$24,140.00		\$49,140.00
	Amount									
Compensatory Ed. Budget	\$25,000.00									
Local Revenue	\$24,140.00									
	\$49,140.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The Mastery Assistance Center will provide individualized support for BMS Students	Mrs. Boren; Mr. Ammerman	08/21/2006	to	05/25/2007	Report grades; MAC documentation
Implementation of modifications for special education, 504, and LEP students in the regular classroom.	All Teachers	08/21/2006	to	05/25/2007	Teacher documentation; Modification forms

Goal 5 - Strategy 7 Parent Involvement

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>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.</p>	<p>Evaluation Benchmark:</p> <p>50% of parents will attend at least one meeting to discuss their child's academic progress.</p>						
<p>Resources Required:</p> <p>State Resources</p> <p>School Library</p> <p>School Facilities</p> <p>Parent Inv. Coordinators</p> <p>Outside Consultant</p> <p>LPAC Committee</p> <p>Counselor</p> <p>Computers</p> <p>Community Volunteers</p> <p>Classroom Equipment</p> <p>ARD Committee</p> <p>Administrative Staff</p> <p>504 Committee</p>	<p>FTE's Required:</p> <p>Number of FTE's: 2.00</p> <p>Fully Title Funded</p> <p>Cost: \$41,984.00</p>	<p>Source of Funds:</p> <p>Title Budget</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$41,984.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$41,984.00</td> </tr> </tbody> </table>		Amount		\$41,984.00		\$41,984.00
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	\$41,984.00							
	\$41,984.00							

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS will hold Parent Conference Days	Mrs. Duso; Mr. Ammerman	08/18/2006	to	10/05/2006	Parent Attendance Sheets, Calendar of Events
ARD Meetings: Admission, Review, and Dismissal for placement, review, and discussion of special education students' academic progress.	Mr. Ammerman; Diagnosticians; Teachers	08/21/2006	to	05/25/2007	ARD Documentation
LPAC Meetings for placement, review, and discussion of LEP students' academic progress.	Mrs. Rangel; Mr. Ammerman	08/21/2006	to	05/25/2007	LPAC Minutes
TEAM and Parent Conferences to discuss student academic or behavior problems.	Team Teachers; Mrs. Duso	08/21/2006	to	05/25/2007	TEAM Records; 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	08/21/2006	to	05/25/2007	Booster Club Membership Drive Records
Section 504 Meetings for placement, review, and discussion of the 504 students' academic progress.	Mrs. Duso; Teachers	08/21/2006	to	05/25/2007	Section 504 Minutes
Communication between parents and teachers will include: * Phone calls * Progress reports * Report Cards	Teachers	08/21/2006	to	05/25/2007	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. Hataway	08/21/2006	to	05/25/2007	BMS Documentation

Goal 5 - Strategy 8 Title I

<p>Leader(s): Mr. Ammerman; Mrs Duso</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>Borger Middle School teachers will use intervention programs that assist students in developing academic skills, particularly in math and reading.</p>	<p>Evaluation Benchmark:</p> <p>TAKS Performance and Retention Rates</p>						
<p>Resources Required:</p> <p>Teaching Manipulatives</p> <p>Teachers</p> <p>Supplies</p> <p>School Library</p> <p>School Facilities</p> <p>Parent Inv. Coordinators</p> <p>Mentor Volunteers</p> <p>Learning Lab</p> <p>Instructional Aides</p> <p>Counselor</p> <p>Computers</p> <p>Classroom Equipment</p> <p>Central Office</p> <p>BISD Technology Depart.</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
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Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Classroom teachers will coordinate TEKS instruction to TAKS objectives.	Classroom Teachers	08/21/2006	to	05/25/2007	Improvement of TAKS Scores, TS-R
Title I funds will be used campus wide to improve student achievement.	BMS Staff	08/21/2006	to	05/25/2007	Title 1 Records
Teachers will provide after school tutorials for students needing individual support	Classroom Teachers	08/21/2006	to	05/25/2007	Teacher documentation
Academic TEAMS will monitor student achievement	TEAM teachers	08/21/2006	to	05/25/2007	TEAMing Records
BMS will provide individual help for students in the Mastery Assistance Center	Mrs. Boren	08/21/2006	to	05/25/2007	MAC Documentation

Goal 6: 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 service to others, technology, sports, music, art, and academics.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 6 - Strategy 1 Co-Curricular/Extra Curricular Programs

<p>Leader(s): Mr Ammerman, Specified Staff</p> <p>Leader Progress Report Dates: Mr. Ammerman. Specified Staff</p> <p>Ongoing 2006 - 2007</p> <p>NEW INITIATIVE</p>	<p>Brief Description: Borger Middle School students will have the opportunity to participate in a variety of activities, organizations, and events to enhance their performance.</p>	<p>Evaluation Benchmark: 90% of the students will participate in one or more activities.</p>
<p>Resources Required: Teachers Staff School Facilities District Admin. Staff Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 12.00 Local Funds Cost: \$299,466.00</p>	<p>Source of Funds: Local Revenue</p> <p style="text-align: right;">Amount</p> <p style="text-align: right;">\$299,466.00</p> <hr/> <p style="text-align: right;">\$299,466.00</p>

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	08/21/2006	to	05/25/2007	The spelling bee will consist of both written and oral contests.	
Art Show: 6th-8th grade art students will display their work and be awarded prizes.	Ms. Morrow	12/04/2006	to	05/25/2007	All art students will display their work and be awarded prizes. One show will be held in December and one will be held in May.	
Student Council will sponsor events that promote school spirit and relate to community service.	Mrs. Duso; Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	Calendar of Student Council events	
Career Testing: All 8th will be given an interest inventory, an aptitude test, and a work values survey.	Mrs. Duso	10/02/2006	to	11/30/2006	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.	
Red Ribbon Week: All students will receive instruction on the danger of drug use and participate in activities promoting prevention of the use of alcohol and drugs.	Mr. Duvall, Mrs. Duso, Mrs. Denton	10/23/2006	to	10/27/2006	All students will receive instruction on the dangers of drug use and participate in activities promoting prevention of use of alcohol and drugs.	
Students will have the opportunity to be involved in UIL Competition	Mr. Ammerman, Ms. Coleman, Teachers	08/21/2006	to	05/25/2007	25% of BMS students will participate in a UIL academic activity.	
Information on the Texas Grant & Teach for Texas Program	Mrs. Duso	08/21/2006	to	05/25/2007	All 8th grade students will receive information about the Texas Grant & Teach for Texas	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Performing Arts: Students will have the opportunity to participate in Band/Choir 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; Mrs. Daugherty	08/25/2006	to	05/25/2007	Program. 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; Mrs. Daugherty	08/21/2006	to	05/25/2007	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.
Athletics: All students will have the opportunity to participate in athletics during 7th & 8th grade.	All BMS Coaches; Coach Anuszkiewicz	08/21/2006	to	05/25/2007	Participation in UIL sporting events; football, volleyball, basketball, and track.
Physical Education: All students will have the opportunity to participate in PE during the 6th, 7th, & 8th grades.	Coach Griffin; BMS PE Coaches	08/21/2006	to	05/25/2007	Athletic evaluations; progress reports; report cards
BMS sixth grade students will participate in the Bulldog Athletic Readiness Program.	Coach Griffin; 6th Grade PE Teachers	08/21/2006	to	05/25/2007	Classroom skills evaluations; progress reports; Report Cards

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Sixth grade students may be chosen to participate on volleyball and basketball teams.	Sixth grade PE Teachers	10/12/2006	to	02/28/2007	Classroom skills evaluation

Goal 6 - Strategy 2 Student Technology Opportunities at BMS

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p> <p>NEW INITIATIVE</p>	<p>Brief Description:</p> <p>Borger Middle School students and teachers will have access to various types of technology for use in the classroom.</p>	<p>Evaluation Benchmark:</p> <p>Student use of technology will increase to 90%. Ninety percent of the teachers will use some type of technology for instruction in their classroom on a regular basis.</p>								
<p>Resources Required:</p> <p>Teachers</p> <p>Staff</p> <p>School Library</p> <p>School Facilities</p> <p>Computers</p> <p>Classroom Equipment</p> <p>BISD Technology Depart.</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 3.00</p> <p>Partially Comp. Ed Funded</p> <p>Cost: \$117,900.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p> <p>Local Revenue</p> <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>Compensatory Ed. Budget</td> <td style="text-align: right;">\$60,000.00</td> </tr> <tr> <td>Local Revenue</td> <td style="text-align: right;">\$57,900.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$117,900.00</td> </tr> </tbody> </table>		Amount	Compensatory Ed. Budget	\$60,000.00	Local Revenue	\$57,900.00		\$117,900.00
	Amount									
Compensatory Ed. Budget	\$60,000.00									
Local Revenue	\$57,900.00									
	\$117,900.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
C. O. W. (Computers on Wheels): 90% of the teachers will use this system in the classroom at least once during the year	Mr. Ammerman, Mrs. Gallaspy, Classroom Teachers	08/21/2006	to	05/25/2007	Students will produce presentations, reports, and documents using the laptops.
Internet for Research: 90% of the teachers will do a project that requires students to gather information from the Internet.	Mrs. De Loe; Mrs. Coleman; Mrs. Gallaspy	08/21/2006	to	05/25/2007	Student presentations and teacher lesson plans.
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. De Loe; Mrs. Coleman; Mrs. Herron	08/21/2006	to	05/25/2007	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 TEKS.	Mrs. Herron	08/21/2006	to	05/25/2007	Student progress reports and report cards.
Clickers/CPS: Expand the use of technology in the classroom by providing teachers/students access to clickers as an instructional and assessment tool used for evaluation, review, and testing.	Mrs. Gallaspy: All Teachers	08/21/2006	to	05/25/2007	Lesson Plans of teachers.
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. De Loe; Mrs. Coleman	08/21/2006	to	05/25/2007	Lesson Plans of Computer Applications Teachers
CEI/MLS, Mathematical Systems Product Foundation: Math teachers will incorporate this computer software program for tutoring students and preparing them for TAKS.	Tutorial Teachers; All Math Teachers; Mrs. Coleman	10/09/2006	to	05/25/2007	Math teachers and tutors access the software's program records.

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Maintain a TEKS-driven curriculum that requires and incorporates computer use in interdisciplinary cooperation with core subjects.	Academic Teachers; Computer Application Teachers	08/21/2006	to	05/25/2007	Lesson plans; Principal observations; Curriculum Collaborative

Goal 7: 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			
1) Parent as Partner	2) Well Balanced Curriculum	3) Attendance/Drop Out	4) Safe, Disciplined Environment
5) Qualified, Effective Personnel	6) Instructional Techniques	7) Facility Assessments	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	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	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
6) Parental Involvement	8) Include Teachers in Decisions	10) Federal, State, and Local Programs	

Strategies

Goal 7 - Strategy 1 Staff Training

<p>Leader(s): Mr. Ammerman; Mrs. Rotramel</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>The BMS teachers will attend training to stay current in teaching methods, classroom management techniques, safety issues, and new technology programs.</p>	<p>Evaluation Benchmark:</p> <p>80% of a teacher's lesson plans will reflect the application of new teaching methods and the use of new software.</p>								
<p>Resources Required:</p> <p>Teachers</p> <p>Staff</p> <p>School Library</p> <p>School Facilities</p> <p>Computers</p> <p>Classroom Equipment</p> <p>Central Office</p> <p>BISD Technology Depart.</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.00</p> <p>Partially Comp. Ed Funded</p> <p>Cost: \$66,611.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p> <p>Local Revenue</p> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right; border-top: 1px solid black;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$33,611.00</td> </tr> <tr> <td></td> <td style="text-align: right;">\$33,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$66,611.00</td> </tr> </table>		Amount		\$33,611.00		\$33,000.00		\$66,611.00
	Amount									
	\$33,611.00									
	\$33,000.00									
	\$66,611.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Initial Faculty Meeting: Review the teacher handbook	Mr. Ammerman	08/21/2006	to	05/25/2007	Opening Faculty Meeting Agenda
Classroom Management Overview	Mr. Ammerman	08/21/2006	to	05/25/2007	Observations during walk throughs, snapshots, and PDAS observations.
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	08/21/2006	to	05/25/2007	30% of the BMS teachers will be have an ESL Certification.
All First-Year Teachers Will Attend the BISD New Teacher Academy.	Mrs. Rotramel and Training Team	05/25/2007	to	05/25/2007	Assistant Superintendents Records, PDAS Teacher Self-Report
TBSI Module Training	Mr. Ammerman	08/21/2006	to	05/25/2007	Observation of teachers using the techniques during walkthroughs, snapshots, and PDAS Observations.
All teachers will have training on the use of Microsoft Outlook.	BISD Technology Personnel	08/21/2006	to	05/25/2007	All Teachers will use e-mail.
Win-School E-Class Grades: All teachers will receive training on setting up their generic gradebooks.	BMS Technology Lead Teachers	08/21/2006	to	05/25/2007	In-Service in August
Clickers: All teachers will be trained to use the clicker system in their classrooms.	BISD Technology Personnel and BMS Tech Leaders	08/21/2006	to	05/25/2007	Teacher integration of clickers into their classroom lessons.
Computer On Wheels (COW): All teachers will be trained on the use of the COW in their classroom.	BISD Technology Personnel, Mrs. Gallaspy	08/21/2006	to	05/25/2007	Schedule of use maintained by Librarian

Goal 7 - Strategy 2 Educational Technology at BMS

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>The Borger Middle School staff will use educational software to document discipline, grades, attendance, and student information.</p>	<p>Evaluation Benchmark:</p> <p>100% of the staff will use these software programs.</p>						
<p>Resources Required:</p> <p>Teachers</p> <p>Staff</p> <p>School Library</p> <p>School Facilities</p> <p>Computers</p> <p>Central Office</p> <p>BISD Technology Depart.</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.00</p> <p>Local Funds</p> <p>Cost: \$41,864.00</p>	<p>Source of Funds:</p> <p>Local Revenue</p> <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>Local Revenue</td> <td style="text-align: right;">\$41,864.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$41,864.00</td> </tr> </tbody> </table>		Amount	Local Revenue	\$41,864.00		\$41,864.00
	Amount							
Local Revenue	\$41,864.00							
	\$41,864.00							

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
WinSchool: E-Class Grades and E-Class Attendance: All teachers will use this program to report student grades and take daily attendance.	Mrs. Huff; WinSchool Teachers	08/21/2006	to	05/25/2007	BMS Attendance Records; Student Report Cards
WinSchool: This program will be used to create the school, the student, and the teacher schedules.	Mrs. Duso; Mr. Ammerman	08/01/2006	to	07/31/2007	BMS Master Schedule
Aesop: BMS staff will use this system to report their personal absence from duty.	Mrs. Owen; Mr. Ammerman; All Staff	10/10/2006	to	05/25/2007	AESOP Record of teacher Absences.
BISD will train and encourage teachers to use United Streaming through Region 16.	Mrs. Gallaspy; Technology Department	08/21/2006	to	05/25/2007	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.	Mr. Ammerman; Technology Department	08/21/2006	to	05/25/2007	Completion certificates from workshops and in-service meetings. Lesson Plans
BISD requires the completion of the STAR chart which determines the teachers' level of technological competency.	Mrs. Gallaspy; Technology Department	04/02/2007	to	05/25/2007	Report from STAR assessment.

Goal 7 - Strategy 3 Professional Growth

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2006-2007</p>	<p>Brief Description:</p> <p>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:</p> <p>80% of teachers will attend one or more workshops and/or seminars.</p>						
<p>Resources Required:</p> <p>Teachers</p> <p>Staff</p> <p>School Library</p> <p>School Facilities</p> <p>Outside Consultant</p> <p>Central Office</p> <p>BISD Technology Depart.</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <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></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
	Amount							
	\$0.00							
	\$0.00							

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
New Teacher Training: All new BISD teachers to the district will attend a series of lectures to acquaint themselves with techniques and procedures used in the classroom.	Mrs. Hickman; Mrs. Rotramel	08/21/2006	to	05/25/2007	BISD Documentation	
Mentor Teachers: New BMS teachers will be assigned a mentor to assist them in daily procedures of attendance, grades, and discipline.	Mr. Ammerman	08/21/2006	to	05/25/2007	BMS Documentation	
PDAS/Classroom Walkthroughs: All teachers will be evaluated by one of the campus administrators using the PDAS or a classroom walk through.	Mr. Ammerman; Mr. Hataway	08/21/2006	to	05/25/2007	PDAS Documentation	

APPENDIX I

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

2006-07 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Building Administrator	Jayson Hataway		Continuing	
BMS Counselor	Debi Duso		Continuing	
Classroom Teacher	Lisa Moltz	8th Grade	2008	
Classroom Teacher	Kevin Flanagin	8th Grade	2007	
Classroom Teacher	Rhonda Sudbrink	7th Grade	2008	
Classroom Teacher	Teresa Murray	7th Grade	2007	
Classroom Teacher	Rosetta Hanna	6th Grade	2008	
Classroom Teacher	Cathy Vidrine	6th Grade	2009	
Classroom Teacher	Nick Mears	Extra Curricular/Fine Arts	2008	
Classroom Teacher	Jason Carter	Extra-Curricular/Athletics	2008	
Classroom Teacher	Cheri Webster	Special Needs	2007	
Classroom Teacher	Susan DeLoe	Technology	2008	
Classroom Teacher	Rosa Rangel	English as Second Languag	Continuing	
Paraprofessional	Dorothy Owen		Continuing	
District Level Professional	Linda Rotramel: Assistant Superintendent		Continuing	
Parent	Julie McMurry			
Parent	Michelle Thompson		2008	
Community Representative	Les Sharp		2008	
Business Representative	Johnny Gunter		2008	

Where Believers Become Achievers Plan Implementation and Development Log	
Date	Purpose
Monday, August 14, 2006	First Faculty Meeting
Friday, September 29, 2006	End of First Six Weeks
Thursday, October 05, 2006	Parent Conference Day Pass Out First Report Card
Friday, November 10, 2006	End of Second Six Weeks
Thursday, November 16, 2006	Second Report Card
Friday, December 22, 2006	End of Third Six Weeks End of First Semester
Monday, February 12, 2007	End of Fourth Six Weeks
Tuesday, February 20, 2007	7th Grade Writing TAKS
Thursday, April 05, 2007	End of Fifth Six Weeks
Tuesday, April 17, 2007	TAKS Math
Wednesday, April 18, 2007	TAKS Reading
Thursday, April 19, 2007	TAKS Science
Friday, April 20, 2007	TAKS Social Studies
Friday, May 25, 2007	Last Day of School

Needs Assessment

Summative Evaluation for 2005-06

Objective Accomplishments

TAKS Reading - Grade: 6

Analysis Group: All Students

Actual Performance for 2004-05	93%
Projected Annual Objective for 2005-06	93%
Actual Performance for 2005-06	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05	88%
Projected Annual Objective for 2005-06	88.4%
Actual Performance for 2005-06	71%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	85%
Projected Annual Objective for 2005-06	86%
Actual Performance for 2005-06	87%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05	88%
Projected Annual Objective for 2005-06	88.4%
Actual Performance for 2005-06	86%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 96%
 Projected Annual Objective for 2005-06 96%
 Actual Performance for 2005-06 95%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2004-05 83%
 Projected Annual Objective for 2005-06 84.4%
 Actual Performance for 2005-06 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 92%
 Projected Annual Objective for 2005-06 92%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 65%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 71%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Explanation of Performance

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

TAKS Reading - Grade: 7

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2004-05 81%
 Projected Annual Objective for 2005-06 82.8%
 Actual Performance for 2005-06 88%
No Progress Rating Selected

Analysis Group: African American

Explanation of Performance

Actual Performance for 2004-05 90%
 Projected Annual Objective for 2005-06 90%
 Actual Performance for 2005-06 80%
No Progress Rating Selected

Analysis Group: Economically Disadvantaged

Explanation of Performance

Actual Performance for 2004-05 71%
 Projected Annual Objective for 2005-06 74.8%
 Actual Performance for 2005-06 83%
No Progress Rating Selected

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2004-05 63%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 77%
No Progress Rating Selected

Analysis Group: White

Explanation of Performance

Actual Performance for 2004-05 89%
 Projected Annual Objective for 2005-06 89.2%
 Actual Performance for 2005-06 93%
No Progress Rating Selected

Analysis Group: Special Ed.

Actual Performance for 2004-05	78%
Projected Annual Objective for 2005-06	80.4%
Actual Performance for 2005-06	86%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2004-05	17%
Projected Annual Objective for 2005-06	70%
Actual Performance for 2005-06	50%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05	78%
Projected Annual Objective for 2005-06	80.4%
Actual Performance for 2005-06	88%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05	85%
Projected Annual Objective for 2005-06	86%
Actual Performance for 2005-06	88%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05	61%
Projected Annual Objective for 2005-06	70%
Actual Performance for 2005-06	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Explanation of Performance

Actual Performance for 2004-05	81%
Projected Annual Objective for 2005-06	82.8%
Actual Performance for 2005-06	88%
<i>No Progress Rating Selected</i>	

TAKS Reading - Grade: 8

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2004-05	92%
Projected Annual Objective for 2005-06	92%
Actual Performance for 2005-06	80%
<i>No Progress Rating Selected</i>	

Analysis Group: African American

Explanation of Performance

Actual Performance for 2004-05	83%
Projected Annual Objective for 2005-06	84.4%
Actual Performance for 2005-06	67%
<i>No Progress Rating Selected</i>	

Analysis Group: Economically Disadvantaged

Explanation of Performance

Actual Performance for 2004-05	87%
Projected Annual Objective for 2005-06	87.6%
Actual Performance for 2005-06	70%
<i>No Progress Rating Selected</i>	

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2004-05	88%
Projected Annual Objective for 2005-06	88.4%
Actual Performance for 2005-06	66%
<i>No Progress Rating Selected</i>	

Analysis Group: White

Explanation of Performance

Actual Performance for 2004-05	96%
Projected Annual Objective for 2005-06	96%
Actual Performance for 2005-06	87%
<i>No Progress Rating Selected</i>	

Analysis Group: Special Ed.

Actual Performance for 2004-05	33%
Projected Annual Objective for 2005-06	70%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05	96%
Projected Annual Objective for 2005-06	96%
Actual Performance for 2005-06	77%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05	89%
Projected Annual Objective for 2005-06	89.2%
Actual Performance for 2005-06	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05	79%
Projected Annual Objective for 2005-06	81.2%
Actual Performance for 2005-06	65%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05	93%
Projected Annual Objective for 2005-06	93%
Actual Performance for 2005-06	80%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Reading - Grade: 9

Analysis Group: All Students

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 91%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 80%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 85%
 Projected Annual Objective for 2005-06 86%
 Actual Performance for 2005-06 84%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 87%
 Projected Annual Objective for 2005-06 87.6%
 Actual Performance for 2005-06 79%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 92%
 Projected Annual Objective for 2005-06 92%
 Actual Performance for 2005-06 97%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2004-05 84%
 Projected Annual Objective for 2005-06 85.2%
 Actual Performance for 2005-06 80%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 89%
 Projected Annual Objective for 2005-06 89.2%
 Actual Performance for 2005-06 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 84%
 Projected Annual Objective for 2005-06 85.2%
 Actual Performance for 2005-06 83%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 91%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05	88%
Projected Annual Objective for 2005-06	88.4%
Actual Performance for 2005-06	71%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	84%
Projected Annual Objective for 2005-06	85.2%
Actual Performance for 2005-06	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05	77%
Projected Annual Objective for 2005-06	79.6%
Actual Performance for 2005-06	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05	98%
Projected Annual Objective for 2005-06	98%
Actual Performance for 2005-06	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05	95%
Projected Annual Objective for 2005-06	95%
Actual Performance for 2005-06	93%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 86%
 Projected Annual Objective for 2005-06 86.8%
 Actual Performance for 2005-06 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 53%
 Projected Annual Objective for 2005-06 60.4%
 Actual Performance for 2005-06 71%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 7

Analysis Group: All Students

Actual Performance for 2004-05 55%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 60%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 60%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 40%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 55%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 39%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 58%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 62%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 72%
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2004-05 0%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 17%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 54%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 65%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 57%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 70%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 29%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 43%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 89%
 Projected Annual Objective for 2005-06 89.2%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 55%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 67%
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 8

Analysis Group: All Students

Actual Performance for 2004-05 59%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 62%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 17%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 56%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 52%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 52%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 46%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 52%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 69%
 Projected Annual Objective for 2005-06 73.2%
 Actual Performance for 2005-06 67%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 64%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 62%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 54%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 61%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 23%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 35%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 92%
 Projected Annual Objective for 2005-06 92%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Explanation of Performance

Actual Performance for 2004-05 60%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 62%
No Progress Rating Selected

TAKS Math - Grade: 9

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2004-05 58%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 73%
No Progress Rating Selected

Analysis Group: African American

Explanation of Performance

Actual Performance for 2004-05 56%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 20%
No Progress Rating Selected

Analysis Group: Economically Disadvantaged

Explanation of Performance

Actual Performance for 2004-05 48%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 62%
No Progress Rating Selected

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2004-05 49%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 60%
No Progress Rating Selected

Analysis Group: White

Explanation of Performance

Actual Performance for 2004-05 62%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 82%
No Progress Rating Selected

Analysis Group: Special Ed.

Actual Performance for 2004-05 29%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 57%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 75%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 58%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 71%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 35%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 50%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 58%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 73%
No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 7

Analysis Group: All Students

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 96%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 83%
 Projected Annual Objective for 2005-06 84.4%
 Actual Performance for 2005-06 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 95%
 Projected Annual Objective for 2005-06 95%
 Actual Performance for 2005-06 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2004-05 83%
 Projected Annual Objective for 2005-06 84.4%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 90%
 Projected Annual Objective for 2005-06 90%
 Actual Performance for 2005-06 94%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 98%
 Projected Annual Objective for 2005-06 98%
 Actual Performance for 2005-06 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 89%
 Projected Annual Objective for 2005-06 89.2%
 Actual Performance for 2005-06 93%
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 96%
No Progress Rating Selected

Explanation of Performance

TAKS Science - Grade: 5

Analysis Group: All Students

Actual Performance for 2004-05 68%
 Projected Annual Objective for 2005-06 72.4%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 38%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 60%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 50%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 79%
 Projected Annual Objective for 2005-06 81.2%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2004-05 40%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 78%
 Projected Annual Objective for 2005-06 80.4%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 56%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 13%
 Projected Annual Objective for 2005-06 70%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 68%
 Projected Annual Objective for 2005-06 72.4%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: 8

Analysis Group: All Students

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 87%
 Projected Annual Objective for 2005-06 87.6%
 Actual Performance for 2005-06 88%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 85%
 Projected Annual Objective for 2005-06 86%
 Actual Performance for 2005-06 84%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 94%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2004-05 90%
 Projected Annual Objective for 2005-06 90%
 Actual Performance for 2005-06 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 93%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 90%
 Projected Annual Objective for 2005-06 90%
 Actual Performance for 2005-06 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05	82%
Projected Annual Objective for 2005-06	83.6%
Actual Performance for 2005-06	84%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	> 99%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05	91%
Projected Annual Objective for 2005-06	91%
Actual Performance for 2005-06	92%
<i>No Progress Rating Selected</i>	

Explanation of Performance

SDAA II Reading - Grade: 6

Analysis Group: All Students

Actual Performance for 2004-05	97%
Projected Annual Objective for 2005-06	97%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	96%
Projected Annual Objective for 2005-06	96%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 96%
 Projected Annual Objective for 2005-06 96%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 97%
 Projected Annual Objective for 2005-06 97%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

SDAA II Reading - Grade: 7

Analysis Group: All Students

Actual Performance for 2004-05 98%
 Projected Annual Objective for 2005-06 98%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 97%
 Projected Annual Objective for 2005-06 97%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 95%
 Projected Annual Objective for 2005-06 95%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 97%
 Projected Annual Objective for 2005-06 97%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 98%
 Projected Annual Objective for 2005-06 98%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

SDAA II Reading - Grade: 8

Analysis Group: All Students

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

SDAA II Reading - Grade: 9

Analysis Group: All Students

Actual Performance for 2004-05 91%
 Projected Annual Objective for 2005-06 91%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 78%
 Projected Annual Objective for 2005-06 80.4%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 87%
 Projected Annual Objective for 2005-06 87.6%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05	100%
Projected Annual Objective for 2005-06	100%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05	91%
Projected Annual Objective for 2005-06	91%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

SDAA II Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2004-05	95%
Projected Annual Objective for 2005-06	95%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05	93%
Projected Annual Objective for 2005-06	93%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05	85%
Projected Annual Objective for 2005-06	86%
Actual Performance for 2005-06	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 88%
 Projected Annual Objective for 2005-06 88.4%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Explanation of Performance

Actual Performance for 2004-05 95%
 Projected Annual Objective for 2005-06 95%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

SDAA II Math - Grade: 7

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: African American

Explanation of Performance

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: Economically Disadvantaged

Explanation of Performance

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: White

Explanation of Performance

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: LEP

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

SDAA II Math - Grade: 8

Analysis Group: All Students

Actual Performance for 2004-05 97%
 Projected Annual Objective for 2005-06 97%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2004-05 96%
 Projected Annual Objective for 2005-06 96%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 97%
 Projected Annual Objective for 2005-06 97%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Explanation of Performance

Actual Performance for 2004-05 97%
 Projected Annual Objective for 2005-06 97%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

SDAA II Math - Grade: 9

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2004-05 89%
 Projected Annual Objective for 2005-06 89.2%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: African American

Explanation of Performance

Actual Performance for 2004-05 67%
 Projected Annual Objective for 2005-06 71.6%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: Economically Disadvantaged

Explanation of Performance

Actual Performance for 2004-05 86%
 Projected Annual Objective for 2005-06 86.8%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: White

Explanation of Performance

Actual Performance for 2004-05 94%
 Projected Annual Objective for 2005-06 94%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Analysis Group: LEP

Actual Performance for 2004-05 86%
 Projected Annual Objective for 2005-06 86.8%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2004-05 86%
 Projected Annual Objective for 2005-06 86.8%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2004-05 93%
 Projected Annual Objective for 2005-06 93%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2004-05 100%
 Projected Annual Objective for 2005-06 100%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2004-05 82%
 Projected Annual Objective for 2005-06 83.6%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2004-05 89%
 Projected Annual Objective for 2005-06 89.2%
 Actual Performance for 2005-06 NA
No Progress Rating Selected

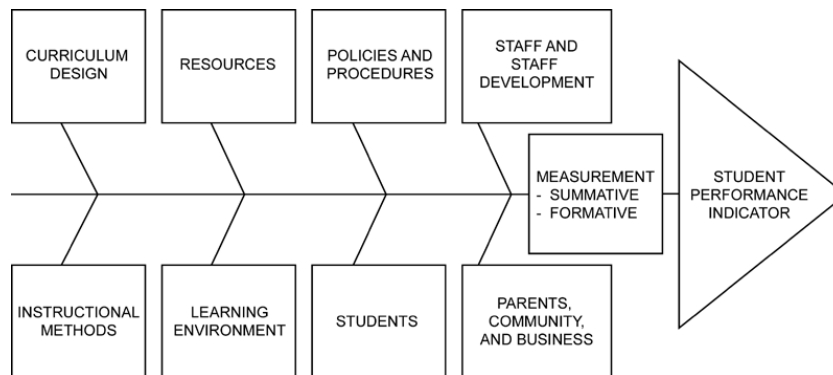
Explanation of Performance

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 2006-07

Objective Accomplishments

TAKS Reading - Grade: 6

Analysis Group: All Students

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	80%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	87.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 83%
Projected Annual Objective for 2006-07 84.4%
Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 50%
Projected Annual Objective for 2006-07 80%
Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 92%
Projected Annual Objective for 2006-07 92.6%
Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 92%
Projected Annual Objective for 2006-07 92.6%
Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 50%
Projected Annual Objective for 2006-07 80%
Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 71%
Projected Annual Objective for 2006-07 80%
Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 7

Analysis Group: All Students

Actual Performance for 2005-06 88%
 Projected Annual Objective for 2006-07 90%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 77%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 93%
 Projected Annual Objective for 2006-07 93.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 86%
 Projected Annual Objective for 2006-07 86.8%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 50%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 88%
 Projected Annual Objective for 2006-07 88.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 88%
 Projected Annual Objective for 2006-07 88.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 50%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 73%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 88%
 Projected Annual Objective for 2006-07 88.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 8

Analysis Group: All Students

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 90%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 70%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 66%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 87%
 Projected Annual Objective for 2006-07 87.6%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 77%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 85%
 Projected Annual Objective for 2006-07 86%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 65%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 9

Analysis Group: All Students

Actual Performance for 2005-06 91%
 Projected Annual Objective for 2006-07 91.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 84%
 Projected Annual Objective for 2006-07 85.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 79%
 Projected Annual Objective for 2006-07 81.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 97%
 Projected Annual Objective for 2006-07 97.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 < 1%
 Projected Annual Objective for 2006-07 18.8%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 90%
 Projected Annual Objective for 2006-07 90.8%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 < 1%
 Projected Annual Objective for 2006-07 18.8%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99.2%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 91%
 Projected Annual Objective for 2006-07 91.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92.6%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 71%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 85%
 Projected Annual Objective for 2006-07 86%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 85%
 Projected Annual Objective for 2006-07 86%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 95%
 Projected Annual Objective for 2006-07 95%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 56%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 93%
 Projected Annual Objective for 2006-07 93.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 90%
 Projected Annual Objective for 2006-07 90.6%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 56%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 71%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92.6%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 7

Analysis Group: All Students

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 60%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 55%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 58%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 72%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 17%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 65%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 70%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 17%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 43%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99.2%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 8

Analysis Group: All Students

Actual Performance for 2005-06 62%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 56%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 52%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 52%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 62%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 61%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 35%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99.2%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 62%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 9

Analysis Group: All Students

Actual Performance for 2005-06 73%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 62%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 60%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 82%
 Projected Annual Objective for 2006-07 83.6%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 75%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 71%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 50%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 73%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 7

Analysis Group: All Students

Actual Performance for 2005-06 96%
 Projected Annual Objective for 2006-07 96.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 89%
 Projected Annual Objective for 2006-07 89.2%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92.6%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 89%
 Projected Annual Objective for 2006-07 89.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 60%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 94%
 Projected Annual Objective for 2006-07 94.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 93%
 Projected Annual Objective for 2006-07 93.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 96%
 Projected Annual Objective for 2006-07 96.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Science - Grade: 8

Analysis Group: All Students

Actual Performance for 2005-06 75%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 40%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 69%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 53%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 87%
 Projected Annual Objective for 2006-07 87.6%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 60%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 < 1%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 83%
 Projected Annual Objective for 2006-07 84.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 67%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 < 1%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 56%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 91%
 Projected Annual Objective for 2006-07 91.8%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 75%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: 8

Analysis Group: All Students

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 88%
 Projected Annual Objective for 2006-07 88.4%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 84%
 Projected Annual Objective for 2006-07 85.2%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2005-06 94%
 Projected Annual Objective for 2006-07 94.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 90%
 Projected Annual Objective for 2006-07 91%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 93%
 Projected Annual Objective for 2006-07 93.4%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 90%
 Projected Annual Objective for 2006-07 91%
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 84%
 Projected Annual Objective for 2006-07 85.2%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2005-06 > 99%
 Projected Annual Objective for 2006-07 99%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 92%
 Projected Annual Objective for 2006-07 92.6%
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TELPAS: % of 3-12 showing progress - Grade: 7

Analysis Group: All Students

Actual Performance for 2005-06 63%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 63%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 63%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 60%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 63%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 63%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 63%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

TELPAS: % of 3-12 showing progress - Grade: 8

Analysis Group: All Students

Actual Performance for 2005-06 44%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 50%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 44%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2005-06 22%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 27%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 80%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2005-06 44%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 44%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 44%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

TELPAS: % of 3-12 attaining Advanced High - Grade: 6

Analysis Group: All Students

Actual Performance for 2005-06 14%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 15%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 14%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 11%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 20%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 17%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 14%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

TELPAS: % of 3-12 attaining Advanced High - Grade: 7

Analysis Group: All Students

Actual Performance for 2005-06 25%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 27%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 25%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06 40%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06 14%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06 27%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06 25%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

TELPAS: % of 3-12 attaining Advanced High - Grade: 8

Analysis Group: All Students

Actual Performance for 2005-06 35%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06 36%
 Projected Annual Objective for 2006-07 TBD
 Actual Performance for 2006-07 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06	35%
Projected Annual Objective for 2006-07	TBD
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2005-06	35%
Projected Annual Objective for 2006-07	TBD
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2005-06	35%
Projected Annual Objective for 2006-07	TBD
Actual Performance for 2006-07	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

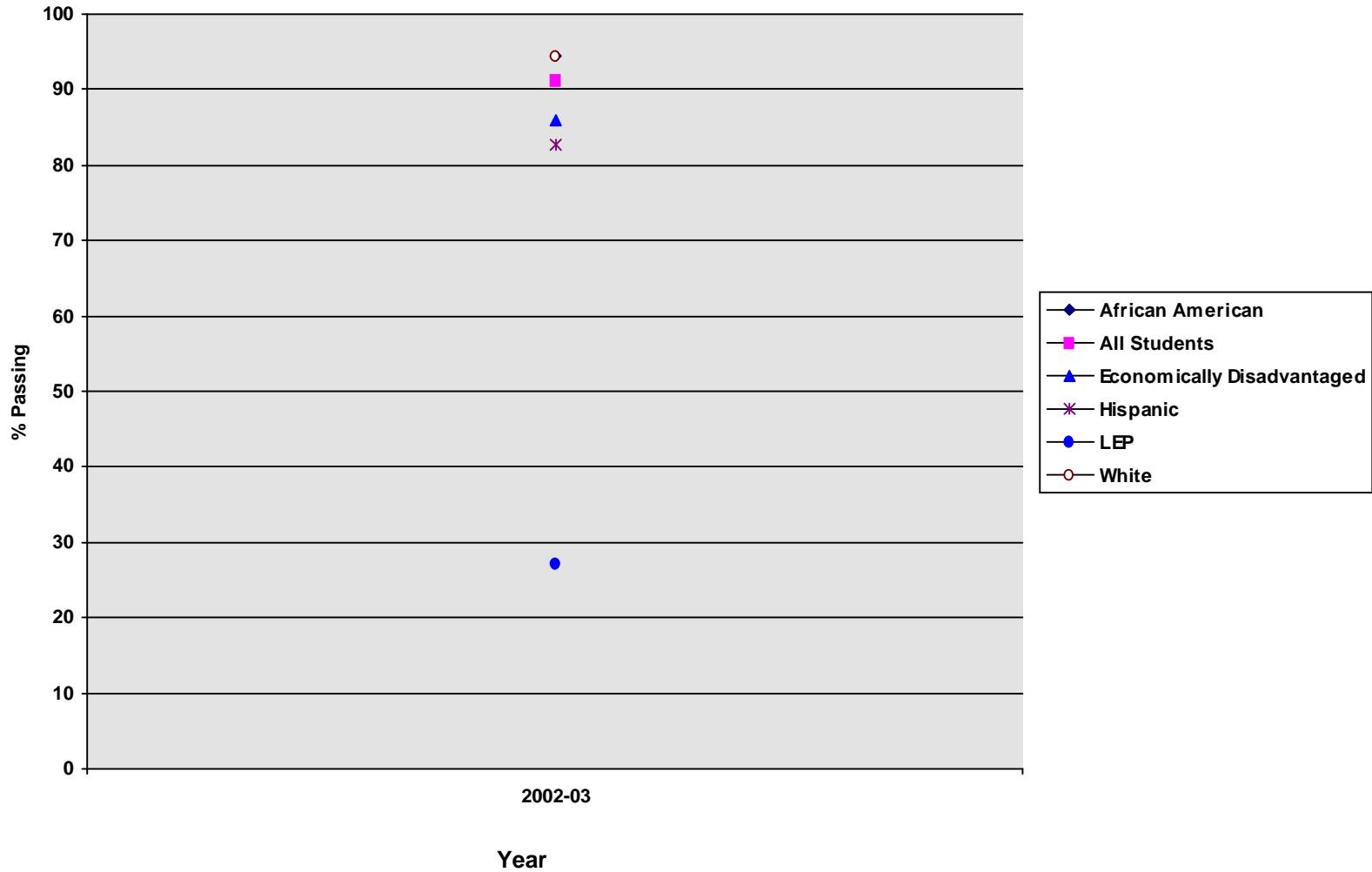
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

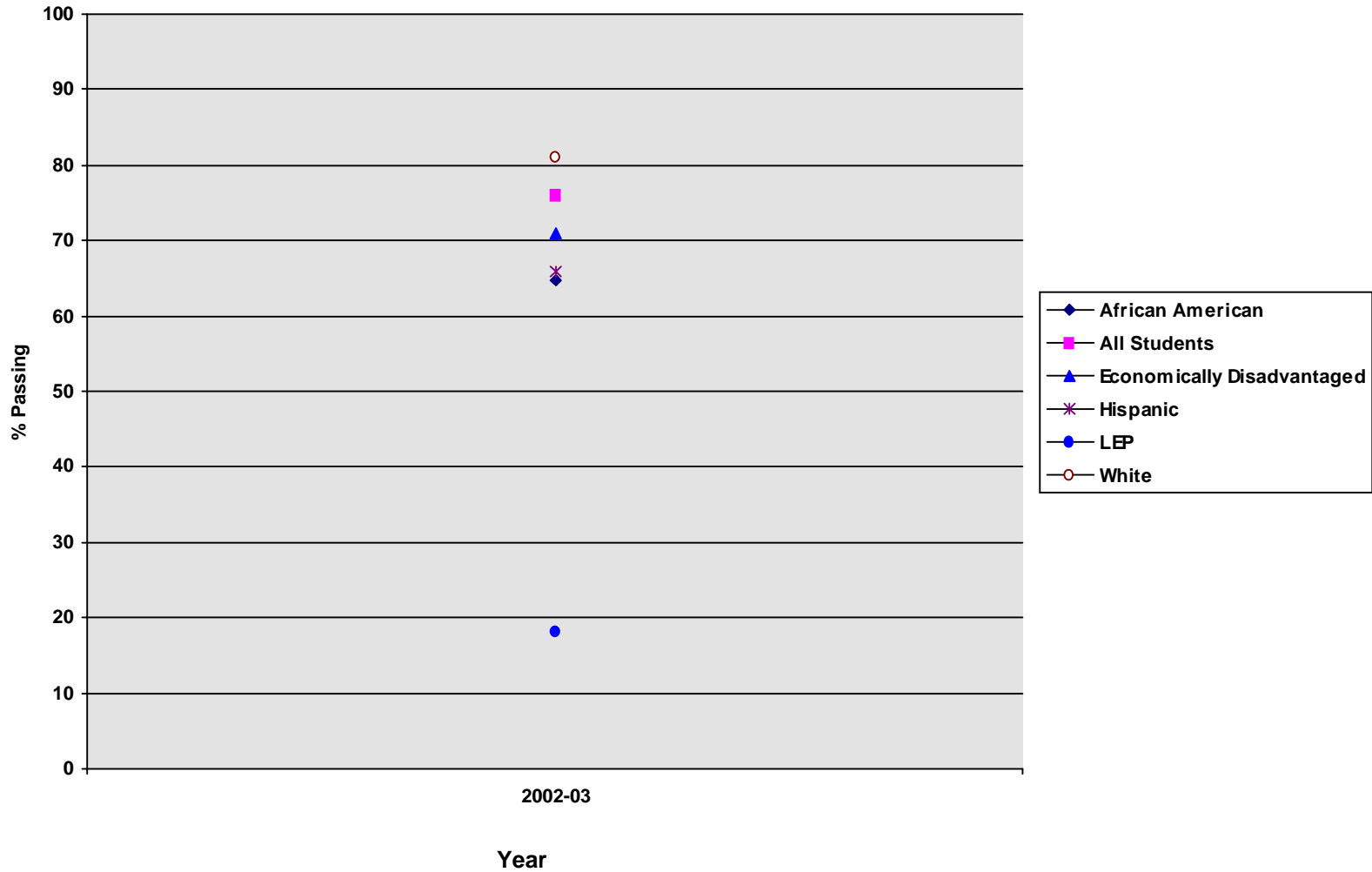
Report of TAKS Reading

Graph of Current Performance by Analysis Group



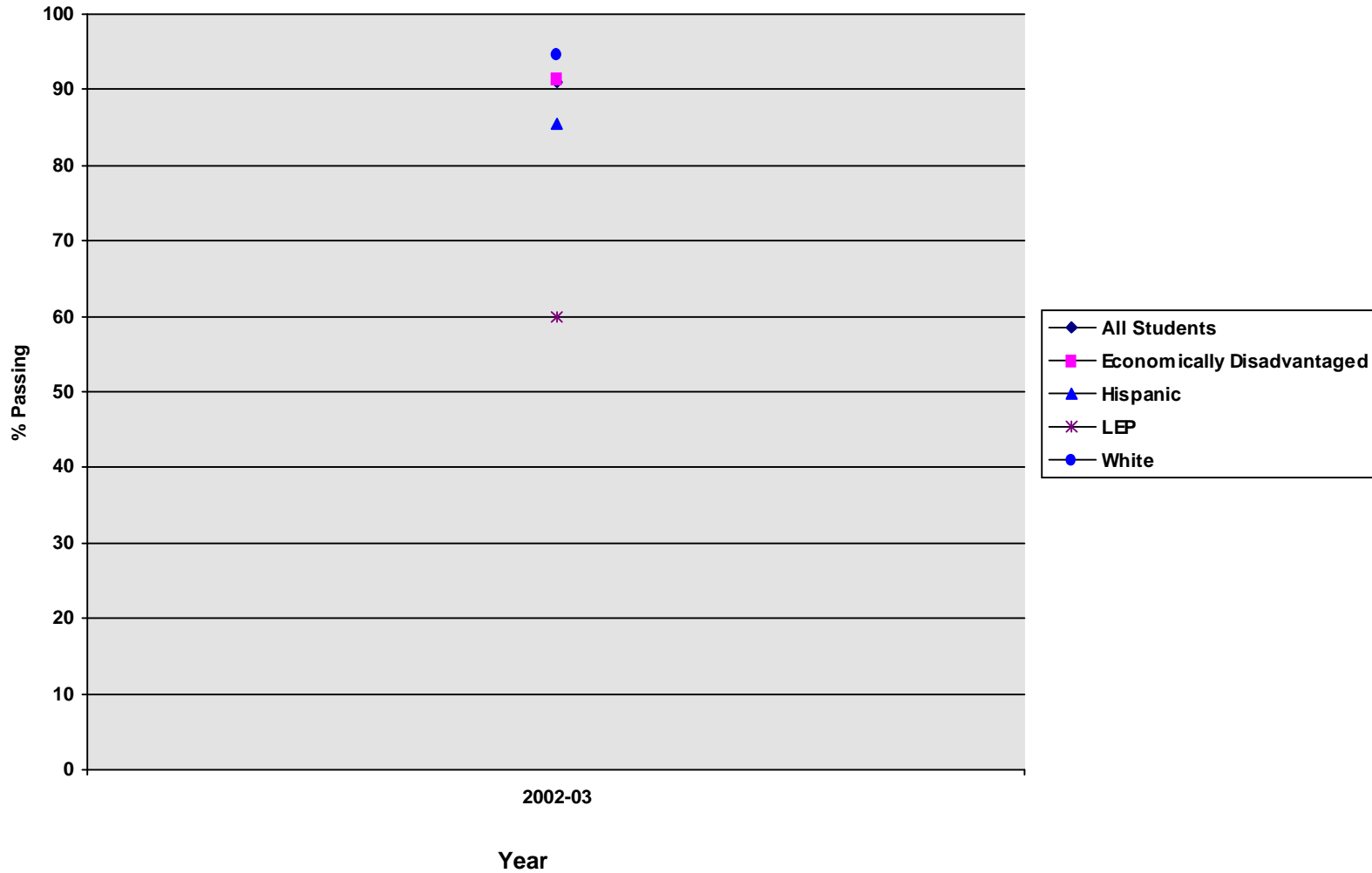
Report of TAKS Math

Graph of Current Performance by Analysis Group



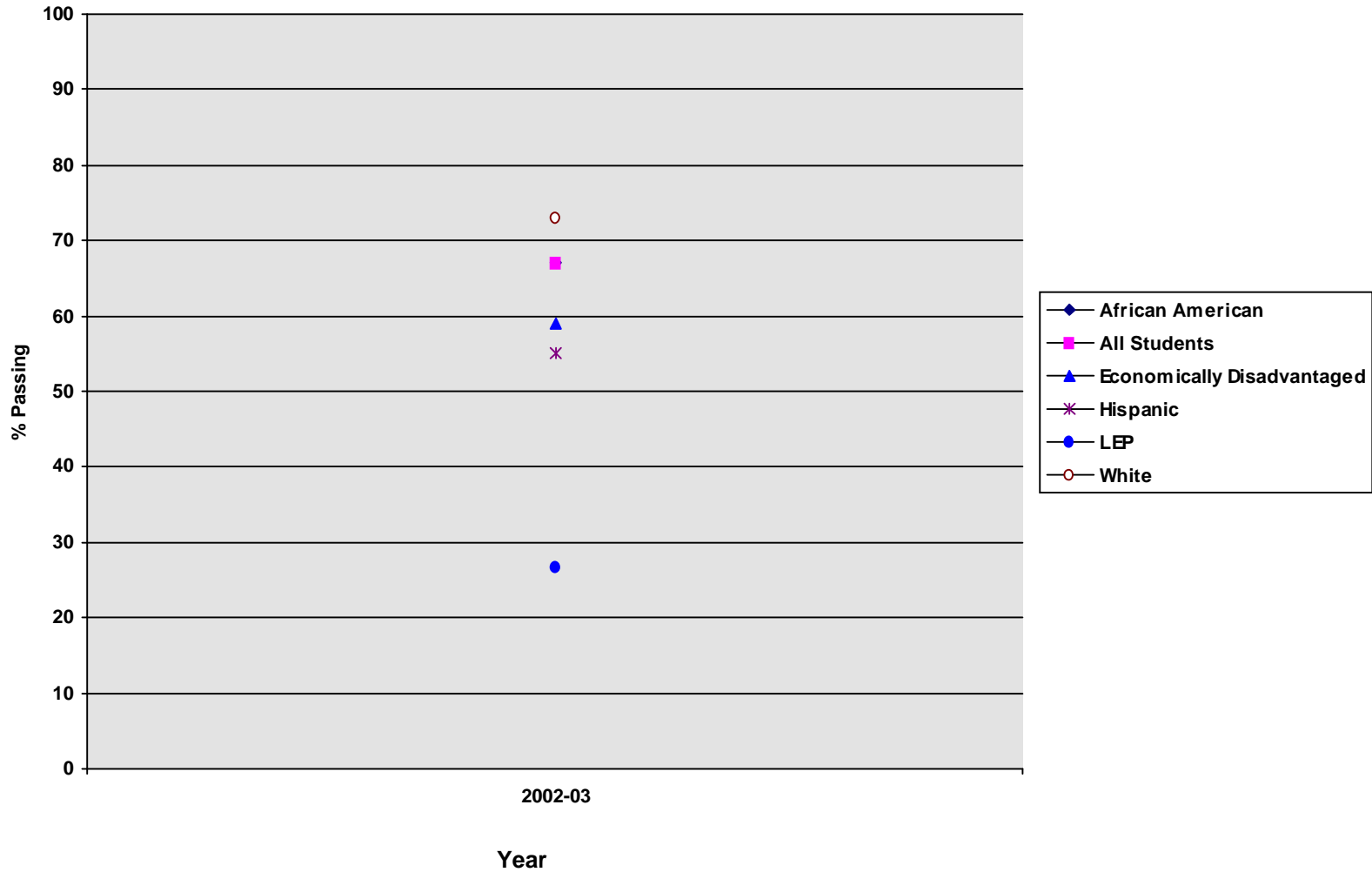
Report of TAKS Writing

Graph of Current Performance by Analysis Group



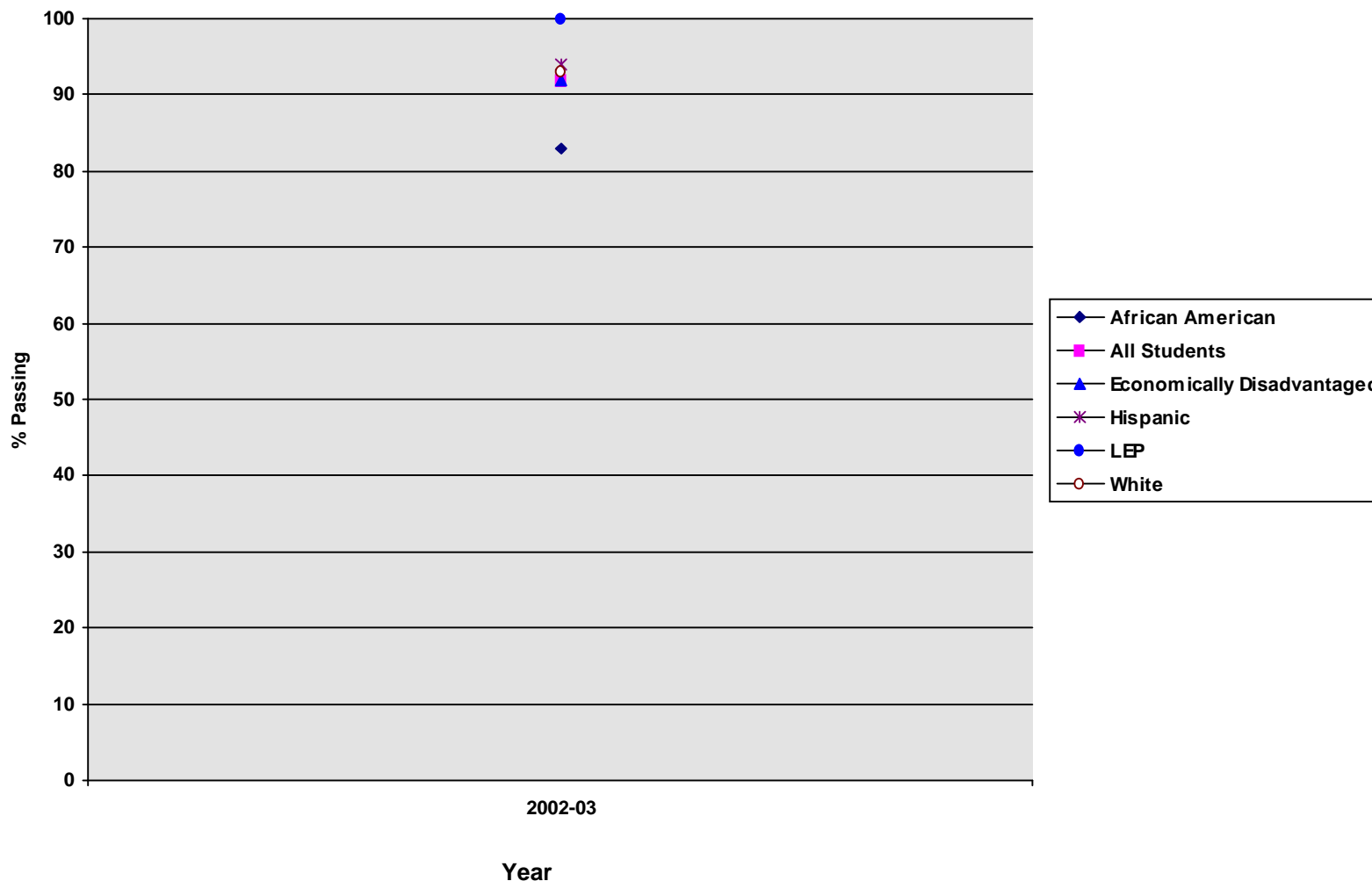
Report of TAKS Overall

Graph of Current Performance by Analysis Group



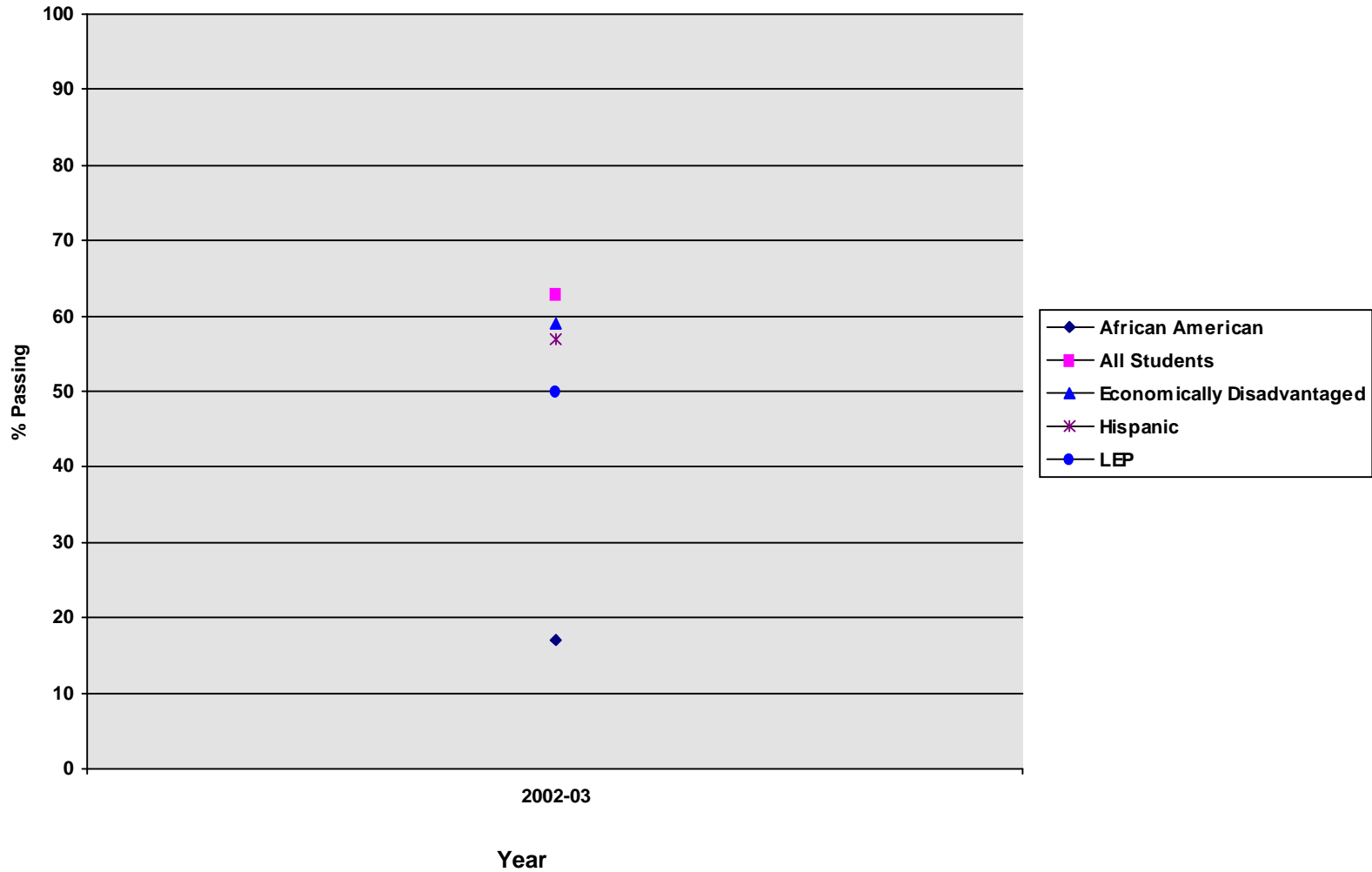
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



Report of SDAA II Math

Graph of Current Performance by Analysis Group



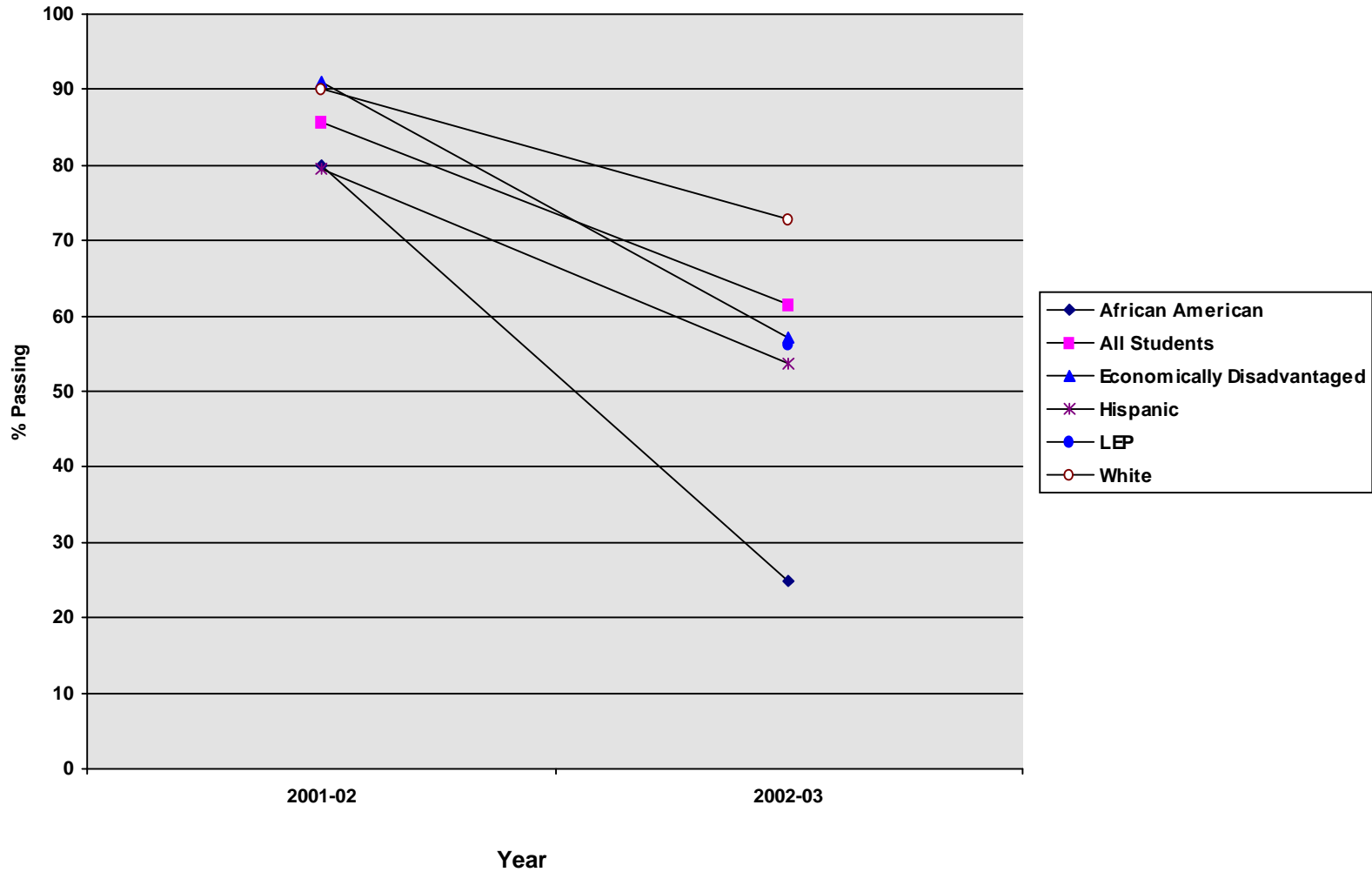
Report of SDAA II Writing

Graph of Current Performance by Analysis Group

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

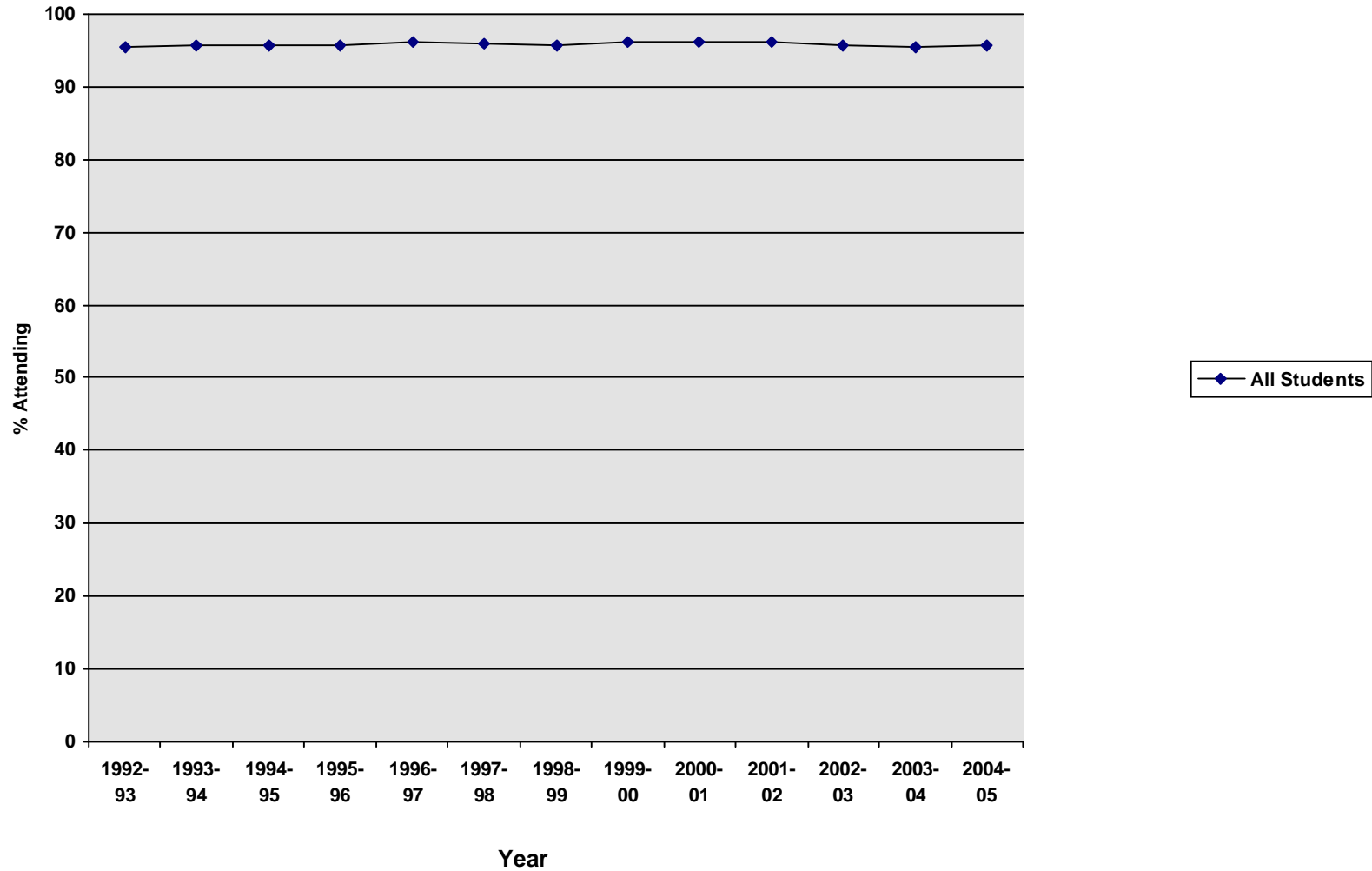
Report of SDAA II Overall

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.**