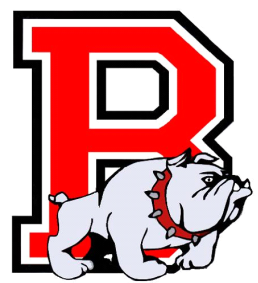


Borger Middle School Campus Improvement Plan

Where Believers Become Achievers

2007-08

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



Borger Middle School Campus Improvement Plan Belief Statements

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

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

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

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

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

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

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

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

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

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

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

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Parent as Partner	2) Well Balanced Curriculum	5) Qualified, Effective Personnel	6) Instructional Techniques
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
7) Student Performance	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	5) All Students will Graduate from High School
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
5) Highly Qualified Teachers	6) Opportunities for Professional Development	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	6) Parental Involvement
8) Include Teachers in Decisions			

9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs
E-Rate Goals	
1) Goals and Strategy for Using Technology	5) Evaluation Process for Monitoring Progress

Strategies

Goal 1 - Strategy 1 Improve Writing Scores on TAKS.

Indicator: TAKS Writing

Grade: 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Economically Disadvantaged	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Hispanic	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
White	97 %	2007	≥ 90 %	2012-13	≥ 97 %	2008
LEP	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Male	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Female	97 %	2007	≥ 90 %	2012-13	≥ 97 %	2008
Bilingual/ESL	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
At Risk	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
GT	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Title I	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008

<p>Leader(s): Mr. Ammerman; 7th Grade English Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008</p>	<p>Brief Description: Based upon the TAKS data from 2007 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>Evaluation Benchmark: 97 % of the 7th grade students will meet the passing standard on the Benchmark test each six weeks. 97% of the 7th grade students will meet the passing standard the 2008 TAKS Writing Tests</p>
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04/07/2008-05/29/2008

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 2.00	Compensatory Ed. Budget	\$44,833.00
Teachers	Partially Comp. Ed Funded	Local Revenue	\$44,834.00
School Library	Cost: \$89,384.00		<hr/> \$89,667.00
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	
All ELA teachers will use C-Scope for daily instruction to align TEKS with TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/27/2007	to	05/29/2008	97% of students will meet the passing standard the 2008 Writing TAKS test. 100% of students will achieve the passing standard in the 7th grade ELA class. 97% of students will meet the passing standard on the ELA Benchmark test each six weeks.	
All ELA teachers will use the 2007 Inova data and the C-Scope to plan and then follow TAKS Objectives Focus .	7th Grade ELA Teachers; Mr.Ammerman	08/27/2007	to	05/29/2008	97% of students will meet the passing standard on the 2008 TAKS Writing test. 97% of students will meet the passing standard on the ELA Benchmark test each six weeks.	
The 6th-8th grade ELA teachers will use RTI (Response to Intervention) strategies for students who are experiencing academic difficulties.	ELA Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standard for promotion in their ELA class.	
All ELA teachers will conduct classroom practice on Writing prompts taken from release TAKS tests.	7th Grade ELA Teachers	08/27/2007	to	05/29/2008	97% of students will score 2 or above on the 2008 TAKS Writing in 7th grade.	
All ELA teacher and Computer Lab teachers will provide opportunities for students to use the computer lab to	All ELA Teachers; Mrs. De Loe; Mrs. Coleman	08/27/2007	to	05/29/2008	97% of the students will demonstrate the ability to complete an	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
enhance writing skills.					essay using word processing programs.
The ELA classroom teachers will use the 2007 Inova reports to disaggregate student scores from the 2007 TAKS Writing test.	Department Heads; Mr. Ammerman; Mrs. Duso	08/27/2007	to	05/29/2008	97% of students will meet the passing standard on the 2008 TAKS Writing test.
The ELA classroom teachers will use the 2007 Inova data to plan TAKS extended day sessions for students who failed to master TAKS objectives on the 2007 TAKS Writing test.	Mr. Ammerman, Mrs. Duso; 7th ELA Teacher	08/27/2007	to	05/29/2008	97 percent of students testing will achieve the passing standard on 2008 TAKS Writing test.
All ELA teachers will utilize TAKS release tests by aligning questions with 7th grade ELA TEKS.	All Teachers; Mrs. Duso	08/27/2007	to	05/29/2008	97 % of students will meet the passing standard on the 2008 Writing TAKS test and 7th grade ELA class.
All ELA teachers will conduct intensive TAKS review prior to the administration of the 2008 Writing test.	7th Grade ELA Teachers	08/27/2007	to	05/29/2008	97% of 7th grade students will meet the passing standard on the 2008 TAKS Writing test.
All ELA teachers will provide individualized TAKS review to students as needed throughout the 2007-2008 school year.	7th Grade ELA Teachers	08/27/2007	to	05/29/2008	97% of the 7th grade students will meet the passing standard on the ELA Benchmark test each six weeks. 97% of the 7th grade students will meet the passing standard on the 2008 TAKS Writing test.
All ELA teachers will review Test Taking Skills with students.	All Teachers	08/27/2007	to	05/29/2008	97% of students will meet the passing standards on the 2008 TAKS Writing.

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS will provide 7th grade students the opportunity to compete in the University of Interscholastic League Academic Competition in Writing.	Ms. Coleman; Mr. Ammerman; UIL Event Coaches	08/27/2007	to	05/29/2008	Students competing in the event will demonstrate success by placing in the event.
ELA teachers will attend TAKS Writing Workshops at Region 16.	ELA Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	The percentage of correct scores given by the teacher on practice essays will compare to scores given to students by the state.

Goal 1 - Strategy 2 Improve Reading Scores on TAKS.

Indicator: TAKS Reading

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2007	≥ 90 %	2012-13	≥ 91 %	2008
African American	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
Economically Disadvantaged	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008

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	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
African American	75 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Economically Disadvantaged	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Hispanic	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
White	89 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
Special Ed.	63 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
LEP	43 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Male	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Female	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
At Risk	74 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
GT	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Title I	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008

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	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
African American	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Economically Disadvantaged	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
Hispanic	97 %	2007	≥ 90 %	2012-13	≥ 97 %	2008
White	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
Special Ed.	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
LEP	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Male	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
Female	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Bilingual/ESL	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
At Risk	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
GT	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Title I	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008

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	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	73 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Hispanic	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
White	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Special Ed.	57 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
LEP	50 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Male	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Female	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
Bilingual/ESL	60 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
At Risk	73 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
GT	93 %	2007	≥ 90 %	2012-13	≥ 100 %	2008
Title I	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008

<p>Leader(s): Mr. Ammerman; All Reading Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007</p>	<p>Brief Description:</p> <p>Based upon the TAKS data from 2007 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>95% of the 6th-8th grade students will meet the passing standard on the Benchmark test each six weeks. 95% of 6th-8th grade students will meet the passing standard on the 2008 TAKS Reading Tests</p>
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01/03/2008-02/15/2008
 02/18/2008-04/01/2008
 04/07/2008-05/29/2008

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 5.50	Compensatory Ed. Budget	\$113,867.00
Teachers	Partially Comp. Ed Funded	Local Revenue	\$113,867.00
Student Support Team	Cost: \$227,734.00		\$227,734.00
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	
All classroom teachers will use C-Scope for daily instruction to align TEKS with TAKS objectives.	All Teachers; Mrs. Rotramel; Mr. Ammerman	08/27/2007	to	05/29/2008	95% of students will meet the passing standard on the 2008 TAKS Reading Test. 100% of students will achieve the passing standard in the 6th-8th grade ELA class. 95% of students will meet the passing standard on the ELA Benchmark test each six weeks.	
All classroom teachers will use RTI strategies for students who are experiencing academic difficulties.	All ELA teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	100% of 6th-8th grade students will meet the passing standard for promotion in their ELA class.	
All classroom teachers will utilize TAKS release tests by aligning questions with 6th-8th grade level ELA TEKS.	ELATeachers;Mrs Duso	08/27/2007	to	05/29/2008	95% of students meet the passing standard on the 2008 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark test each six weeks.	
All ELA teachers will train the students in the use of Cooperative Highlighting & Justifying in 6th-8th grades.	All ELA Teachers	08/27/2007	to	05/29/2008	95% of students meet the passing standard on the 2008 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark test each	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					six weeks.
The regular classroom teachers will use the 2007 Inova reports to disaggregate student scores.	Mrs. Duso; Mr. Ammerman; All ELA	08/27/2007	to	05/29/2008	95% of students meet the passing standard on the 2008 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark test each six weeks.
The regular classroom teachers will use the 2007 Inova data to plan the TAKS extended day program for low achieving students.	Mrs.Duso; ELA Teachers	08/27/2007	to	05/29/2008	95% of students meet the passing standard on the 2008 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark test each six weeks.
The ELA teacher will use the 2007 Inova data and the C-Scope to plan and implement a daily TAKS Objectives Focus.	ELA Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	95% of the 6th-8th grade students will meet the passing standards on the 2008 TAKS Reading test. 95% of the 6th-8th grade students will meet the passing standards on the Benchmark test each six weeks.
All ELA teachers will provide individualized TAKS reviews for students who do not show mastery of TAKS objectives.	6th-8th ELA Teachers	08/27/2007	to	05/29/2008	95% of students will meet the passing standard on the 2008 TAKS Reading test. 95% of students will meet the passing standard on the

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					Benchmark test each six weeks.
All ELA teachers will conduct practice TAKS Reading tests.	6th-8th ELA Teacher	08/27/2007	to	05/29/2008	95% of students will meet the passing standard on the 2008 TAKS Reading test. 95% of students will meet the passing standard on the Benchmark test each six weeks.
All ELA teachers will review students in TAKS Test Taking Skills.	All Teachers	08/27/2007	to	05/29/2008	95% of students meet the passing standard on the 2008 TAKS Reading test. 95% of the students will meet the passing standard on the ELA Benchmark test each six weeks.
ELA teachers will provide opportunities for students to be involved in University of Interscholastic League Academic Competition.	Mr. Ammerman; Ms. Coleman; UIL Event Coaches	08/27/2007	to	05/29/2008	BMS students will compete in all possible events at the district UIL meet. BMS students competing in UIL events will place in those events.
All ELA teachers will encourage independent reading with Book Fairs, Bluebonnet, and Lone Star participation.	Mrs. Gallaspy; ELA Teachers	08/27/2007	to	05/29/2008	Library records
ELA teachers will attend TAKS Reading Workshops at Region 16.	Reading Teachers 5th-8th Grades; Mr. Hatfield	08/27/2007	to	05/29/2008	95% of students meet the passing standard on the 2008 TAKS Reading test. 95% of the students

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					will meet the passing standard on the ELA Benchmark test each six weeks.

Goal 1 - Strategy 3 Improve Math Scores on TAKS.

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	69%	2007	≥ 90%	2012-13	≥ 80%	2008
African American	35%	2007	≥ 90%	2012-13	≥ 80%	2008
Economically Disadvantaged	56%	2007	≥ 90%	2012-13	≥ 80%	2008
Hispanic	62%	2007	≥ 90%	2012-13	≥ 80%	2008
White	73%	2007	≥ 90%	2012-13	≥ 80%	2008

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 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
African American	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Economically Disadvantaged	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
Hispanic	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
White	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Special Ed.	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
LEP	80 %	2007	≥ 90 %	2012-13	≥ 82 %	2008
Male	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Female	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
At Risk	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008
GT	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Title I	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008

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	75 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
African American	40 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Economically Disadvantaged	69 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Hispanic	77 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
White	77 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Special Ed.	50 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
LEP	33 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Male	67 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Female	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008
Bilingual/ESL	20 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
At Risk	55 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
GT	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Title I	76 %	2007	≥ 90 %	2012-13	≥ 80 %	2008

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	69%	2007	≥ 90%	2012-13	≥ 80%	2008
African American	33%	2007	≥ 90%	2012-13	≥ 80%	2008
Economically Disadvantaged	67%	2007	≥ 90%	2012-13	≥ 80%	2008
Hispanic	60%	2007	≥ 90%	2012-13	≥ 80%	2008
White	75%	2007	≥ 90%	2012-13	≥ 80%	2008
LEP	83%	2007	≥ 90%	2012-13	≥ 84.4%	2008
Male	69%	2007	≥ 90%	2012-13	≥ 80%	2008
Female	70%	2007	≥ 90%	2012-13	≥ 80%	2008
Bilingual/ESL	80%	2007	≥ 90%	2012-13	≥ 82%	2008
At Risk	49%	2007	≥ 90%	2012-13	≥ 80%	2008
GT	> 99%	2007	≥ 90%	2012-13	≥ 99%	2008
Title I	69%	2007	≥ 90%	2012-13	≥ 80%	2008

<p>Leader(s): Mr. Ammerman; All Math Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008</p>	<p>Brief Description:</p> <p>Based upon the TAKS data from 2007 and current classroom information, 6th-8th grade teachers will develop and implement strategies to address the strengths and weaknesses of 6th-8th grade students.</p>	<p>Evaluation Benchmark:</p> <p>80% of the students in 6th-8th grades will meet the passing standard on the Benchmark test each six weeks. 80% of the students in 6th-8th grades will meet the passing standard on the 2008 TAKS Math Tests</p>
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04/07/2008-05/29/2008			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: 5.50	Compensatory Ed. Budget	\$141,612.00
ARD Committee	Partially Comp. Ed Funded	Local Revenue	\$141,612.00
Classroom Equipment	Cost: \$283,224.00		<hr/> \$283,224.00
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	
All math classroom teachers will use C-Scope for daily instruction to align TEKS with TAKS objectives.	All Teachers; Mrs. Duso	08/27/2007	to	05/29/2008	80% of students in grades 6th-8th will meet the passing standard on the 2008 TAKS Math test. 100% of students will achieve the passing standard in the math grade level course. 80% of students will meet the passing standard on the Benchmark test each six weeks.	
All classroom teachers will use RTI (Response To Intervention) strategies for students who are experiencing academic difficulties.	Math Teachers; Mr. Ammerman	08/27/2007	to	05/29/2009	100% of 6th-8th grade students will meet the passing standard for promotion in their Math class.	
All math classroom teachers will utilize TAKS release tests by aligning questions with the Math TEKS and TAKS objectives.	Math Teachers	08/27/2007	to	05/29/2008	80% of students will meet the passing standard on the math Benchmark test each six weeks. 80% of students will meet the passing standard on the 2008 TAKS Math test.	
The regular classroom teachers will use 2007 Inova reports to disaggregate student scores.	Math Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of all students will meet the passing standards on the 2008 TAKS Math test. 80% of all students will meet the passing standards on the math	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					Benchmark test each six weeks.
The regular classroom teacher will use the 2007 Inova data to plan the extended day program for students who fail to meet the passing standard on the TAKS test.	Mrs. Duso; Math teachers	08/27/2007	to	05/29/2008	80% of 6th-8th students will meet the passing standard on the 2008 TAKS Math test. 80% of 6th-8th grade students will meet the passing standard on the math Benchmark test each six weeks.
Low achieving students will be assigned to mandatory tutorials in the MLS computer lab to strengthen their basic math skills.	Mrs. Duso; Math Teachers	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standard on the 2008 TAKS Math test. 80% of 6th-8th grade students will meet the passing standard on the math Benchmark test each six weeks.
The Math classroom teacher will use the 2007 Inova data and C-Scope to plan and implement a daily TAKS Objective Focus.	Math Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standard on the 2008 Math TAKS test. 80% of 6th-8th grade students will meet the passing standard on the math Benchmark test each six weeks.
All math teachers will conduct intensive TAKS reviews prior to the 2008 TAKS Math test.	All Teachers	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standards on the 2008 Math TAKS test.

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All Math teachers will provide individualized TAKS reviews for students who do not show mastery of TAKS objectives.	Math Teachers	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standards on the 2008 Math TAKS test.
All ELA teachers will conduct practice TAKS math tests.	All Math Teachers	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standards on the 2008 Math TAKS test.
All math teachers will review Test Taking Skills with students.	All Teachers	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standards on the 2008 Math TAKS test.
Provide Students the Opportunity to Be Involved in University Interscholastic League (UIL) Academic Competition	Ms. Coleman; Mr. Ammerman; UIL Event Coaches	08/27/2007	to	05/29/2008	BMS will provide all students the opportunity to compete in all possible math events at the district UIL Academic Meet
BMS Math teachers will attend TAKS Workshops at Region 16.	Mr. Ammerman; All Math Teachers	08/27/2007	to	05/29/2008	Certificates of completion from workshops.

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	63%	2007	≥ 90%	2012-13	≥ 80%	2008
African American	42%	2007	≥ 90%	2012-13	≥ 80%	2008
Economically Disadvantaged	45%	2007	≥ 90%	2012-13	≥ 80%	2008
Hispanic	36%	2007	≥ 90%	2012-13	≥ 80%	2008
White	76%	2007	≥ 90%	2012-13	≥ 80%	2008
Special Ed.	50%	2007	≥ 90%	2012-13	≥ 80%	2008
LEP	15%	2007	≥ 90%	2012-13	≥ 80%	2008
Male	60%	2007	≥ 90%	2012-13	≥ 80%	2008
Female	66%	2007	≥ 90%	2012-13	≥ 80%	2008
Bilingual/ESL	17%	2007	≥ 90%	2012-13	≥ 80%	2008
At Risk	44%	2007	≥ 90%	2012-13	≥ 80%	2008
GT	> 99%	2007	≥ 90%	2012-13	≥ 99%	2008
Title I	64%	2007	≥ 90%	2012-13	≥ 80%	2008

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 2007 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 Benchmark test each six weeks.
80% of the 8th grade students will meet the passing standard on the 2008 TAKS Science

08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 2.00	Local Revenue	\$42,457.00
Teachers	Partially Comp. Ed Funded	Compensatory Ed. Budget	\$42,456.00
Staff	Cost: \$84,913.00		<hr/> \$84,913.00
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	
All Science teachers will use C-Scope for daily instruction to align TEKS with TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/27/2007	to	05/29/2008	80% of students in grades 8th will meet the passing standard on the 2008 TAKS science test. 100% of students will achieve the passing standard in the science grade level course. 80% of students will meet the passing standard on the science Benchmark test each six weeks.	
All Science teachers will utilize TAKS release tests by aligning questions with 6th-8th grade level Science TEKS.	8th Grade Science Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of 8th grade students will meet the passing standard on the science Benchmark test each six weeks. 80% of students will meet the passing standard on the 2008 TAKS science test.	
The 8th grade Science teachers will use Inova reports to disaggregate student scores from the 2007 Science test.	8th Science Teachers; Mr. Ammerman; Mr. Hataway	08/27/2007	to	05/29/2008	80% of 8th grade students will meet the passing standards on the 2008 TAKS science test. 80% of all students will meet the passing standards on the science Benchmark test each six weeks.	
The 8th grade Science teacher will use the	Department Head; Mr.	08/27/2007	to	05/29/2008	80% of 8th students	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
2007 Inova data to plan the extended day program for students who fail to meet the passing standard on the TAKS test.	Ammerman; Mr. Hataway				will meet the passing standard on the 2008 TAKS Science test. 80% of 6th-8th grade students will meet the passing standard on the science Benchmark test each six weeks.
The 8th grade Science classroom teacher will use the 2007 Inova data and C-Scope to plan and implement a daily TAKS Objective Focus.	8th Grade Science Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of students in grades 8th will meet the passing standard on the 2008 TAKS science test. 80% of students will achieve a passing grade in the science grade level course. 80% of students will meet the passing standard on the science Benchmark test each six weeks.
All 8th grade Science teachers will conduct intensive TAKS reviews prior to the 2008 TAKS Science test.	8th Science Teachers	08/27/2007	to	05/29/2008	80% of students in grades 8th will meet the passing standard on the 2008 TAKS science test.
All 8th grade Science teachers will provide individualized TAKS reviews for students who do not show mastery of TAKS objectives.	8th Grade Science Teachers	08/27/2007	to	05/29/2008	80% of students in grades 8th will meet the passing standard on the 2008 TAKS science test.
The 8th grade Science teachers will	8th Grade Science	08/27/2007	to	05/29/2008	80% of the students

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
conduct practice TAKS Science tests throughout the year.	Teachers				will meet the passing standard on the TAKS Science test.
All Science teachers will review Test Taking Skills with students.	8th Grade Science Teachers	08/27/2007	to	05/29/2008	80% of the students will meet the passing standard on the TAKS Science test.
BMS will provide students the opportunity to be involved in University Interscholastic League (UIL) Academic Competition	Mrs. Coleman; Mr. Ammerman; UIL Event Coaches	08/27/2007	to	05/29/2008	BMS students will compete in all possible events at the district UIL meet.
Science teachers will attend TAKS related workshops at Region 16.	Mr. Ammerman; 8th Science Teachers	08/27/2007	to	05/29/2008	Certificates from the workshops.
All Science teachers will use RTI (Response to Intervention) strategies for students who are experiencing academic difficulties.	All Science Teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of 6th-8th grade students will meet the passing standard for promotion in their Science class.

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	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
African American	92 %	2007	≥ 90 %	2012-13	≥ 92 %	2008
Economically Disadvantaged	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
Hispanic	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
White	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Special Ed.	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
LEP	77 %	2007	≥ 90 %	2012-13	≥ 80 %	2008
Male	95 %	2007	≥ 90 %	2012-13	≥ 95 %	2008
Female	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008
Bilingual/ESL	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
At Risk	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008
GT	> 99 %	2007	≥ 90 %	2012-13	≥ 99 %	2008
Title I	96 %	2007	≥ 90 %	2012-13	≥ 96 %	2008

Leader(s):	Brief Description:	Evaluation Benchmark:
Mr. Ammerman; 8th Grade History Teachers	Based upon the TAKS data from 2007 and current classroom information, 8th grade Social Studies teachers will develop and implement strategies to address the strengths and weaknesses of 8th grade students.	95 % of the 8th grade students will meet the passing standard on the Benchmark test each six weeks. 95% of the 8th grade students will meet the passing standard on the 2008 Social Studies TAKS Test.
Leader Progress Report Dates: Mr. Ammerman Each Six Weeks		

08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008			
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 Social Studies teachers will use C-Scope for daily instruction to align TEKS with TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; All Teachers	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS social studies test. 100% of students will achieve the passing standard in the social studies 8th grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
The Social Studies teacher will utilize TAKS release test by aligning questions with the 8th grade Social Studies TEKS.	All Teachers; Mrs. Duso; Mr. Ammerman	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
The 8th grade Social Studies teacher will prepare the students for the TAKS through Timeline Memorization	8th Grade Social Studies Teachers	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
The 8th grade social studies teachers will use Inova data to disaggregate 2007 TAKS Social Studies scores.	Department Heads; Mr. Ammerman; Mr. Hataway	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
The 8th grade Social Studies teachers will use the Inova data to plan a TAKS extended day program for students who failed to master TAKS objectives on the 2007 Social Studies test.	8th Grade Social Studies Teachers	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					standard on the social studies benchmark test each six weeks.
The 8th grade Social Studies teachers will use the Inova data and the C-Scope to plan and implement a daily TAKS Objectives Focus.	8th Grade Social Studies Teachers	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
The 8th grade Social Studies teachers will conduct intensive TAKS review prior to the administration of the 2008 Social Studies test.	8th Grade Social Studies Teachers	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
All Social Studies teachers will review Test Taking SKills with students.	8th Grade Social Studies Teachers	08/27/2007	to	05/29/2008	97% of students in grades 8th will meet the passing standard on the 2008 TAKS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					social studies test. 97% of students will achieve a passing grade in the social studies grade level course. 97% of students will meet the passing standard on the social studies benchmark test each six weeks.
BMS will provide students with the opportunity to compete in University Interscholastic League academic contests.	Ms. Coleman; Mr. Ammerman; UIL Event Coaches	08/27/2007	to	05/29/2008	BMS Students competing fully in all UIL events at the district meet.
The Social Studies teachers will attend TAKS related workshops at Region 16.	Mr. Ammerman; 8th Grade Social Studies Teachers	08/27/2007	to	05/29/2008	Certificates of completion from the workshops.
All Social Studies teachers will use RTI (Response to Intervention) strategies for students who are experiencing academic difficulties.	Social Studies teachers; Mr. Ammerman	08/27/2007	to	05/29/2008	97% of 6th-8th grade students will meet the passing standard for promotion in their Social Studies class.

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

<p>Leader(s): Mr. Ammerman; Mrs. Rangel</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008</p>	<p>Brief Description:</p> <p>Based on the TELPAS data from 2007 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 grades 6th-8th will meet the passing standard on the Benchmark tests in ELA classes each six weeks. 80% of the LEP students in 6th-8th grade will show one year of progress on the 2008 TELPAS.</p>
<p>Resources Required:</p> <p>Teachers School Library School Facilities LPAC Committee Instructional Aides Computers Central Office Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 0.50 Fully Comp. Ed Funded Cost: \$20,113.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p> <p style="text-align: right;">Amount</p> <p style="text-align: right;">\$20,113.00</p> <hr style="width: 100px; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">\$20,113.00</p>

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
The ESL teacher will use the C-Scope for daily instruction to align TEKS with content language development.	Mrs. Rotramel;Mr. Ammerman; Mrs. Arands	08/27/2007	to	05/29/2008	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. Arands	08/27/2007	to	05/29/2008	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. Arands; All Teachers	08/27/2007	to	05/29/2008	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. Arands;Mrs Duso	08/27/2007	to	05/29/2008	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 to determin	Mrs. Duso; Mrs.Arands	08/27/2007	to	05/29/2008	80% of LEP students will show one year of progress on the TELPAS	
The ESL teacher will use TELPAS data to plan extended day sessions for LEP students.	Mrs. Arands; Mrs. Duso	08/27/2007	to	05/29/2008	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. Arandsl;Mr. Ammerman	08/27/2007	to	05/29/2008	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>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008</p>	<p>Brief Description:</p> <p>Based on 2007 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 % of LEP students in grades 6th-8th grades will meet the passing standard on the Benchmark test in all subject areas each six weeks. 80% percent of LEP students in grades 6-8 will meet the passing standard on the TAKS Tests in all subject areas in 2008.</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: 0.50 Fully Comp. Ed Funded Cost: \$20,113.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p> <table border="0" style="width: 100%;"> <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;">\$20,113.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$20,113.00</td> </tr> </table>		Amount		\$20,113.00		\$20,113.00
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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	08/27/2007	to	05/29/2008	80% of LEP students taking the TAKS will meet the passing standard in all subject areas.	
The ESL teacher will use the C-Scope for daily instruction to align TEKS and TAKS objectives.	Mrs. Rotramel; Mr. Ammerman; Mrs. Rangel	08/27/2007	to	05/29/2008	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. Arands; Mrs. Duso	08/27/2007	to	05/29/2008	80% of LEP students taking the TAKS test will meet the passing standard in all subject areas.	
The ESL teachers will use Inova data and C-Scope to plan and implement a daily TAKS Objective Focus.	Mrs. Arands; Mr. Ammerman	08/27/2007	to	05/29/2008	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 the 2007 reading and math TAKS tests.	Mrs. Arands; Department Heads	08/27/2007	to	05/29/2008	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 an extended day program for LEP students who have failed to meet the passing standard on the TAKS reading and math tests.	Mrs. Arands; Mrs. Duso	08/27/2007	to	05/29/2008	80% of the LEP students taking the TAKS will meet the passing standard in all subject areas.	
The ESL teacher will teach LEP students Test Taking Skills specific to the TAKS test.	Mrs. Arands; Mrs. Duso	08/27/2007	to	05/29/2008	80% of the LEP students taking the TAKS test will meet the	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
The ESL teacher will provide individualized TAKS reviews for students who do not show mastery of TAKS objectives.	Mrs.Arands	08/27/2007	to	05/29/2008	passing standard in all subject areas. 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 2007-2008</p>	<p>Brief Description: BMS will provide activities to monitor the academic progress of LEP students in the regular classroom.</p>	<p>Evaluation Benchmark: 80 % of the LEP students in 6th-8th grade will meet the passing standard on the Benchmark test in all subject areas each six weeks. 100% of the regular classroom teachers in all subject areas will document ESL modifications for students. 80% of LEP students will show one year of growth on the Reading Proficiency Test in English (RPTE). The LPAC Committee will review the progress of LEP students at the end of each school year.</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: 0.50 Fully Comp. Ed Funded Cost: \$20,113.00</p>	<p>Source of Funds: Compensatory Ed. Budget</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;">\$20,113.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$20,113.00</td> </tr> </tbody> </table>		Amount		\$20,113.00		\$20,113.00
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	\$20,113.00							

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
LPAC (Language Proficiency Assessment Committee) * Placement Meeting * Annual Review	Mrs.Arands; Mr. Ammerman	08/27/2007	to	05/29/2008	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. Arands	08/27/2007	to	05/29/2008	100% 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. Arands; All Teachers	08/27/2007	to	05/29/2008	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. Arands; Special Education Teachers	08/27/2007	to	05/29/2008	80% of LEP/Special Education students will make academic progress on their IEP.	
Math teachers will avoid using word problems with LEP students who have recently arrived from Mexico.	Mrs. Duso; All Math Teachers	08/27/2007	to	05/29/2008	Lesson Plans; Copies of Modified Materials	
Regular teachers will collaborate with the ESL teacher by sending work for "Content Days."	All Teachers	08/27/2007	to	05/29/2008	ESL classroom 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	08/27/2007	to	05/29/2008	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	Mrs. Arands; Mrs. Gallaspy; BISD Techology	08/27/2007	to	05/29/2008	Lesson Plans; Copies of student work	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
<ul style="list-style-type: none"> * COW * Internet Research * Word processing programs for writing assignments * Student produced digital media projects 					
<p>If necessary, Mrs. Baeza will accompany the LEP student to their regular class to offer individual help.</p>	Mrs. Arands; Mr. Ammerman	08/27/2007	to	05/29/2008	Lesson plans; ESL classroom documentation
<p>Recruit successful Hispanic community members to be involved as mentors for LEP students</p>	Mr. Ammerman; Mrs. Linares; Mrs. Arands	08/27/2007	to	05/29/2008	Parent Involvement Documentation
<p>Provide a positive role model for LEP students by asking Hispanic speakers to share the story of their successes.</p>	Mr. Ammerman; Mrs. Arands	08/27/2007	to	05/29/2008	BMS Calendar of events

Goal 1 - Strategy 9 Improve Success of IDEA Students on TAKS

<p>Leader(s): Mr. Ammerman; Special Educatin Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman Each Six Weeks</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/011/2008 04/07/2008-05/29/2008</p>	<p>Brief Description:</p> <p>Based on the SDAA II data from 2007 and current classroom information, the teachers will develop strategies to increase the percentage of special education students meeting the passing standard on the TAKS tests in all subject areas.</p>	<p>Evaluation Benchmark:</p> <p>805 of the special education students in 6th-8th grades will meet the passing standard on the Benchmark tests in all subject areas each six weeks. 80% of the special education students in 6th-8th grades will meet the passing standard on the TAKS test in all subject areas in 2008. The IEP of each IDEA will reflect mastery of grade level goals and objectives in all subject areas.</p>								
<p>NEW INITIATIVE</p>										
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: 6.00 Partially Comp. Ed Funded Cost: \$180,675.00</p>	<table border="0"> <tr> <td>Source of Funds:</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td>Compensatory Ed. Budget</td> <td style="text-align: right;">\$90,338.00</td> </tr> <tr> <td>Sp. Ed. Federal Funds</td> <td style="text-align: right;">\$90,338.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$180,676.00</td> </tr> </table>	Source of Funds:	Amount	Compensatory Ed. Budget	\$90,338.00	Sp. Ed. Federal Funds	\$90,338.00		\$180,676.00
Source of Funds:	Amount									
Compensatory Ed. Budget	\$90,338.00									
Sp. Ed. Federal Funds	\$90,338.00									
	\$180,676.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
All special education teachers will use the C-Scope for daily instruction to align TEKS and TAKS objectives in all subjects.	Mr. Ammerman; Special Education Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.
All special education teachers will utilize the TAKS release tests in all subjects by aligning the questions with the TEKS in all subjects at grades 6-8.	Mr. Ammerman; All special education teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.
All special education teachers will use SDAA II, Inova data and C-Scope to plan and implement a daily TAKS Objective Focus.	Mr. Ammerman; Special Education Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.
All special education teachers will use the SDAAII and Inova reports to disaggregate students scores on the reading and math tests.	Mr. Ammerman; Special Education Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.
All special education teachers will use SDAAII and Inova data to plan an extended day program for IDEA students to prepare them to take the TAKS.	Mr. Ammerman; Special Education Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.
All special education teachers will teach IDEA students Test Taking Skills specific to the TAKS test.	Mr. Ammerman; Special Educaiton Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.
All special education teachers will provide individualized TAKS reviews for students who do not show mastery of TAKS objectives.	Mr. Ammerman; Special Education Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.

Goal 1 - Strategy 10 Prepare IDEA Students for the TAKS Test

<p>Leader(s): Mr. Ammerman; Special Education Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman; Special Education teachers.</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008</p>	<p>Brief Description:</p> <p>Based on the data form the 2007 SDAA II, the special education teachers in collaboration with the regular classroom teacher will develop and implement strategies to address the strength and weaknesses of the IDEA students in 6th-8th grades.</p>	<p>Evaluation Benchmark:</p> <p>80% of the special education students in 6th-8th grades will meet the passing standard on the Benchmark test in all subject areas each six weeks.</p> <p>80% of the special education students in grades 6th-8th will meet the passing standard on the TAKS tests in all subject areas in 2008.</p> <p>The IEP of each IDEA student will reflect mastery of grade level goals and objectives in all subject areas.</p>								
<p>NEW INITIATIVE</p>										
<p>Resources Required:</p> <p>None</p>	<p>FTE's Required:</p> <p>Number of FTE's: 6.00 Partially Comp. Ed Funded Cost: \$180,675.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget Sp. Ed. Federal Funds</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;">\$90,338.00</td> </tr> <tr> <td>Sp. Ed. Federal Funds</td> <td style="text-align: right;">\$90,338.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$180,676.00</td> </tr> </tbody> </table>		Amount	Compensatory Ed. Budget	\$90,338.00	Sp. Ed. Federal Funds	\$90,338.00		\$180,676.00
	Amount									
Compensatory Ed. Budget	\$90,338.00									
Sp. Ed. Federal Funds	\$90,338.00									
	\$180,676.00									

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Eligible IDEA students will be scheduled into daily special education classes to address specific learning disabilities.	Mrs. Watson; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects.	
Classroom teachers will receive training on methods and strategies that have been proven to enhance the learning of IDEA students so they can achieve academic success at school.	Mr. Ammerman; Mrs. Rotramel; Mrs. Brown	08/27/2007	to	05/29/2008	100% of special education students will meet the passing standards required for promotion in all subjects.	
BMS teachers will encourage the use of technology to motivate IDEA students *Clickers *COW (Computers on Wheels) * Word processing programs * Internet Research * Student produced media projects	Computer Lab Teachers; All classroom teachers	08/27/2007	to	05/29/2008	100% of the IDEA students will use technology in a classroom assignment.	
Based on the decision of the ARD, students who scored TAKS Equivalency on the SDAA II will be mainstreamed into and inclusion program that includes placement in the regular classroom for grade level instruction.	Mr. Ammerman; Mrs. Duso; Diagnosticians	08/27/2007	to	05/29/2008	The number of special education students mainstreamed will be increased.	
The special education teachers will include specific strategies for implementation of grade level TEKS in the IDEA student's IEP.	Special Educaiton Teachers; Diagnosticians	08/27/2007	to	05/29/2008	100% of IDEA students will receive instruction on grade level TEKS.	

Goal 1 - Strategy 11 Monitor Performance of IDEA in the classroom

<p>Leader(s): Mr. Ammerman; Special Education Teachers</p> <p>Leader Progress Report Dates: Mr. Ammerman; Special Education Teachers</p> <p>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008</p>	<p>Brief Description: BMS will provide activities to monitor the academic progress of special education students in the regular classroom</p>	<p>Evaluation Benchmark: 80% of the IDEA students in 6th -8th grades will meet the passing standard on the Benchmark test in all subject areas each six weeks. 100% of the classroom teachers in all subject areas will document modifications made for IDEA students. An ARD committee will monitor the progress of each IDEA student each year. The IEP of each IDEA will reflect mastery grade level goals and objectives in all subject areas.</p>								
<p>NEW INITIATIVE</p>										
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: 6.00 Partially Comp. Ed Funded Cost: \$180,375.00</p>	<table border="0"> <tr> <td>Source of Funds:</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td>Compensatory Ed. Budget</td> <td style="text-align: right;">\$90,338.00</td> </tr> <tr> <td>Sp. Ed. Federal Funds</td> <td style="text-align: right;">\$90,338.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$180,676.00</td> </tr> </table>	Source of Funds:	Amount	Compensatory Ed. Budget	\$90,338.00	Sp. Ed. Federal Funds	\$90,338.00		\$180,676.00
Source of Funds:	Amount									
Compensatory Ed. Budget	\$90,338.00									
Sp. Ed. Federal Funds	\$90,338.00									
	\$180,676.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
An annual ARD (Admission, Review, Dismissal) meeting will be held to determine the needs of the IDEA student.	Diagnostician; Campus Adm.; Sp. Ed Teachers	08/27/2007	to	05/29/2008	ARD documentation and Individual Education Plans.
The special education teachers will serve as a consultant to administrators and teachers in developing strategies to improve the academic performance of IDEA students.	All special education teachers.	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-8th grade level courses.
There will be a collaboration between the regular classroom teachers and the special education teacher to develop strategies for the IDEA students.	All Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-8th grade level courses.
The special education teachers will collaborate with the regular classroom teacher to address the specific learning needs of special education students.	All Teachers	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-8th grade level courses.
Special education personnel will accompany the IDEA student to their regular class to offer individual help.	All Teachers; ARD Committee; Mr. Ammerman	08/27/2007	to	05/29/2008	80% of IDEA students will meet the passing standard on the TAKS tests in all subjects. 100% of students will achieve the passing standards in the 6th-

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					8th grade level courses

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>08/27/2007-10/05/2007 10/08/2007-11/09/2007 11/12/2007-12/21/2007 01/03/2008-02/15/2008 02/18/2008-04/01/2008 04/07/2008-05/29/2008</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 Local Funds Cost: \$41,769.00</p>	<p>Source of Funds:</p> <p>Local Revenue District Budget</p> <p style="text-align: right;">Amount</p> <p style="text-align: right;">\$21,389.00 \$20,385.00 <hr/>\$41,774.00</p>

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Strictly enforce compliance with state compulsory attendance laws	Mr. Duso; Mrs. Huff; Mr. Ammerman	08/27/2007	to	05/29/2008	Record of filings maintained by the Registrar of BMS and reported each six weeks.	
Home visits by Attendance Officer	Sgt. McWilliams	08/27/2007	to	05/29/2008	Truant students will miss less school as a result of these visits	
Parent conferences will be conducted to discuss student absences and attendance violations.	Mr. Ammerman; Mrs. Duso	08/27/2007	to	05/29/2008	Student Discipline Records	
BMS will provide assistance to parents with student attendance issues.	Mr. Duso; Coach Loftis; Mrs. Linares	08/27/2007	to	05/29/2008	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, Sgt McWilliams	08/27/2007	to	05/29/2008	Record of calls, letters, home contacts, and court proceedings.	
BMS administrators will seek legal assistance from the County Attorney, County Justice of the Peace, Juvenile Probation Officers and the BISD Resource Officer in the matter of student attendance.	Mr. Ammerman; Mr. Duso	08/27/2007	to	05/29/2008	BMS attendance and discipline records.	
BMS administrators will collaborate with the County Justice of the Peace Courts to resolve student attendance issues.	Judge Irwin; Mr. Ammerman; Mrs. Duso	08/27/2007	to	05/29/2008	PEIMS records of court proceedings	
Attendance Rewards 6th-8th Grades -	Mr. Ammerman; Team	08/27/2007	to	05/29/2008	Students will be	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Bulldog Club Membership	Teachers				rewarded with one special activity per six weeks
Attendance Committee Meetings will be conducted to determine attendance credit.	Mr. Ammerman; Attendance Committee;Mrs. Huff	11/29/2007	to	05/29/2008	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 2007-2008</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; 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
	Amount							
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	\$0.00							

School Nurse
Staff
Student Support Team
Teachers
Teaching Manipulatives
Juvenile Probation Office

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Students Will Receive Academic Assistance Through the Mastery Assistance Center	Mrs. Boren	08/27/2007	to	05/29/2008	MAC Lab records
Students will be able to regain academic Credit During Summer School	Mr. Ammerman, Teachers	06/02/2008	to	07/11/2008	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. McCarty</p> <p>Ongoing 2007-2008</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>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Develop individual graduation plans for At-Risk students.	Mrs. Duso, Mrs. Watson	08/27/2007	to	05/29/2008	Counselor records, Registrar's records,
Career Aptitude and Interest Testing	Mrs. Duso	08/27/2007	to	05/29/2008	Test Results, Counselor records
Provide Counseling about high school graduation requirements.	Mrs. Watson, BHS Counselors	02/25/2008	to	03/28/2008	Enrollment Records
Provide counseling about opportunities and choices in higher education.	Mrs. Watson, BHS Counselors, Teachers	05/05/2008	to	05/29/2008	Counselor documentation
Financial Aid Information including Texas Grant and Teach for Texas Grant	Mrs. Watson	08/27/2007	to	05/29/2008	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 2007-2008</p>	<p>Brief Description: BMS will be a safe environment for all teachers and students.</p>	<p>Evaluation Benchmark: Decrease discipline referrals by 10%</p>										
<p>Resources Required: Transportation Dept. Teachers Staff District Staff District Admin. Staff Counselor Community Volunteers Central Office Campus Admin. Staff BISD Technology Depart. Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 2.00 Partially Comp. Ed Funded Cost: \$137,167.00</p>	<table border="1"> <thead> <tr> <th data-bbox="1098 662 1711 695">Source of Funds:</th> <th data-bbox="1711 662 1877 695">Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1098 703 1711 735">Compensatory Ed. Budget</td> <td data-bbox="1711 703 1877 735">\$68,583.00</td> </tr> <tr> <td data-bbox="1098 743 1711 776">District Budget</td> <td data-bbox="1711 743 1877 776">\$68,584.00</td> </tr> <tr> <td data-bbox="1098 784 1711 816"></td> <td data-bbox="1711 784 1877 816"><hr/></td> </tr> <tr> <td data-bbox="1098 824 1711 857"></td> <td data-bbox="1711 824 1877 857">\$137,167.00</td> </tr> </tbody> </table>	Source of Funds:	Amount	Compensatory Ed. Budget	\$68,583.00	District Budget	\$68,584.00		<hr/>		\$137,167.00
Source of Funds:	Amount											
Compensatory Ed. Budget	\$68,583.00											
District Budget	\$68,584.00											
	<hr/>											
	\$137,167.00											

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
BISD Student Code of Conduct will be included in the BMS Student Handbook.	Mr. Ammerman; Mrs. Duso	08/27/2007	to	05/29/2008	Every student will receive a copy of the Code of Conduct and 100% 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	08/27/2007	to	05/29/2008	100% will return the form signed by parents and students.	
Teachers will be assigned duty to supervise key areas before school, during lunch, and after school.	Mr. Duso; Mr. Ammerman; All Teachers	08/27/2007	to	05/29/2008	100% of the teachers will be at their assigned area.	
Communication concerning disciplinary infractions to parents and teachers will be made within 24 hours of referrals.	Mr. Ammerman; Mr. Duso	08/27/2007	to	05/29/2008	Documentation of parent contact through letters, phone calls, and conferences.	
BMS will enforce "Zero Tolerance" for violence.	Mr. Ammerman; Mr. Duso; Teachers	08/27/2007	to	05/29/2008	100% of fights and assaults will result in suspensions, placement in the DAEP, and possible criminal charges.	
A bully prevention program will be instituted including awareness programs, documentation of incidents, and counseling with both victim and bully.	Mr. Ammerman; Mrs. Duso; Mrs. Watson	08/27/2007	to	05/29/2008	Files documenting bullying incidents will be kept by the Assistant Principal. Mrs. Watson will implement counseling sessions and schedule changes as needed.	
BMS will implement a CrimeStoppers program to encourage student reporting of acts of a criminal nature.	Mr. Ammerman; Mr. Duso	08/27/2007	to	05/29/2008	Incidents of a criminal activity will decrease by 80%.	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Red Ribbon week will be held to highlight the dangers of drug and alcohol use.	Mr. Ammerman; Mrs. Denton; Mrs. Duso	08/27/2007	to	05/29/2008	100% of BMS students will participate in an activity during Red Ribbon week.
Borger Independent School District has contracted for random searches by the drug dog.	Mr. Ammerman; Interquest	08/27/2007	to	05/29/2008	The Drug Dog will visit the campus at least once monthly.
BMS will participate in random drug testing for 7th & 8th graders in Extra-Curricular Programs	Mr. Ammerman; Mrs. Horst; Forward Edge.	08/27/2007	to	05/29/2008	Random drug testing, involving 15 students each visit, will be conducted twice each semester.
Disruptive students will be removed from the regular classroom setting and placed in ISS or DAEP as determined by the Student Code of Conduct.	Mr. Ammerman; Mrs. Rotramel; Mrs. Duso	08/27/2007	to	05/29/2008	Discipline documentation and DAEP records.
BMS will develop and practice the implementation of a comprehensive Emergency Plan.	Mr. Ammerman	08/27/2007	to	05/29/2008	100% of BMS staff members will be provided with a copy of the Emergency Plan. 100% of BMS staff members will complete the FEMA Incident Command System I-100 for Schools. 100% of BMS staff members will complete the FEMA IS-700 National Incident Management System.
Administrators and Teachers will be knowledgeable about signs of gang activity and prevent student participation in gang activities at school and in the community.	Mr. Ammerman; Mr. Duso; Mrs. Watson; Teachers	08/27/2007	to	05/29/2008	100% of BMS teachers will incorporate gang prevention activities into a lesson. Mrs. Watson will

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
					provide counseling for students involved or thought to be involved in gang activity. The Student Code of Conduct and local discipline policies will be used to prevent gang activity at BMS.
BMS will implement procedures and strategies to prevent Sexual Harassment toward students or staff.	Mr. Ammerman; Mr. Duso; Teachers	08/27/2007	to	05/29/2008	100% of the BMS staff will receive training on the prevention of sexual harassment at schools. The Student Code of Conduct and local discipline policies will be use in cases of confirmed sexual harassment.
To improve classroom managemnt, the BMS staff will receive training on theTexas Behavior Support Initiative.	Mr. Duso; Mr. Ammerman	08/27/2007	to	05/29/2008	100% of the BMS staff will be trained on the modules of the Texas Behavior Support Initiative.
Any suspected incidents of Child Abuse and Neglect will be reported.	All BMS Staff	08/27/2007	to	05/29/2008	BMS staff members will report suspected abuse and neglect to state authorities as prescribed by law.
BISD will work cooperatively with the Borger Police Department to hire a Liasion Officer.	Mr. Ammerman; Mr. Duso; Officer Jordan	08/27/2007	to	05/29/2008	The Liasion Officer will be available to the BMS campus daily. The Liasion Officer will be present at all BISD Varsity football games.

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS will develop a Dating Violence prevention program.	Mr. Ammerman; Mrs. Duso; Ms. Duvall; Mrs Watson	08/27/2007	to	05/29/2008	100% of 8th grade students will receive information about the prevention of Dating Violence in Health classes. 100% of 7th grade students will receive information about the prevention of Dating Violence in Health and Science classes. 100% of sixth grade students will receive information about the prevention of Dating Violence in science class. Mrs. Watson will provide counseling to the victims of Dating Violenc.
BMS administrative staff will schedule safety drills monthly.	Mr.Ammerman	08/27/2007	to	05/29/2008	100% of BMS students and staff will participate in fire drills. 100% of BMS students and staff will participate in tornado drills. 100% of BMS students and staff will participate in mock implentations of the Emergency Plan.
BMS students and staff will be knowledgeable in Bus Safety procedures.	Mr. Callahan; Mr. Coleman; Mr. Ammerman	08/27/2007	to	05/29/2008	100% of BMS students and staff will participate in a bus evacuation drill in October..

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 2007-2008</p>	<p>Brief Description: BMS will provide a caring environment for all students.</p>	<p>Evaluation Benchmark: Increase student utilization of care services.</p>						
<p>Resources Required: School Nurse School Library Parent Support Parent Inv. Coordinators Counselor Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 1.00 Local Funds Cost: \$33,756.00</p>	<p>Source of Funds: 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
	Amount							
	\$33,756.00							
	\$33,756.00							

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
Counseling services will be provided to the students and staff of Borger Middle School.	Mrs. Duso; Mr. Ammerman; Mrs. Watson	08/27/2007	to	05/29/2008	100% of BMS students will participate in guidance lessons related to social issue. Mrs. Watson will provide counseling to students and staff as necessary.	
BMS will maintain Medical Personnel to provide services to students and staff.	Nurse Horst	08/27/2007	to	05/29/2008	100% of 7th grade students will participate in a Scoliosis Screening. 100% of BMS students will participate in a Vision/Hearing Screening. 100% of BMS students will have the proper immunizations. Nurse Horst will provide teachers with information about medically fragile students as needed.	
BMS will elect a Student Council from eligible 7th grade students each Spring.	Mrs.Duso; Mr.Ammerman; Ms. Morrow	08/27/2007	to	05/29/2008	The BMS staff vote will count 40% of the total vote. BIS 5th grade, BMS 6th grade, and BMS 7th grade student vote will count 60% of the total vote.	
BMS will refer parents and students to local	Mrs. Watson; Nurse	08/27/2007	to	05/29/2008	BMS will refer students	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
helping agencies.	Horst; Mr. Ammerman				to the Lions Club glasses program. BMS will refer students to the STAR program for counseling services.
BMS will work with local agencies to provide free school supplies to needy students.	Mr.Ammerman, Mrs. Duso; Mrs. Watson	08/27/2007	to	05/29/2008	BMS will refer parents to the Adult Probation Office and Living Water Ministries for school supplies.
The BMS Student Council will plan and implement Spirit Activities	Ms Morrow; Mr. Ammerman	08/27/2007	to	05/29/2008	The BMS Student Council will plan three Pep Rallies each year. The BMS Student Council will plan Spirit Days throughout the School year. The BMS Student Council will plan Homecoming activities.
The BMS Student Council will sell Christmas Grams to implement a Christmas Project to help needy children.	Ms. Morrow; Mr. Ammerman	08/27/2007	to	05/29/2008	100% of BMS students will participate in the Christmas Project. The BMS Student Council will raise \$1000 to buy "Hoodies" for needy students.
The Student Council will conduct a Canned Food Drive each November.	Ms. Morrow; Mr. Ammerman; Mrs. Duso	08/27/2007	to	05/29/2008	100% of the BMS student will participate in the canned food drive. BMS will collect 2000 cans of food for the canned food drive.
The Student Council will plan and implement Penny Wars to help a the family	Ms Morrow; Mr. Ammerman; Mrs. Duso	08/27/2007	to	05/29/2008	100% of BMS students will participate in the

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
of a critically ill student.					Penny Wars contest.
BMS Student Council will plan and implement a Talent Show to be held in the Spring.	Ms Morrow; Mr. Ammerman; Mrs. Kitchen	08/27/2007	to	05/29/2008	10% of the 7th and 8th grade students will participate in the Talent Show.

Goal 4 - Strategy 3 Communication at BMS

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2007-2008</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 2007-2008.</p>						
<p>Resources Required:</p> <p>Teachers</p> <p>SBDM/CIC Committee</p> <p>Parent Support</p> <p>Parent Inv. Coordinators</p> <p>Counselor</p> <p>Community Volunteers</p> <p>Central Office</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
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Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
BMS will follow the BISD School Calendar.	Central Administration; District Site Based Commit	08/27/2007	to	05/29/2008	Printed version of the school calendar is distributed to all school personnel and parents of students.	
BMS will utilize the School Access Channel on Cable One.	Mr. Ammerman	08/27/2007	to	05/29/2008	BMS will provide information about school events to the office of the Assistant Superintendent.	
All BMS Students will receive a copy of the BMS Student Handbook. Teachers will review the handbook with students on the first day of school.	Mr. Ammerman; Mrs. Duso; All Teachers	08/27/2007	to	05/29/2008	100% of the students will return documentation sheets in the handbook signed by the parent and the student.	
BMS will provide Bi-Lingual Handouts of all school communications	Mr. Ammerman; Mrs. Linares	08/27/2007	to	05/29/2008	Mrs. Linares will work with the staff to translate school communications into Spanish.	
New Year Party: Parents will be encouraged to come to the schools to meet their child's teachers	All BMS Staff	08/23/2007	to	08/23/2007	80% of the parents will attend this meeting the Thursday before school starts.	
BMS will host Parent Conference Days each year.	BMS Staff	08/27/2007	to	05/29/2008	80% of parents will attend the parent conference day as indicated by teacher attendance sheets.	
BMS will schedule Teacher/Parent conferences as needed.	Mrs. Smith	08/27/2007	to	05/29/2008	Record of Conferences maintained by Mrs. Smith	

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BMS Booster Club will hold meetings the first Monday of each month.	Booster Executive Committee	08/27/2007	to	08/27/2008	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	08/27/2007	to	05/29/2008	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 activities.	BMS Booster Executive Committee	08/27/2007	to	05/29/2008	Membership will increase by 10% as a result of these meetings.
The BMS staff will be involved in monthly meetings with the full staff, department heads, and grade level peers.	Mr. Ammerman	08/27/2007	to	05/29/2008	Professional Growth Calendar for each month
All BMS staff will be trained on the use of Outlook 2007.	BISD Technology	08/27/2007	to	05/29/2008	Certificate of completion
Department Heads will be elected by the staff to express their concerns and ideas to the Administration.	Mr. Ammerman	05/15/2006	to	05/29/2008	Weekly meeting agendas and minutes from those meeting.
The BMS Site Based Decision Making Committee will meet the last Thursday of each month to develop plans for the improvement of the campus that will impact student achievement.	Mrs.Duso; Mr. Flanagin	08/27/2007	to	05/29/2008	The Campus Improvement Plan and the minutes of the meetings.

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</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2007-2008</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: 3.00 Partially Comp. Ed Funded Cost: \$130,734.00</p>	<p>Source of Funds: Compensatory Ed. Budget Local Revenue Safe and Drug Free</p> <p style="text-align: right;">Amount</p> <p style="text-align: right;">\$60,367.00 \$60,000.00 \$10,367.00 <hr/>\$130,734.00</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 an extended day program.	Reading, Math, and 7th English Teachers	08/27/2007	to	05/29/2008	80% of students who failed the TAKS test in reading or math will meet the passing standard in 2008.	
Parents of At Risk Students will be encourage to become involved in BMS organizations *BMS Booster Club *VIPs	Duso; Ammerman; Loftis; Linares	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	SST Meeting Minutes	
BMS will comply with the No Child Left Behind regulations of * Identification * Graduation Plans * At Risk Goals	Mrs. Duso; Mr. Ammerman	08/27/2007	to	05/29/2008	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 2007-2008 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
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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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	Section 504 Documentation
The BMS Student Support Team will monitor the use of the Response to Invention program.	Mr. Ammerman	08/27/2007	to	05/29/2008	Documentation of interventions used by the classroom teachers

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 2007-2008</p>	<p>Brief Description:</p> <p>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:</p> <p>Students will achieve ARD expectations on 2008 standardized testing.</p>								
<p>Resources Required:</p> <p>None</p>	<p>FTE's Required:</p> <p>Number of FTE's: 7.00</p> <p>Partially Comp. Ed Funded</p> <p>Cost: \$233,754.00</p>	<table border="0"> <thead> <tr> <th data-bbox="1102 548 1711 576">Source of Funds:</th> <th data-bbox="1768 548 1869 576">Amount</th> </tr> </thead> <tbody> <tr> <td data-bbox="1102 584 1711 612">Compensatory Ed. Budget</td> <td data-bbox="1717 584 1869 612">\$186,822.00</td> </tr> <tr> <td data-bbox="1102 625 1711 652">Sp. Ed. Federal Funds</td> <td data-bbox="1730 625 1869 652">\$46,932.00</td> </tr> <tr> <td></td> <td data-bbox="1717 673 1869 701"><hr/>\$233,754.00</td> </tr> </tbody> </table>	Source of Funds:	Amount	Compensatory Ed. Budget	\$186,822.00	Sp. Ed. Federal Funds	\$46,932.00		<hr/> \$233,754.00
Source of Funds:	Amount									
Compensatory Ed. Budget	\$186,822.00									
Sp. Ed. Federal Funds	\$46,932.00									
	<hr/> \$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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	Student schedules; Student report cards; ARD minutes; IEPs
IDEA students will be mainstreamed into the regular classroom with support from special education personnel in the classroom.	Mr. Ammerman; Mrs. Cole/Stevens/ Mrs. Brown	08/27/2007	to	05/29/2008	Numbers of students in resource classes will decrease. Numbers of IDEA students mainstreamed in regular education classrooms will increase.

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: 2.00 Partially Comp. Ed Funded Cost: \$97,768.00</p>	<p>Source of Funds:</p> <p>District Budget Compensatory Ed. Budget</p>	<p>Amount</p> <p>\$48,864.00 \$48,864.00 <hr/>\$97,728.00</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	08/27/2007	to	05/29/2008	Teacher Self-Report, Walkthroughs, PDAS Observations	
Modifications will be provided as needed for Dyslexic students in the regular classroom.	Classroom Teachers; Ms. Duso	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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 2007-2008</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 2007 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	08/27/2007	to	05/29/2008	Student Records, Master Schedule
Students identified as gifted/talented will participate in enrichment opportunities * Field Trips * In-house Cultural Events	Mrs. Marshall	08/27/2007	to	05/29/2008	PEAK Records
The Parent Advocacy Group, ACE, will work to keep parents informed about G/T issues.	Mrs. Marshall	08/27/2007	to	05/29/2008	PEAK Records
BMS will participate in the Duke Talent Identification Program (TIP)	Mrs. Duso	09/01/2006	to	02/28/2008	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 2007-2008</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: \$71,153.00</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p> <p>Local Revenue</p> <p style="text-align: right;">Amount</p> <p style="text-align: right;">\$35,576.00</p> <p style="text-align: right;">\$35,576.00</p> <hr style="width: 100%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right;">\$71,152.00</p>

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	08/27/2007	to	05/29/2008	Report grades; MAC documentation
Implementation of modifications for special education, 504, and LEP students in the regular classroom.	All Teachers	08/27/2007	to	05/29/2008	Teacher documentation; Modification forms
All BMS teachers will use Response to Intervention strategies in their classroom to help struggling students.	Mr. Ammerman; All teachers	08/27/2007	to	05/29/2008	Documentation of modifications and accommodations made for struggling students.

Goal 5 - Strategy 7 Parent Involvement

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2007-2008</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>Partially Title Funded</p> <p>Cost: \$113,761.00</p>	<p>Source of Funds:</p> <p>Local Revenue</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;">Amount</th> </tr> </thead> <tbody> <tr> <td>Local Revenue</td> <td style="text-align: right;">\$71,000.00</td> </tr> <tr> <td>Title Budget</td> <td style="text-align: right;">\$42,761.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$113,761.00</td> </tr> </tbody> </table>		Amount	Local Revenue	\$71,000.00	Title Budget	\$42,761.00		\$113,761.00
	Amount									
Local Revenue	\$71,000.00									
Title Budget	\$42,761.00									
	\$113,761.00									

Timeline						
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation	
BMS will hold Parent Conference Days	Mrs. Duso; Mr. Ammerman	08/23/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	ARD Documentation	
LPAC Meetings for placement, review, and discussion of LEP students' academic progress.	Mrs. Arands; Mr. Ammerman	08/27/2007	to	05/29/2008	LPAC Minutes	
Parent Conferences to discuss student academic or behavior problems.	Teachers; Mrs. Duso	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	Booster Club Membership Drive Records	
Section 504 Meetings for placement, review, and discussion of the 504 students' academic progress.	Mrs. Duso; Teachers	08/27/2007	to	05/29/2008	Section 504 Minutes	
Communication between parents and teachers will include: * Phone calls * Progress reports * Report Cards	Teachers	08/27/2007	to	05/29/2008	BMS Documentation	
Parent Involvement Coordinators, the BMS Vice-Principal, and the BISD Attendance Officer may conduct home visits to check on student attendance, grades, or discipline.	Mr. Loftis; Mrs. Linares; Mr. Duso	08/27/2007	to	05/29/2008	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 2007-2008</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> <hr/> <p>Amount</p> <p>\$0.00</p> <p>\$0.00</p>

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Classroom teachers will coordinate TEKS instruction to TAKS objectives.	Classroom Teachers	08/27/2007	to	05/29/2008	Improvement of TAKS Scores, TS-R
Title I funds will be used campus wide to improve student achievement.	BMS Staff	08/27/2007	to	05/29/2008	Title 1 Records
Teachers will provide extended day programs for students needing individual support	Classroom Teachers	08/27/2007	to	05/29/2008	Teacher documentation
BMS will provide individual help for students in the Mastery Assistance Center	Mrs. Boren	08/27/2007	to	05/29/2008	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 Leader Progress Report Dates: Mr. Ammerman. Specified Staff</p> <p>Ongoing 2007 - 2008</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	01/03/2008	to	05/29/2008	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	12/04/2007	to	05/04/2008	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	08/27/2007	to	05/29/2008	Calendar of Student Council events	
Career Testing: All 8th will be given an interest inventory, an aptitude test, and a work values survey.	Mrs.Watson	11/05/2007	to	11/30/2007	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	10/22/2007	to	10/26/2007	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	09/24/2007	to	11/29/2007	30% of BMS students will participate in a UIL academic activity.	
Information on the Texas Grant & Teach for Texas Program	Mrs. Watson	08/27/2007	to	05/29/2008	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; Ms. Goode	08/27/2007	to	05/29/2008	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; Ms.Goode	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	Athletic evaluations; progress reports; report cards
BMS sixth grade students will participate in the Bulldog Athletic Readiness Program.	Coach Griffin; 6th Grade PE Teachers	08/27/2007	to	05/29/2008	Classroom skills evaluations; progress reports; Report Cards

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 2007-2008</p> <p>NEW INITIATIVE</p>	<p>Brief Description: Borger Middle School students and teachers will have access to various types of technology for use in the classroom.</p>	<p>Evaluation Benchmark: 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: Teachers Staff School Library School Facilities Computers Classroom Equipment BISD Technology Depart. Administrative Staff</p>	<p>FTE's Required: Number of FTE's: 4.50 Partially Comp. Ed Funded Cost: \$187,954.00</p>	<p>Source of Funds: Compensatory Ed. Budget 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;">\$93,977.00</td> </tr> <tr> <td>Local Revenue</td> <td style="text-align: right;">\$93,977.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$187,954.00</td> </tr> </tbody> </table>		Amount	Compensatory Ed. Budget	\$93,977.00	Local Revenue	\$93,977.00		\$187,954.00
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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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	Student progress reports and report cards.
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	08/27/2007	to	05/29/2008	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.	Extended Day Teachers;; Mrs. Coleman	08/27/2007	to	05/29/2008	Math teachers and tutors access the software's program records.

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	
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5) All Students will Graduate from High School			
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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 2007-2008</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: \$71,153.00</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;">\$35,574.00</td> </tr> <tr> <td>Local Revenue</td> <td style="text-align: right;">\$35,579.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$71,153.00</td> </tr> </tbody> </table>		Amount	Compensatory Ed. Budget	\$35,574.00	Local Revenue	\$35,579.00		\$71,153.00
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Local Revenue	\$35,579.00									
	\$71,153.00									

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Initial Faculty Meeting: Review the teacher handbook	Mr. Ammerman	08/27/2007	to	05/29/2008	Opening Faculty Meeting Agenda
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	08/27/2007	to	05/29/2008	50% 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	08/27/2007	to	05/29/2008	Assistant Superintendents Records, PDAS Teacher Self-Report
All teachers will complete the FEMA Incident Command System I-100 for Schools online course.	Mr. Ammerman	08/27/2007	to	05/29/2008	Certificate provided by FEMA
All teachers will have training on the use of Microsoft Office 2007.	BISD Technology Personnel	08/27/2007	to	05/29/2008	Certificate from course.
Win-School E-Class Grades: All teachers will receive training on setting up their generic gradebooks.	BMS Technology Lead Teachers	08/27/2007	to	05/29/2008	Importing grades to Mrs. Huff each six weeks.
Clickers: All teachers will be trained to use the clicker system in their classrooms.	BISD Technology Personnel and BMS Tech Leaders	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	Schedule of use maintained by Librarian
100% of BMS staff members will complete the FEMA IS-700 National Incident Management System.	Mr. Ammerman	01/03/2008	to	05/29/2008	Certificate from FEMA

Goal 7 - Strategy 2 Educational Technology at BMS

<p>Leader(s): Mr. Ammerman</p> <p>Leader Progress Report Dates: Mr. Ammerman</p> <p>Ongoing 2007-2008</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: 3.00</p> <p>Local Funds</p> <p>Cost: \$72,146.00</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;">\$72,146.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$72,146.00</td> </tr> </tbody> </table>		Amount		\$72,146.00		\$72,146.00
	Amount							
	\$72,146.00							
	\$72,146.00							

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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	BMS Master Schedule
Aesop: BMS staff will use this system to report their personal absence from duty.	Mrs. Owen; Mr. Ammerman; All Staff	08/27/2007	to	05/29/2008	AESOP Record of teacher Absences.
BISD will train and encourage teachers to use United Streaming through Region 16.	Mrs. Gallaspy; Technology Department	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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 2007-2008</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> <p style="text-align: right;">Amount</p> <hr/> <p style="text-align: right;">\$0.00</p> <hr/> <p style="text-align: right;">\$0.00</p>

Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
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	08/27/2007	to	05/29/2008	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	08/27/2007	to	05/29/2008	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; Mrs. Duso	08/27/2007	to	05/29/2008	PDAS Documentation
All staff members will participate in the Professional Growth period each day.	Mr. Ammerman	08/27/2007	to	05/29/2008	Documentation of attendance at meetings
ELA teachers will attend workshops to learn strategies to improve student performance on the TAKS Writing test.	Mr. Ammerman; ELA Teachers	08/27/2007	to	05/29/2008	The percentage of correct scores given by the teacher on practice essays will compare to scores given to students by the state.

APPENDIX I

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

2007-08 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Building Administrator	Matt Ammerman		Continuing	
Building Administrator	Debi Duso		Continuing	
BMS Counselor	Danielle Watson		Continuing	
Classroom Teacher	Lisa Moltz	8th Grade	2008	
Classroom Teacher	Kevin Flanagin	8th Grade	2007	
Classroom Teacher	Rhonda Sudbrink	7th Grade	2008	
Classroom Teacher	Kameron Nonhof	7th Grade	2010	
Classroom Teacher	Rosetta Hanna	6th Grade	2010	
Classroom Teacher	Cathy McKinney	6th Grade	2009	
Classroom Teacher	Nick Mears	Extra Curricular/Fine Arts	2008	
Classroom Teacher	Unknown at this time	Extra-Curricular/Athletics	2010	
Classroom Teacher	Kim Schomp	Special Needs	2010	
Classroom Teacher	Paula Coleman	Technology	2010	
Paraprofessional	Dorothy Owen		Continuing	
District Level Professional	Linda Rotramel: Assistant Superintendent		Continuing	
Parent	Julie McMurry		2009	
Parent	Michelle Thompson		2008	
Community Representative	Les Sharp		2010	
Business Representative	Johnny Gunter		2008	

Where Believers Become Achievers Plan Implementation and Development Log	
Date	Purpose
Monday, August 20, 2007	First Faculty Meeting
Friday, October 05, 2007	End of First Six Weeks
Thursday, October 11, 2007	Parent Conference Day Pass Out First Report Card
Friday, November 09, 2007	End of Second Six Weeks
Thursday, November 15, 2007	Second Report Card
Friday, December 21, 2007	End of Third Six Weeks End of First Semester
Friday, February 15, 2008	End of Fourth Six Weeks
Tuesday, March 04, 2008	7th Grade Writing TAKS
Friday, April 11, 2008	End of Fifth Six Weeks
Tuesday, April 29, 2008	TAKS Math
Wednesday, April 30, 2008	TAKS Reading
Thursday, May 01, 2008	TAKS Science
Friday, May 02, 2008	TAKS Social Studies
Thursday, May 29, 2008	Last Day of School

Needs Assessment

Summative Evaluation for 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	87%
<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	75%
<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	82%
<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	86%
<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 89%
No Progress Rating Selected

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 63%
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 43%
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 80%
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 93%
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	74%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

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

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	87%
<i>No Progress Rating Selected</i>	

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	95%
<i>No Progress Rating Selected</i>	

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	> 99%
<i>No Progress Rating Selected</i>	

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	93%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 77%
 Projected Annual Objective for 2006-07 82%
 Actual Performance for 2006-07 97%
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 96%
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 > 99%
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 > 99%
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 90%
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 > 99%
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 > 99%
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 93%
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 > 99%
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 96%
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 86%
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 83%
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	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06	66%
Projected Annual Objective for 2006-07	80%
Actual Performance for 2006-07	78%
<i>No Progress Rating Selected</i>	

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	89%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2005-06	20%
Projected Annual Objective for 2006-07	80%
Actual Performance for 2006-07	50%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	80%
Actual Performance for 2006-07	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	86%
<i>No Progress Rating Selected</i>	

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 73%
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 93%
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 86%
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 92%
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 83%
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 85%
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 87%
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 89%
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 86%
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 80%
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 88%
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 88%
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 78%
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 > 99%
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 88%
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 75%
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 40%
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 69%
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 77%
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 77%
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 33%
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 67%
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 82%
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 20%
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 55%
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 > 99%
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 76%
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 69%
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 33%
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 67%
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 60%
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 75%
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 83%
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 69%
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 70%
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 49%
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 > 99%
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 69%
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 95%
 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 > 99%
 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 88%
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 88%
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 97%
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 83%
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 92%
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 97%
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	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

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

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	95%
<i>No Progress Rating Selected</i>	

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	63%
<i>No Progress Rating Selected</i>	

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	42%
<i>No Progress Rating Selected</i>	

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	45%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2005-06 53%
 Projected Annual Objective for 2006-07 80%
 Actual Performance for 2006-07 36%
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 76%
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 50%
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 15%
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 60%
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 66%
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	17%
<i>No Progress Rating Selected</i>	

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	44%
<i>No Progress Rating Selected</i>	

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	> 99%
<i>No Progress Rating Selected</i>	

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	64%
<i>No Progress Rating Selected</i>	

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	96%
<i>No Progress Rating Selected</i>	

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	92%
<i>No Progress Rating Selected</i>	

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 96%
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 86%
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 > 99%
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 87%
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 77%
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 95%
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 96%
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 83%
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 93%
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 > 99%
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 96%
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
<i>No Progress Rating Selected</i>	

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>	

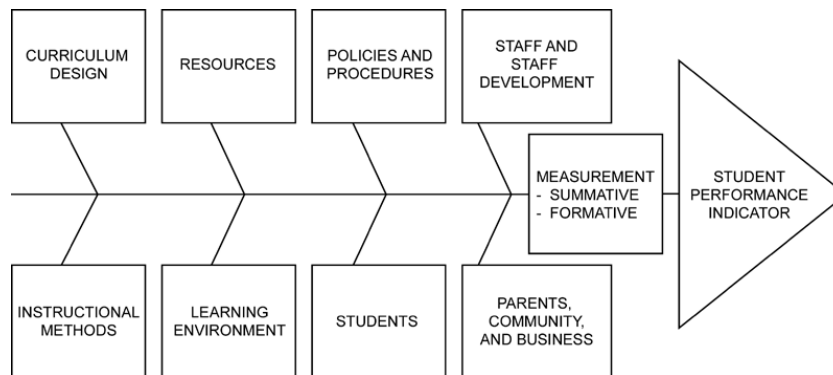
Explanation of Performance

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 2007-08

Objective Accomplishments

TAKS Reading - Grade: 6

Analysis Group: All Students

Actual Performance for 2006-07	87%
Projected Annual Objective for 2007-08	87.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	75%
Projected Annual Objective for 2007-08	80%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	82%
Projected Annual Objective for 2007-08	83.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	86%
Projected Annual Objective for 2007-08	86.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	89%
Projected Annual Objective for 2007-08	90%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 63%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 43%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 80%
 Projected Annual Objective for 2007-08 82%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 74%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Explanation of Performance

Actual Performance for 2006-07 87%
 Projected Annual Objective for 2007-08 87.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

TAKS Reading - Grade: 7

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2006-07 95%
 Projected Annual Objective for 2007-08 95%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Analysis Group: African American

Explanation of Performance

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Analysis Group: Economically Disadvantaged

Explanation of Performance

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Analysis Group: Hispanic

Explanation of Performance

Actual Performance for 2006-07 97%
 Projected Annual Objective for 2007-08 97%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Analysis Group: White

Explanation of Performance

Actual Performance for 2006-07 96%
 Projected Annual Objective for 2007-08 96%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Analysis Group: Special Ed.

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 90%
 Projected Annual Objective for 2007-08 90%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 96%
 Projected Annual Objective for 2007-08 96%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: 8

Analysis Group: All Students

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 83%
 Projected Annual Objective for 2007-08 84.4%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 73%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 78%
 Projected Annual Objective for 2007-08 80.4%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 89%
 Projected Annual Objective for 2007-08 89.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 57%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 50%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 85%
 Projected Annual Objective for 2007-08 86%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 73%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 100%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Reading - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 91%
 Projected Annual Objective for 2007-08 91%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 90%
 Projected Annual Objective for 2007-08 90%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 84%
 Projected Annual Objective for 2007-08 85.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 87%
 Projected Annual Objective for 2007-08 87.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 90%
 Projected Annual Objective for 2007-08 90%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 6

Analysis Group: All Students

Actual Performance for 2006-07 92%
 Projected Annual Objective for 2007-08 92%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 83%
 Projected Annual Objective for 2007-08 84.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 85%
 Projected Annual Objective for 2007-08 86%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 87%
 Projected Annual Objective for 2007-08 87.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 89%
 Projected Annual Objective for 2007-08 89.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 80%
 Projected Annual Objective for 2007-08 82%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 78%
 Projected Annual Objective for 2007-08 80.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 7

Analysis Group: All Students

Actual Performance for 2006-07 75%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 40%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 69%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 77%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 77%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 50%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 33%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 67%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 82%
 Projected Annual Objective for 2007-08 83.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07 20%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 55%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 76%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 8

Analysis Group: All Students

Actual Performance for 2006-07 69%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 33%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 67%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 75%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 83%
 Projected Annual Objective for 2007-08 84.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 69%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 70%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07 80%
 Projected Annual Objective for 2007-08 82%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 49%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 69%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 69%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 35%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 56%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 62%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 73%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 7

Analysis Group: All Students

Actual Performance for 2006-07 95%
 Projected Annual Objective for 2007-08 95%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 97%
 Projected Annual Objective for 2007-08 97%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 83%
 Projected Annual Objective for 2007-08 84.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 92%
 Projected Annual Objective for 2007-08 92%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 97%
 Projected Annual Objective for 2007-08 97%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07 80%
 Projected Annual Objective for 2007-08 82%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 91%
 Projected Annual Objective for 2007-08 91%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 95%
 Projected Annual Objective for 2007-08 95%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Science - Grade: 8

Analysis Group: All Students

Actual Performance for 2006-07 63%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 42%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 45%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 36%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 76%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 50%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 15%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 66%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07 17%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07 44%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07 64%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: 8

Analysis Group: All Students

Actual Performance for 2006-07 96%
 Projected Annual Objective for 2007-08 96%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 92%
 Projected Annual Objective for 2007-08 92%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 96%
 Projected Annual Objective for 2007-08 96%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 > 99%
 Projected Annual Objective for 2007-08 99%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 87%
 Projected Annual Objective for 2007-08 87.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 77%
 Projected Annual Objective for 2007-08 80%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 95%
 Projected Annual Objective for 2007-08 95%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 96%
 Projected Annual Objective for 2007-08 96%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2006-07	83%
Projected Annual Objective for 2007-08	84.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2006-07	93%
Projected Annual Objective for 2007-08	93%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: GT

Actual Performance for 2006-07	> 99%
Projected Annual Objective for 2007-08	99%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Title I

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96%
Actual Performance for 2007-08	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

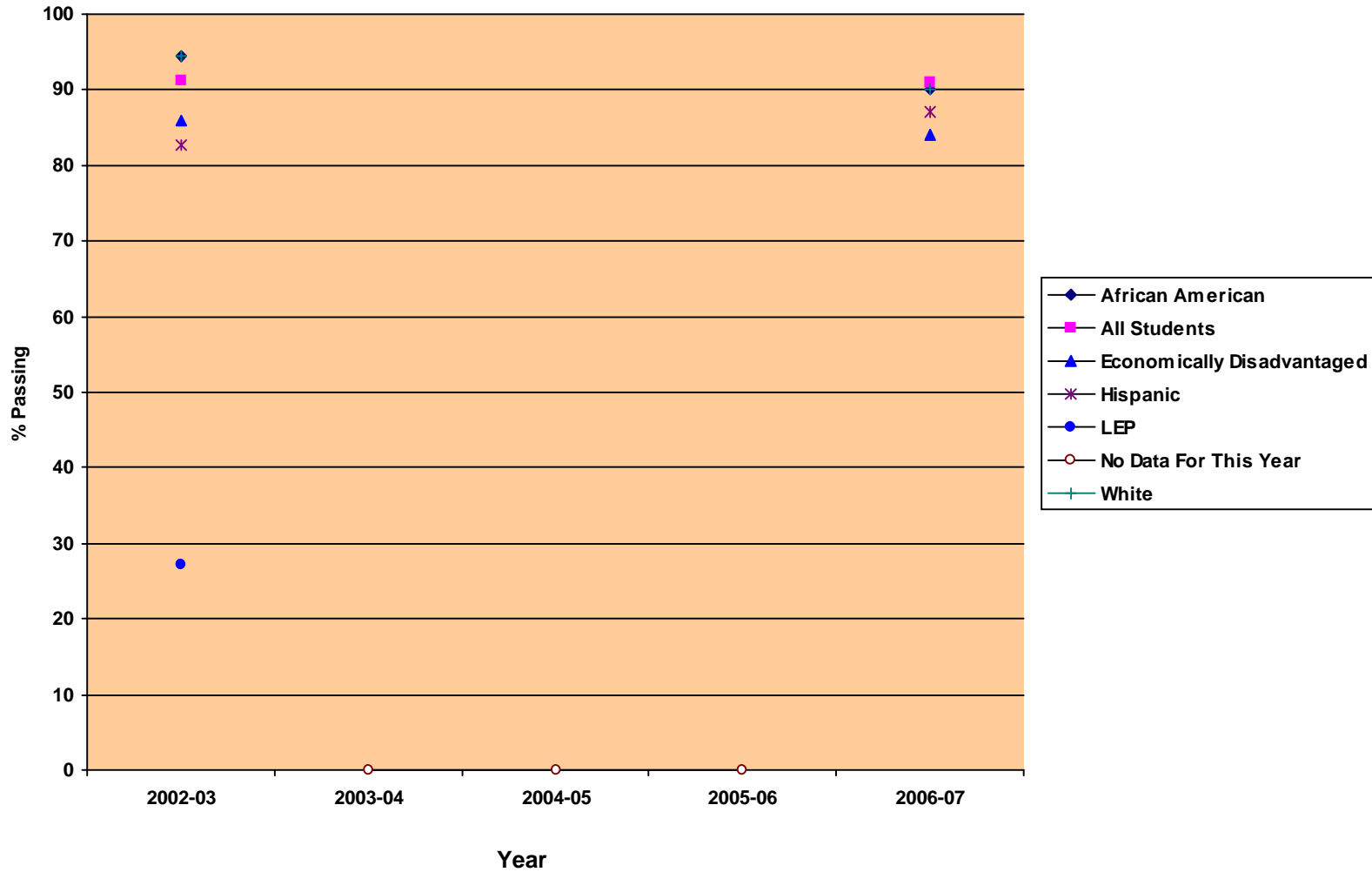
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

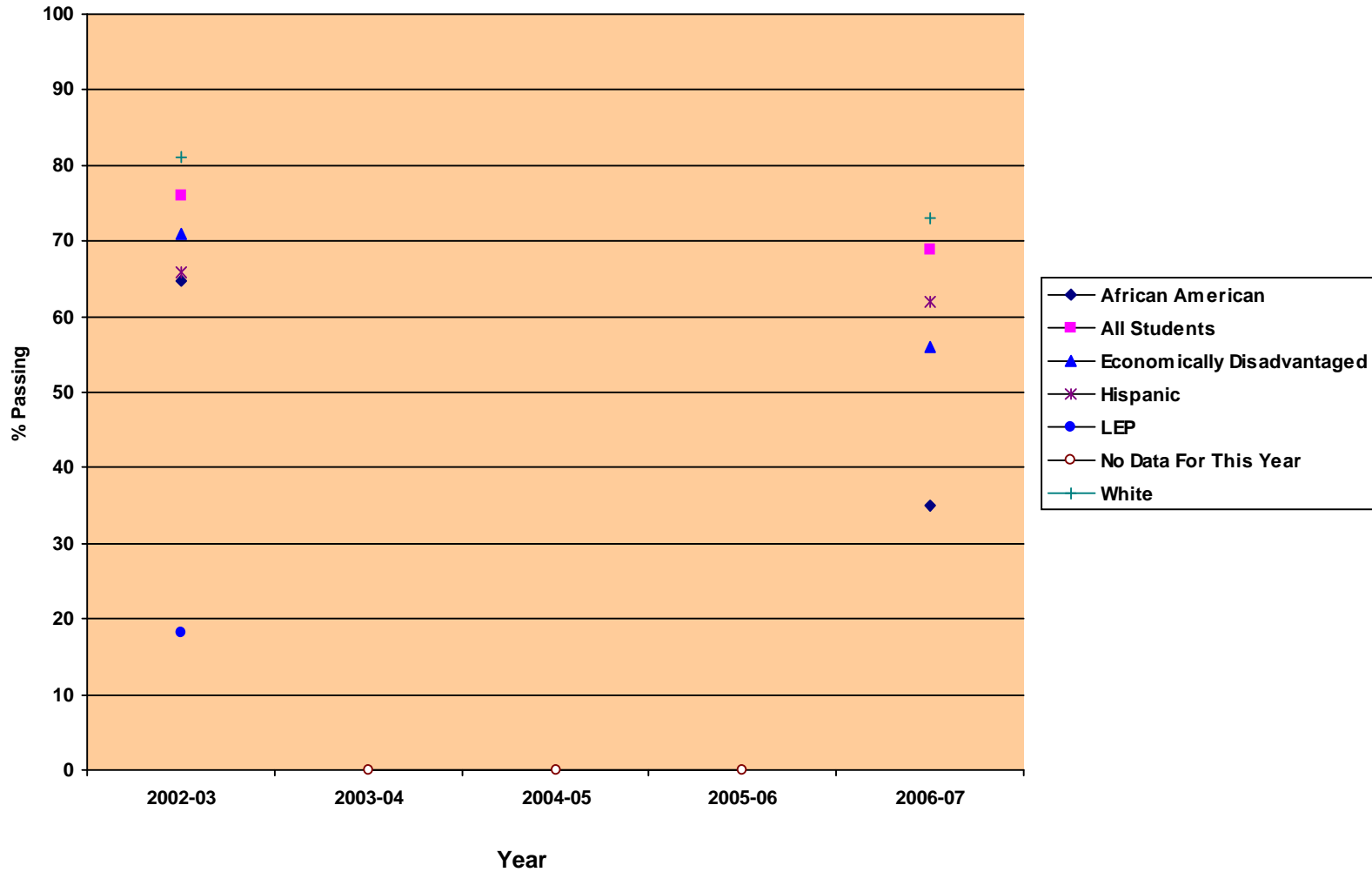
Report of TAKS Reading

Graph of Current Performance by Analysis Group



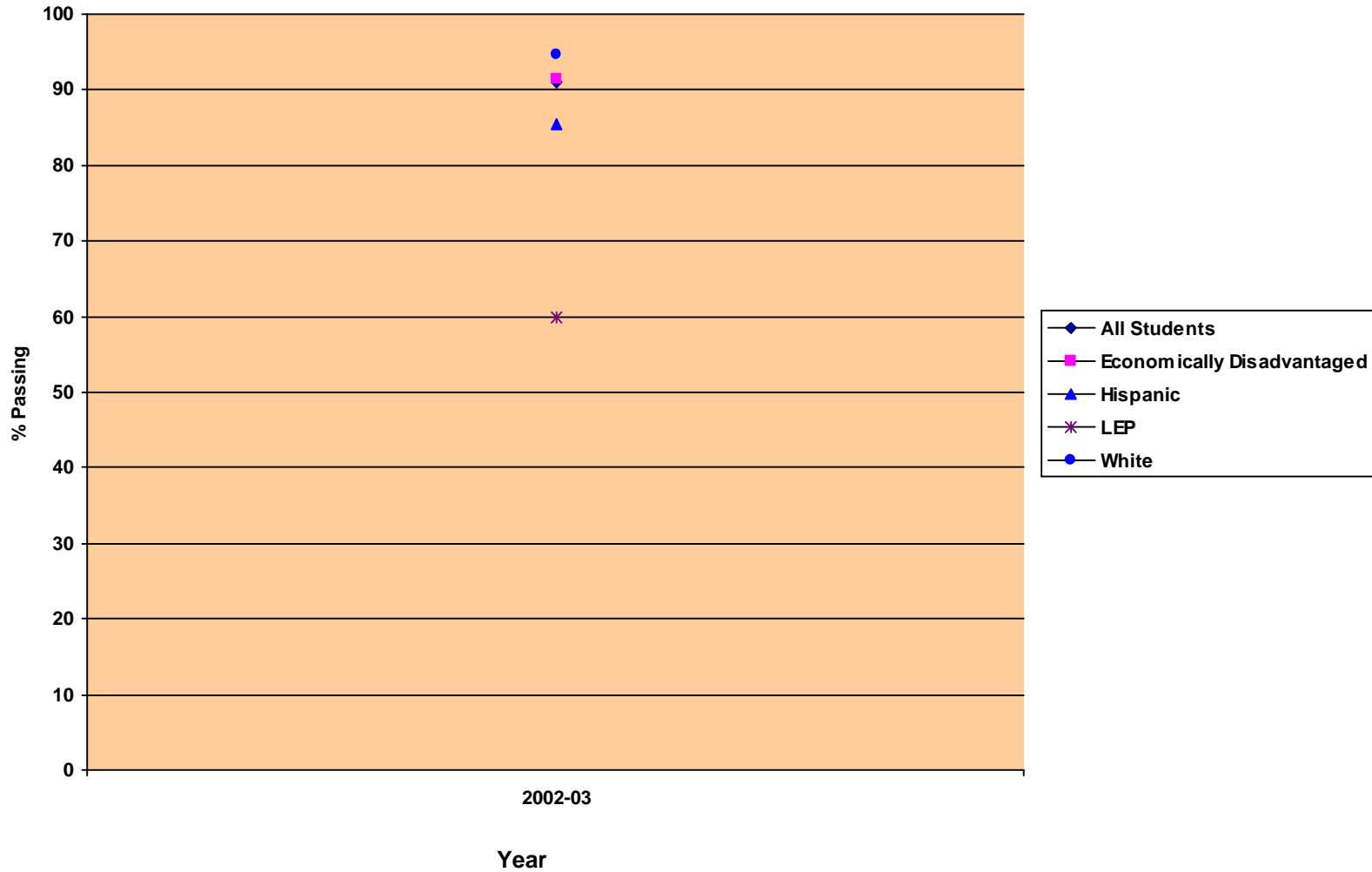
Report of TAKS Math

Graph of Current Performance by Analysis Group



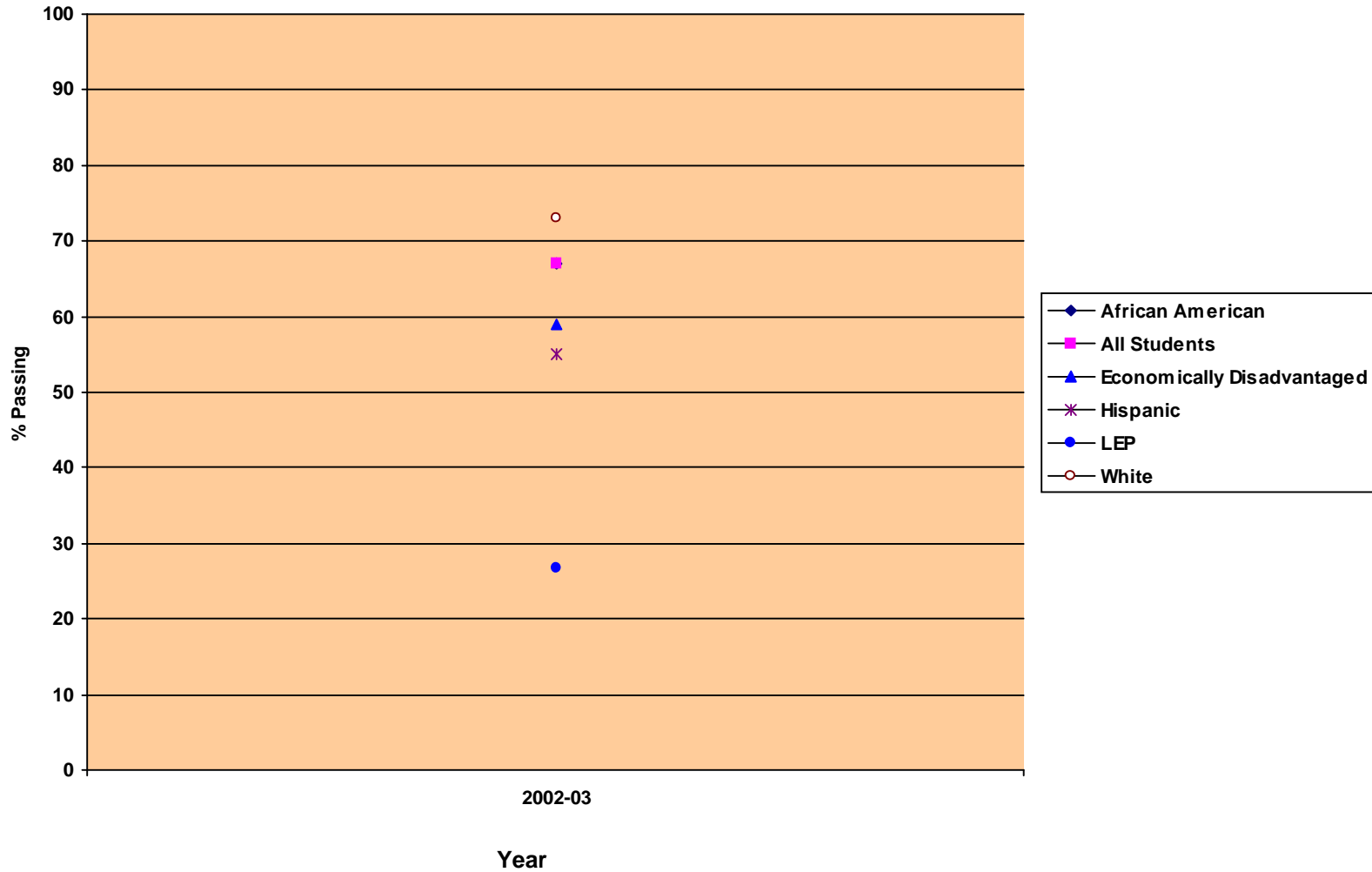
Report of TAKS Writing

Graph of Current Performance by Analysis Group



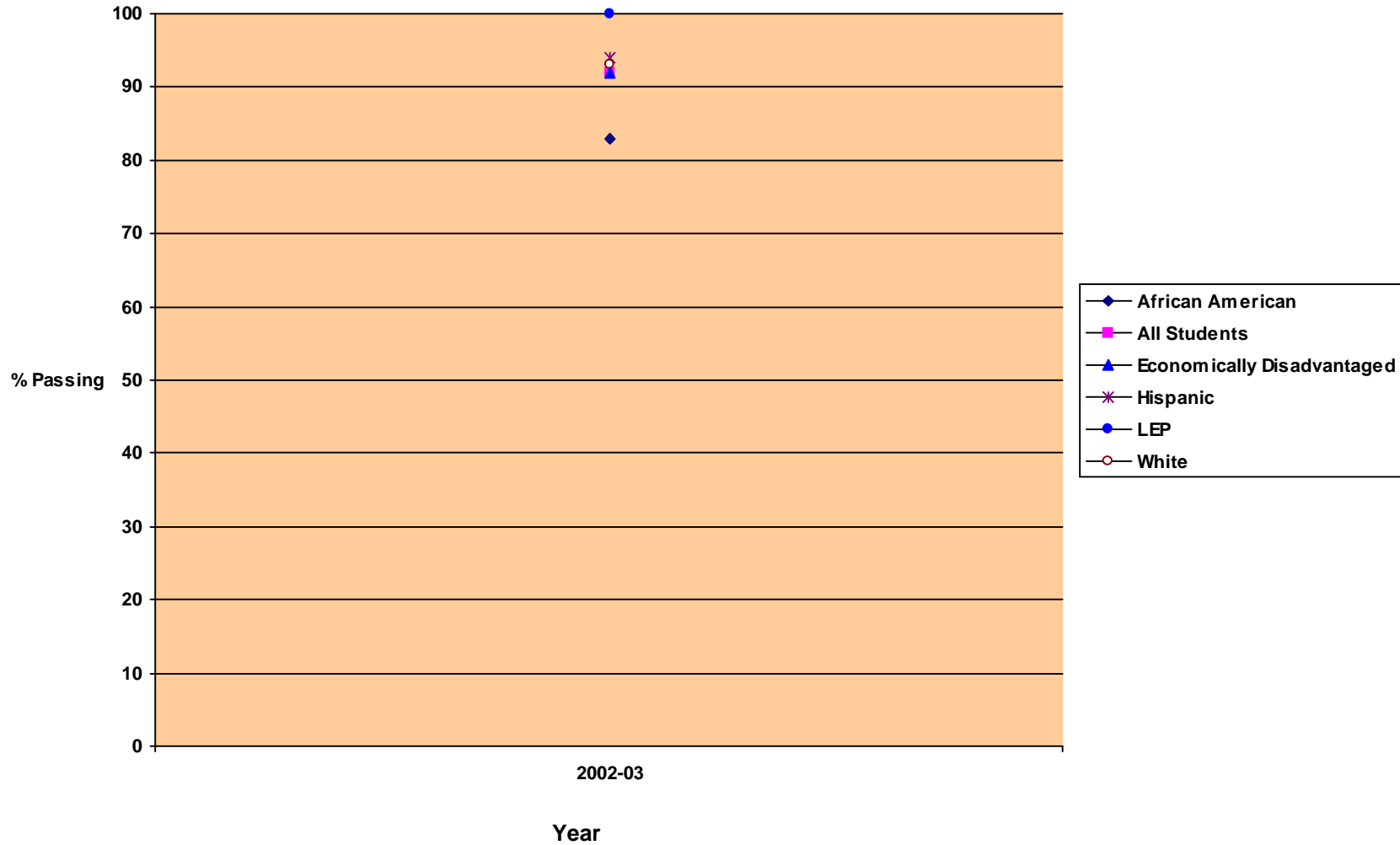
Report of TAKS Overall

Graph of Current Performance by Analysis Group



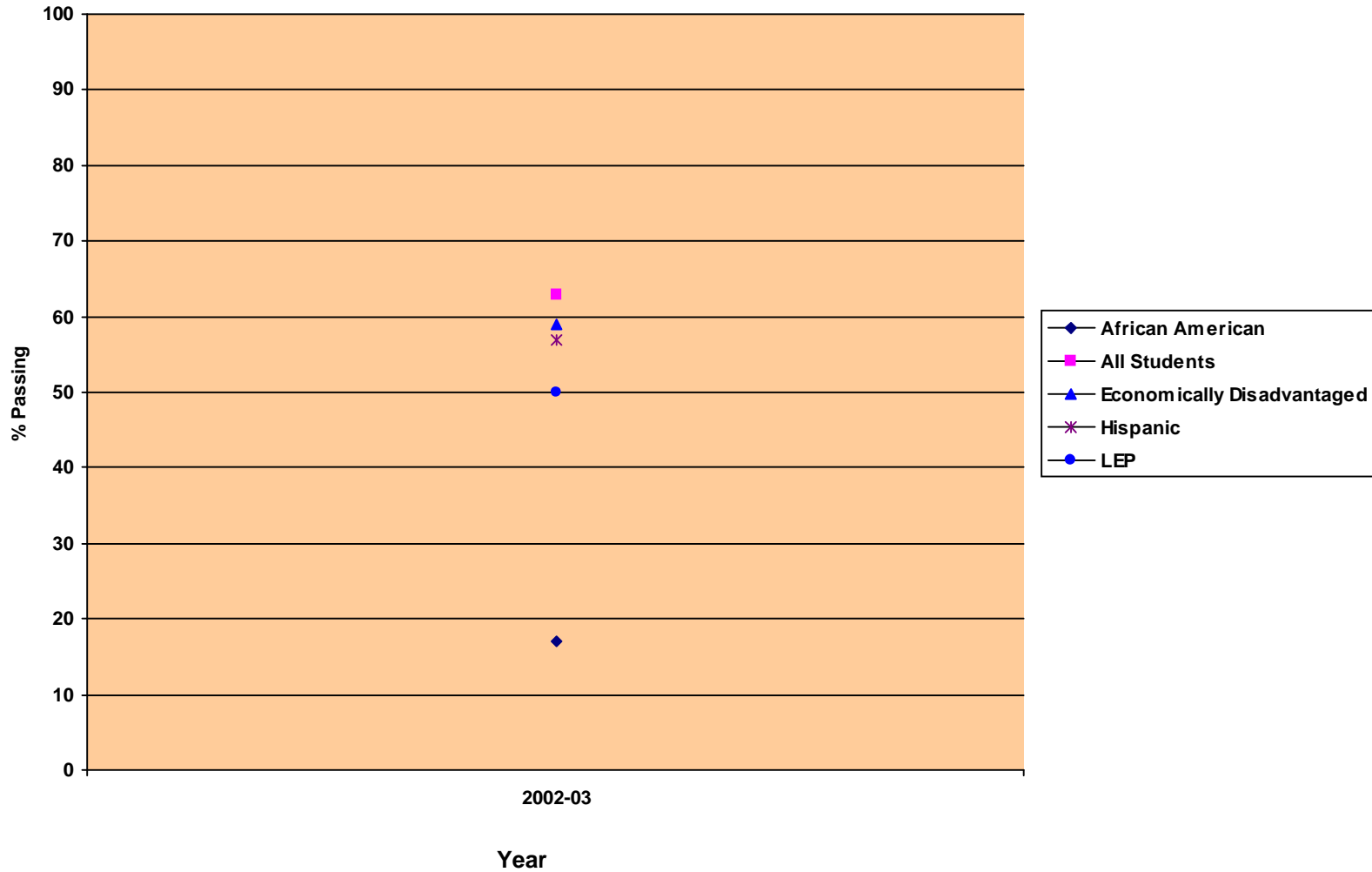
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



Report of SDAA II Math

Graph of Current Performance by Analysis Group



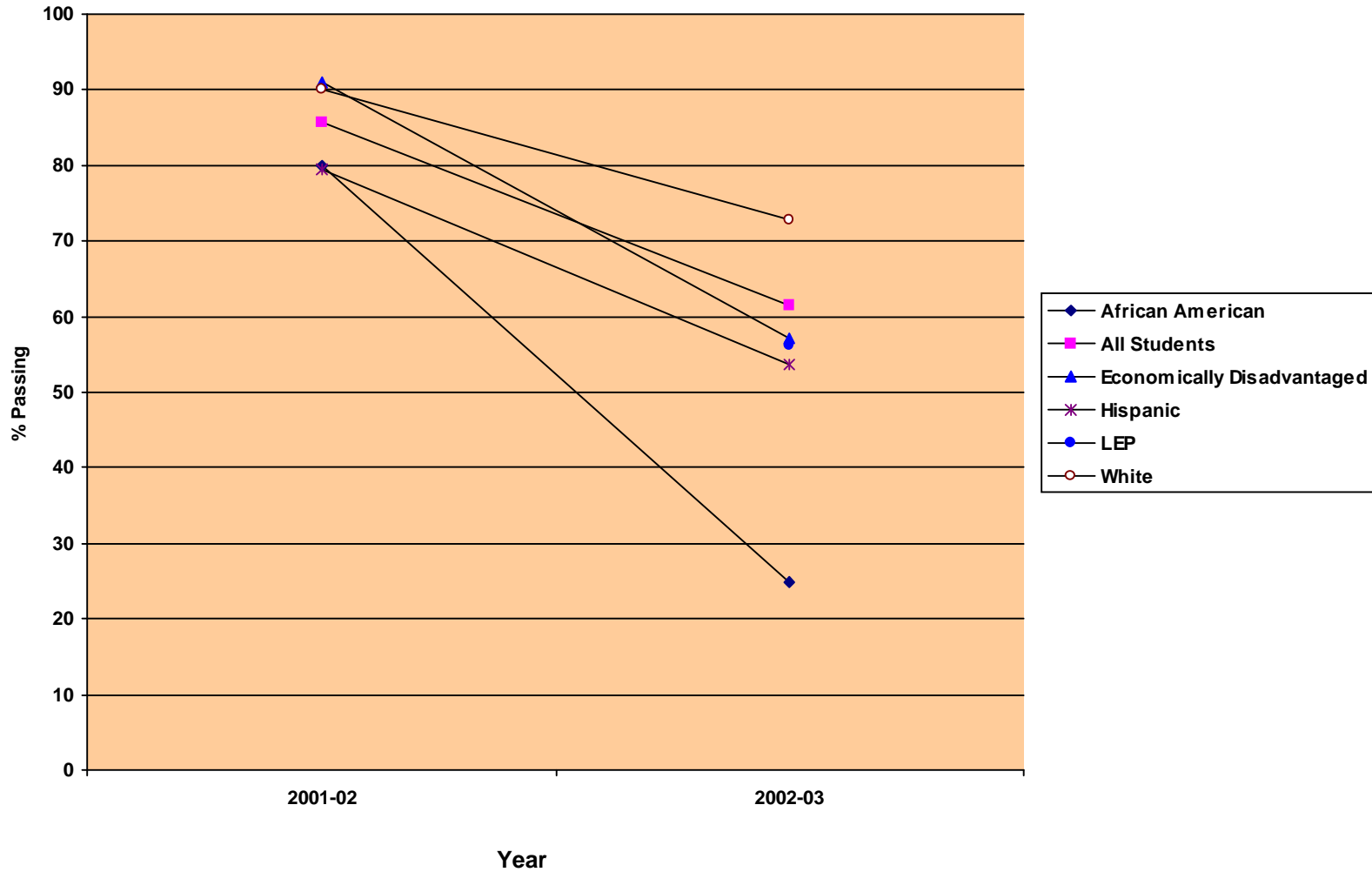
Report of SDAA II Writing

Graph of Current Performance by Analysis Group

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

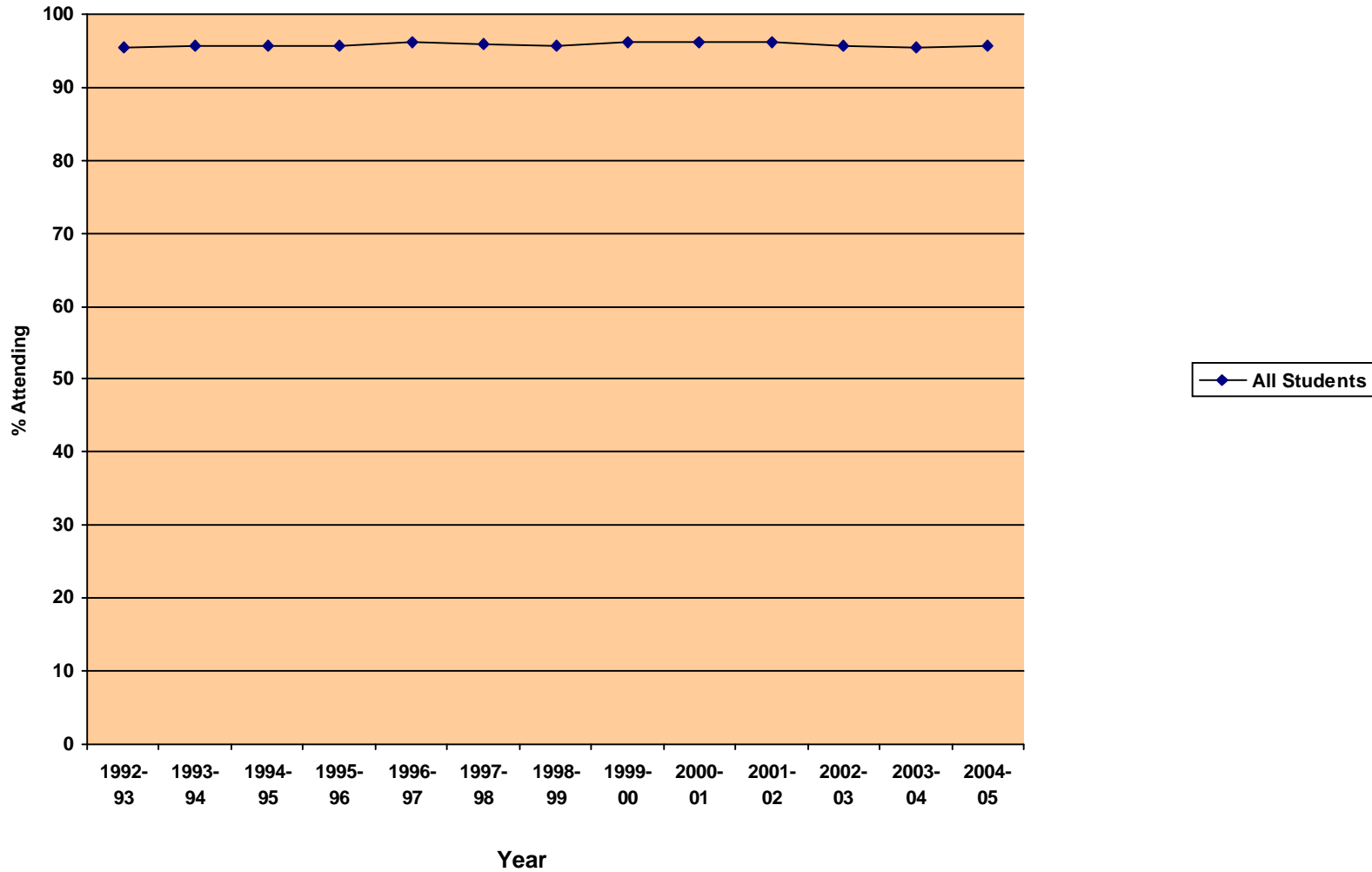
Report of SDAA II Overall

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.**

Borger Middle School Highly Qualified Teacher Plan

2007-2008

Goal #1	Highly Qualified Staff: by the end of 2005-2006, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures	<ol style="list-style-type: none"> 1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2007-2008 2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2007-2008. 3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2007-2008. 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2007-2008. 5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers 6. Attract and retain highly qualified teachers. 7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations.

Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
3. HQ	1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent Assistant Superintendent for Personnel and Curriculum	T IIA Local T III, LEP	Number of positions posted Number of applications completed Number of visits on the web page	September February May
3. HQ	2. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Mentor assignments Mentor conference logs	August December April
3. HQ	3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel and Curriculum	T IIA Local	Personnel files Teacher interviews	July/August July/August

3. HQ	4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Assistant Superintendent for Personnel and Curriculum Exec. Director of Elementary Instruction and Special Programs Campus Principal	T IIA Local T III, LEP	Number of teachers in ACPs Personnel Files	August
3. HQ	5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Personnel files	August
3. HQ	6. Require all new instructional aides to complete PDA training.	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local T IA	Certificates of Attendance Number of paraprofessionals attending PDA training	May May
3. HQ	7. All new instructional aides will be required to be proficient on the Skills Profiler no later than six weeks after the hire date	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Skills Profiler Assessment by GNeil	August September
3. HQ	8. Encourage teachers to attain ESL/GT certification.	All teachers	Superintendent Assistant Superintendent for Personnel and Curr. Exec. Dir. Elem. Instr. And Sp. Prog.	T IIA Local T III, LEP	Personnel files	August - May
3. HQ	9. Professional Development is provided for all teacher in the district	All teachers	Superintendent Campus Principal	T IIA		August 16-24 October 11, January 21
3. HQ	10. All Teachers will have the opportunity to attend Staff Development throughout the year that will assist them in becoming Highly Qualified with special consideration given to those who are not Highly Qualified.	All teachers	Superintendent Campus Principal	T IIA	Certificates of Attendance Audit trail or travel expenditures	August - June

Title I Schoolwide Components			
1. CNA	Comprehensive Needs Assessment	6. PI	Increasing Parent Involvement
2. RS	School Reform Strategies	7. T	Transition

3. HQ	Highly Qualified Staff	8. TIA	Teacher Input in Assessments
4. PD	Professional Development	9. AM	Assistance for Mastery
5. ER	Employee Recruitment	10. CIS	Coordination/Integration of Services

Program Budget Codes			
Local	Local	T IV	Title IV (Safe & Drug Free)
T IA	Title I, Part A	T V	Title V (Innovative Schools)
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T IID	Title II, Part D (Technology)	AMI/ARI	Accelerated Math/Reading
T III	Title III (Bilingual/ESL)	Other	Other