



# **Del Valle Middle School**

## **Campus Improvement Plan**

**2007-08**

**We are a community of learners that includes students, staff, parents, and the community.**

**We are accountable to ourselves and each other.**

**We have high expectations to achieve our personal best.**

**We provide a safe, nurturing and supportive learning environment.**

**We value each other's uniqueness and cultural differences.**

**We celebrate our successes and learn from our failures.**

**We believe that together we will make a positive contribution to society.**

## Del Valle Middle School Belief Statements

1 We are a community of learners that includes students, staff, parents and the community.

We envision our Student's as life-long learners who will contribute to society as responsible citizens. They will be prepared to meet future challenges and discover the means by which their dreams may come true.

We are accountable to ourselves and each other.

We have high expectations to achieve our personal best and encourage the best in others.

We will create a positive, secure, and supportive learner-centered environment where all are treated fairly and respectfully.

We will model the values of compassion and personal responsibility.

We will encourage and reward the efforts of every child so that every student has the opportunity for success.

We value each other's uniqueness and cultural differences.

We will use our diversity as a means to unite our solutions to achieve academic and social success.

We celebrate our successes and strive to overcome our failures by utilizing all available resources, and qualified personnel.

We will provide well designed meaningful academic and social opportunities which will foster successful achievement in our students.

We envision an empowered learning community of educators, students, and families working together to create a strong learning and teaching community.

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2007-2008 School Year

Together We Excel

**Goal 1:** Sixth, Seventh and eighth grade student performance on the 2008 TAKS will meet or exceed all of the applicable 2006 accountability standards for Academically Acceptable campuses.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	6) School Personnel	7) Student Performance
9) Instructional Techniques			
<b>NCLB/ESEA Goals and Indicators</b>			
2) LEP will become Proficient in English	3) Highly Qualified Staff	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
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			
<b>Title I - Targeted Assistance Schools</b>			
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	8) Coordinate and Integrate Services and Programs	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
<b>E-Rate Goals</b>			
2) Development Strategy for Training	5) Evaluation Process for Monitoring Progress		

**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	87 %	2007	≥ 100 %	2012-13	≥ 89.6 %	2008
African American	89 %	2007	≥ 100 %	2012-13	≥ 91.2 %	2008
Economically Disadvantaged	84 %	2007	≥ 100 %	2012-13	≥ 87.2 %	2008
Hispanic	85 %	2007	≥ 100 %	2012-13	≥ 88 %	2008
White	89 %	2007	≥ 100 %	2012-13	≥ 91.2 %	2008
Special Ed.	83 %	2007	≥ 100 %	2012-13	≥ 86.4 %	2008
LEP	64 %	2007	≥ 100 %	2012-13	≥ 71.2 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	84 %	2007	≥ 100 %	2012-13	≥ 87.2 %	2008
Female	89 %	2007	≥ 100 %	2012-13	≥ 91.2 %	2008

**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	73 %	2007	≥ 100 %	2012-13	≥ 78.4 %	2008
African American	73 %	2007	≥ 100 %	2012-13	≥ 78.4 %	2008
Economically Disadvantaged	72 %	2007	≥ 100 %	2012-13	≥ 77.6 %	2008
Hispanic	72 %	2007	≥ 100 %	2012-13	≥ 77.6 %	2008
White	81 %	2007	≥ 100 %	2012-13	≥ 84.8 %	2008
Special Ed.	47 %	2007	≥ 100 %	2012-13	≥ 57.6 %	2008
LEP	49 %	2007	≥ 100 %	2012-13	≥ 59.2 %	2008
Asian	99 %	2007	≥ 100 %	2012-13	≥ 99.2 %	2008
Male	73 %	2007	≥ 100 %	2012-13	≥ 78.4 %	2008
Female	73 %	2007	≥ 100 %	2012-13	≥ 78.4 %	2008

**Indicator:** TAKS Writing

**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	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
African American	92 %	2007	≥ 100 %	2012-13	≥ 93.6 %	2008
Economically Disadvantaged	89 %	2007	≥ 100 %	2012-13	≥ 91.2 %	2008
Hispanic	90 %	2007	≥ 100 %	2012-13	≥ 92 %	2008
White	86 %	2007	≥ 100 %	2012-13	≥ 88.8 %	2008
Special Ed.	79 %	2007	≥ 100 %	2012-13	≥ 83.2 %	2008
LEP	64 %	2007	≥ 100 %	2012-13	≥ 71.2 %	2008
Male	86 %	2007	≥ 100 %	2012-13	≥ 88.8 %	2008
Female	95 %	2007	≥ 100 %	2012-13	≥ 96 %	2008

**Indicator:** TAKS Social Studies

**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	80 %	2007	≥ 100 %	2012-13	≥ 84 %	2008
African American	81 %	2007	≥ 100 %	2012-13	≥ 84.8 %	2008
Economically Disadvantaged	76 %	2007	≥ 100 %	2012-13	≥ 80.8 %	2008
Hispanic	78 %	2007	≥ 100 %	2012-13	≥ 82.4 %	2008
White	94 %	2007	≥ 100 %	2012-13	≥ 95.2 %	2008
Special Ed.	33 %	2007	≥ 100 %	2012-13	≥ 46.4 %	2008
LEP	68 %	2007	≥ 100 %	2012-13	≥ 74.4 %	2008
Male	79 %	2007	≥ 100 %	2012-13	≥ 83.2 %	2008
Female	82 %	2007	≥ 100 %	2012-13	≥ 85.6 %	2008

## Strategies

Goal 1 - Strategy 1		Reading	
<i>Supports TAKS Reading - Grade: All Grades</i>			
<b>Leader(s):</b> LA Department Chair, Principal, ESL Teacher,	<b>Brief Description:</b> During the 2007-2008 school year, sixth, seventh and eight grade students from each student group (White, African American, Hispanic and Economically Disadvantaged) will meet the 2007 Standards for Reading on the (TAKS) Texas Assessment of Knowledge and Skills.	<b>Evaluation Benchmark:</b> 88% Passing rate on TAKS 80% Students meet ARD expectations	
<b>Leader Progress Report Dates:</b> January 2008 & May 2008			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
Developmentally-Appropriate CurriculumActivity: Vertically align curriculum with elementary/high schools Create District Book List. Elementary-High school, Newcomer Academy.	ESL Teacher, Director of C&I, LA Dept Chair, MRT		X	X	X	X	X	X	X	X	X	X	X	88% Passing TAKS 80% Students meet ARD Expectations
Students will be scheduled into the reading lab based on TAKS levels and RPTE scores from the previous year	Sped Dept Chair, Counselor, MRT			X	X	X	X	X	X	X	X	X	X	100% of students not passing TAKS or demonstrate growth on SDAA will be placed in reading lab
Administer Reading Assessment to all 6-8 Grade students to determine independent reading levels	LA Dept											X		100% of students will be assessed
Continue to monitor/evaluate methods of interventions for all students including class size reduction, content mastery, Orton Gillingham Based Reading Program for Dyslexia, Special Ed., and tutoring.	Principal, SpEd, LA, 504 chairs, Counselor			X	X	X	X	X	X	X	X	X	X	100% of students monitored
Conduct benchmark and mock grade level tests covering the TEKS based on TAKS format  Instruction in short answer response to ensure alignment with high school reading TAKS	C&I,Principal, LA Chair, Counselor							X						88% Passing TAKS 80% Students meet ARD Expectations
Review of previous TAKS Reading Tests	LA Dept			X	X	X	X	X	X	X	X	X	X	88% Passing TAKS 80% Students meet ARD Expectations

<b>Goal 1 - Strategy 1      Reading</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>u</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>n</b>	<b>l</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
Train all LA teachers in TEKS reading objectives/effective teaching strategies	C&I, LA Dept Chair		X	X	X	X	X	X	X	X	X	X	X	88% Passing TAKS 80% Students meet ARD Expectations
Incorporate after school tutoring for students with weaknesses in targeted reading objectives Morning tutoring available daily to all students. After School tutoring, Study Island.	Principal, LA teachers & Chair			X	X	X	X	X	X	X	X	X	X	88% Passing TAKS 80% Students meet ARD Expectations
Representation of ESL, Reading Lab and Resource Reading and Writing personnel at Dept. meetings	LA Chair, SpEd LA Teachers & ESL teacher			X	X	X	X	X	X	X	X	X	X	88% Passing TAKS 80% Students meet ARD Expectations
Use of grade level reading/writing materials will be used in resource classes	SpEd Teachers, Principal, LA Teachers			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD Expectations
Monitoring of ESL students placed in regular LA classes with no exemptions.	Principal, ESL Teacher, Counselor			X	X	X	X	X	X	X	X	X	X	88% Passing TAKS 80% Students meet ARD Expectations
Training teachers in pre advanced Placement English for 6-8th grade.	C&I, LA Dept Chair			X	X	X	X	X	X	X	X	X	X	100% of Teachers trained

<b>Goal 1 - Strategy 2</b>		<b>Writing</b>	
<p><b>Leader(s):</b> C&amp;I, Principal, TAKS Coord, LA Dept Chair, UT</p> <p><b>Leader Progress Report Dates:</b> Aug thru May</p>	<p><b>Brief Description:</b> During the 2007 - 2008 school year, students in the seventh and eighth grade from each student group (White, African-American, Hispanic, and Economically disadvantaged) will meet the 2006 Standard for Writing on the (TAKS) State Assessment of Knowledge and Skills Writing Test</p>	<p><b>Evaluation Benchmark:</b> 92.8% Passing rate on TAKS 80% Students meet ARD expectations</p>	
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b></p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

<b>Goal 1 - Strategy 2 Writing</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Developmentally Appropriate Curriculum	C&I, Principal, LA Dept			X	X	X	X	X	X	X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Continue TEKS Writing preparation by creating and following District prepared writing tool kits. Teachers will continue to use TAKS Writing rubric to help improve student writing/ability to use higher order thinking skills in preparation for TAKS Writing Test	C&I			X	X	X	X	X	X	X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: Principal, LA Dept Chair, Testing Cord,														
Continue TEKS Writing preparation by conducting 6-8th grade benchmark testing UTPAC partnership for the 7th graders. Continue TEKS Writing preparation by conducting 6-8th grade Benchmark tests based on TAKS expectations	C&I	X	X	X	X	X	X			X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: Principal, La Dept Chair, UTPAC														
Train all LA teachers in TEKS Writing objectives/effective writing strategies District personnel will conduct training sessions throughout the year within the classroom All LA teachers will participate in workshops on effective instruction and use of writing samples within the classroom	C&I	X		X	X				X	X		X		92.8% Passing rate on TAKS 80% Students meet ARD expectations

<b>Goal 1 - Strategy 2 Writing</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	y	
Others Responsible: Principal, LA Dept Chair														
Vertical alignment with elementary schools and high school	C&I			X	X	X	X	X	X	X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: Principal, LA Dept Chair														
Implementation of document-based questions in Social Studies classes to assist in student writing.	ELA Dept Chair			X	X	X	X	X	X	X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Train writing teachers in Data Based Question System (dbqs)	LA Dept Chair	X	X	X	X	X	X	X	X	X	X			92.8% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: Principal														
Provide after-school tutoring for students with weaknesses in targeted writing objectives	LA Dept Chairs			X	X	X	X	X	X	X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: Principal, LA Instructors														
Training teachers in preadvanced placement English for 6-8th grade.	C&I			X	X	X	X	X	X	X	X	X	X	92.8% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: LA Dept Chair														

<b>Goal 1 - Strategy 3      Math</b>			
<i>Supports TAKS Math - Grade: All Grades</i>			
<b>Leader(s):</b> C&I  <b>Leader Progress Report Dates:</b> Aug thru May	<b>Brief Description:</b> Sixth, Seventh and eighth grade student performance on the 2008 TAKS will meet or exceed all of the applicable 2006 accountability standards for Academically Acceptable campuses.  Others Responsible: Principal, Math Dept Chair, Math Teachers	<b>Evaluation Benchmark:</b> 71.2% Passing rate on TAKS 80% Students meet ARD expectations	
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 1 - Strategy 3</b>		<b>Math</b>																																				
<b>Timeline</b>																																						
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>J</b>	<b>u</b>	<b>n</b>	<b>A</b>	<b>u</b>	<b>g</b>	<b>S</b>	<b>e</b>	<b>p</b>	<b>O</b>	<b>c</b>	<b>t</b>	<b>N</b>	<b>o</b>	<b>v</b>	<b>D</b>	<b>e</b>	<b>c</b>	<b>J</b>	<b>a</b>	<b>n</b>	<b>F</b>	<b>e</b>	<b>b</b>	<b>M</b>	<b>a</b>	<b>r</b>	<b>A</b>	<b>p</b>	<b>r</b>	<b>M</b>	<b>a</b>	<b>y</b>	<b>Evaluation</b>
Math teachers will receive professional development training on effective teaching practices from math consultants. This includes Scope and Sequence and Landmark development.	C&I							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: Math Dept Chair, Math Consultants																																						
Morning tutorials by teacher invitation. Home work help, make up quizzes and tests, quiz and test corrections.	Math Dept Chair							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations
Others Responsible: All math teachers																																						
Afternoon Tutorials by teacher invitation. Tutorials prescribed for those students who scored less than a 60 on landmark tests.	Math Dept Chair							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations	
Others Responsible: All math teachers, Tutoring chair																																						
"Math For Success": Elective math course the students are assigned if they did not pass TAKS math from the previous year. Students may also be assigned MFS if they are considered to be at risk of failing the TAKS test.	Math Dept Chair							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations	
Others Responsible: All math teachers																																						
Mock TAKS test in December for all	Testing Coordinator																																				71.2% Passing rate on	

<b>Goal 1 - Strategy 3 Math</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>E</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>Evaluation</b>
students. Mock exam is a TAKS practice test that Covers all of the grade level TEKS.  Others Responsible: Math Dept Chair, All math teachers														TAKS 80% Students meet ARD expectations
Saturday school once a month for students who did not pass the mock TAKS exam. (RTI)	Math Dept Chair								X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations
In class, pull out, and after school tutoring for TAKS Math 1st administration failures. (RTI)  Others Responsible: All math teachers, Math Consultant	Math Dept Chair												X	71.2% Passing rate on TAKS 80% Students meet ARD expectations
Math Tutors assigned to every math classroom and teacher to help with instruction and one-on-one tutoring. 6 part time tutors and 2 interns. Interns receive pay form UTeach program at UT.  Math Dept Chair, All math teachers	Tutoring Chair			X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations
Inclusion teachers assigned to every class with a high Special Education student population.  Others Responsible: Math Dept Chair, Math inclusion teachers, Math teachers.	Special Ed Dept Chair			X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet ARD expectations
Instructional Coach Period for the Math Dept Chair to help teachers with planning and Lesson development.	Maht Dept Chair			X	X	X	X	X	X	X	X	X	X	71.2% Passing rate on TAKS 80% Students meet

<b>Goal 1 - Strategy 3</b>		<b>Math</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	<b>Evaluation</b>
ARD expectations														

<b>Goal 1 - Strategy 4      Social Studies</b>			
<p><b>Leader(s):</b> Social Studies Dept Chair</p> <p><b>Leader Progress Report Dates:</b> Aug thru May 2008</p>	<p><b>Brief Description:</b> 8th grade students from each student group (White, African American, Hispanic, and Economically Disadvantaged) will meet or exceed the 2008 Standard for Social Studies on the TAKS.</p>	<p><b>Evaluation Benchmark:</b> 84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations</p>	
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p style="text-align: right;"><b>Amount</b></p> <p style="text-align: right;">\$0.00</p> <hr style="width: 100%;"/> <p style="text-align: right;">\$0.00</p>

<b>Goal 1 - Strategy 4      Social Studies</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
Continue to implement and monitor curriculum guide for 6th-8th grade with scope and sequence aligned to TEKS and TAKS.	SS Dept Chair	X	X	X	X	X	X	X	X	X	X	X	X	84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
Implement vertical and horizontal alignment strategies to impact and improve Social Studies instruction and performance.  Others Responsible: SS Dept Chair, Assistant Principals	C&I	X					X			X				84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female

<b>Goal 1 - Strategy 4 Social Studies</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
														students 85% Students meet ARD expectations
Implement vocabulary instruction of specific TAKS related vocabulary in grades 6-8 and teach within and context of each unit.  Others Responsible: SS teachers	SS Dept Chair			X	X	X	X	X	X	X	X	X	X	84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
Continue to administer benchmarks in grades 6-8 which are aligned to the curriculum by unit and which addresses the grade level TEKS and higher thinking skills for the TAKS. Add Data Base Question System (DBQs) for Pre-AP students as part of their assessment.  Other Responsible: SS Teachers	SS Dept Chair			X			X			X				84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female

<b>Goal 1 - Strategy 4 Social Studies</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	<b>Evaluation</b>
														students 85% Students meet ARD expectations
Complete and implement an integrated reading list that can utilize We the People grant novels and enhances the Social Studies Curriculum.  Others Responsible: ELA Dept Chair, Librarian	SS Dept Chair					X	X							84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
100 percent teacher training in SHIPS best-practices methodologies  Others Responsible: SS Teachers, Region 13 Specialist, Principal, C&I	SS Dept Chair				X	X					X			84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female

<b>Goal 1 - Strategy 4 Social Studies</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	r	a	
														students 85% Students meet ARD expectations
Identify students in need of assistance and provide tutoring and time for skills and knowledge reinforcement.	SS Dept Chair			X	X	X	X	X	X	X	X	X	X	84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
Assign mentor for students unsuccessful on Mock Social Studies Test.	SS Dept Chair									X				84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female

<b>Goal 1 - Strategy 4 Social Studies</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	a	
														students 85% Students meet ARD expectations
Assign inclusion and/or LEP specialists in regular Social Studies classes that contain more than 15 percent special needs populations.  Others Responsible: SpEd Dept Chair, LEP Dept Chair	SS Dept Chair			X	X	X	X	X	X	X	X	X	X	84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
Integrate meaningful writing which is aligned to TEKS, Social Studies curriculum, and AP expectations in Social Studies to continue developing critical thinking skills.  Others Responsible: SS Teachers, ELA Dept Chair	SS Dept Chair			X	X	X	X	X	X	X	X	X	X	84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students

<b>Goal 1 - Strategy 4 Social Studies</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
														85.6% for Female students 85% Students meet ARD expectations
Continued updates and trainings for GT, Reading in Content Areas, Technology training.  Others Responsible: Principal, SS Dept Chair, Technology coordinator	C&I	X	X	X	X	X	X	X	X					84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
SS tutors assigned to classes to help with instruction and one-on-one tutoring.  Others Responsible: Tutor Coordinator	SS Dept Chair					X	X	X	X	X	X	X	X	X
100% teacher training in History/SS/Geography Alive.  Others Responsible: SS Dept Chair, Principal	C&I	X	X											84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White

<b>Goal 1 - Strategy 4 Social Studies</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
														46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
100% Pre-AP teachers training in AP Strategies.  Others Responsible: SS Dept Chair, Principal	C&I	X	X	X										100% Pre-AP students achieving commended on SS TAKS or grade Level equivalent, 25% Regular Ed students achieving commended on SS TAKS or Grade Level Equivalent.
100% inclusion/SS Sped training for both inclusion and SS Inclusion teachers.  Others Responsible: SS Dept Chair, SpEd Dept Chair, Principal, Region 13 Coordinator	C&I				X	X	X							46.4% SpEd Passing rate on TAKS, 85% students meet ARD Expectations.
100% LEP Training for LEP inclusion and SS inclusion teachers.  Others Responsible: SS Dept Chair, SpEd Dept Chair, Principal, Region 13 Coordinator	C&I			X	X	X	X	X						74% LEP passing rate on TAKS
Continue technology integration using LCD's, Mimios, internet, BrainPop, Quia, Chalkwaves, Word, Ignite, etc., in culminating and daily activities as reflected	SS Dept Chair			X	X	X	X	X	X	X	X	X	X	84% Passing rate on TAKS 84.8% for African American

<b>Goal 1 - Strategy 4 Social Studies</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	r	a	
in curriculum outline and scope and sequence in grades 6-8.  Others Responsible: Technologist, SS teachers														80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations
Provide historical experiences for students through field trips that align to curriculum at each grade level.  Others Responsible: Principal, Teams	SS Dept Chair										X	X	X	84% Passing rate on TAKS 84.8% for African American 80.8% for Eco Disadvantaged 82.4% for Hispanic 95.2% for White 46.4% for Sped students 74.4% for LEP students 83.2% for Male students 85.6% for Female students 85% Students meet ARD expectations

<b>Goal 1 - Strategy 5      Science</b>			
<p><b>Leader(s):</b> C&amp;I</p> <p><b>Leader Progress Report Dates:</b> Aug Thru May</p>	<p><b>Brief Description:</b></p> <p>Eighth grade student performance on the 2008 Science TAKS will meet or exceed applicable standards for Recognized status from TEA, Sixth and Seventh grade student performance on the 2008 TAKS-like benchmarks/mocks will parallel 8th grade performance expectations.</p> <p>Others Responsible: Principal, Science Dept Chair, Science Teachers</p>	<p><b>Evaluation Benchmark:</b></p> <p>90% Passing rate on TAKS 80% Students meet ARD expectations</p>	
<p><b>Resources Required:</b></p> <p>None</p>	<p><b>FTE's Required:</b></p> <p>Number of FTE's: None</p> <p>None</p> <p>Cost: None</p>	<p><b>Source of Funds:</b></p> <p>None</p>	<p><b>Amount</b></p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

<b>Goal 1 - Strategy 5      Science</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Continue integrated Physics and Chemistry course, IPC, for Pre AP/GT 8th grade students  Others Responsible: IPC Teachers, Science Dept Chair	C&I			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Administer a district wide benchmark for each unit, 6th-8th grade, which assesses TEKS and TAKS objectives for the unit. Review AEIS-IT data and item Analyses of benchmark scores at district wide in-service with science consultant and Ojeda Jr. High  Others Responsible: Science Dept Chair, Science Teachers	Testining Coordinator			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Implement compacted curriculum of 7th and 8th grade science TEKS for 7th grade pre-AP/GT students in order to prepare students in order to prepare students for 8th grade pre-AP IPC	7th Science Teachers			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Create and implement compacted curriculum of 6th & 7th grade TEKS for 6th grade pre-AP/GT students.  Others Responsible: Principal, 6th Science Teachers, Science Consultant	Science Dept Chair			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
All science teachers attend teacher training	Science Dept Chair			X	X	X	X	X	X	X	X	X	X	90% Passing rate on

<b>Goal 1 - Strategy 5 Science</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	a	
on differentiation strategies for use with mixed ability students in science classes.  Others Responsible: Science Consultant														TAKS 80% Students meet ARD expectations
For each grade level, choose one Signature Lab/Activity from each six weeks unit to revise/rewrite so that it uses differentiation strategies.  Others Responsible: Science teachers	Science Consultant			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Continue with pull-out TAKS tutoring during the day for 8th grade students who fail benchmarks.  Others Responsible: Tutoring Coordinator	Science Dept Chair			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Hire additional science tutor to work with students as needed during 8th grade science classes ( Small group reteach, etc.) and for after school 8th grade TAKS tutoring.  Others Responsible: Principal, Tutoring Coordinator	Science Dept Chair			X	X	X	X	X		X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Develop a curriculum and implement after school science TAKS tutoring for remediation of all grade level students who fail benchmark exams and for 8th grade TAKS tutoring.  Others Responsible: Science Teachers	Science Dept Chair			X	X	X	X	X	X	X	X	X	X	90% Passing rate on TAKS 80% Students meet ARD expectations
Continue "Science for Success" class for	Science Dept Chair			X	X	X	X	X	X	X	X	X	X	90% Passing rate on



<b>Goal 1 - Strategy 5      Science</b>		J	J	A	S	O	N	D	J	F	M	A	M	<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	u	u	u	e	c	o	e	a	e	a	a	y	
Led Projectors, Whiteboard, laptop computers, and Calculator Based Labware. Receive in-service for all grade level science teachers on using motion detectors and calculators.														ARD expectations
Others Responsible: Science Teachers														

<b>Goal 1 - Strategy 6</b>		<b>SpEd Student Performance</b>	
<b>Leader(s):</b> None		<b>Brief Description:</b> All sixth, seventh and eighth graders identified as special education students will meet ARD committee expectations for TAKS/TAKS Accommodated, and TAKS M testing	
<b>Leader Progress Report Dates:</b> Special Ed Dept chair, inclusion teachers, case managers, general ed dept, LPAC Chair		<b>Evaluation Benchmark:</b> 80% Students meet ARD expectations	
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00

<b>Goal 1 - Strategy 6</b>		<b>SpEd Student Performance</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
Monitor and assess social studies and science modifications/adaptations appropriate for students functioning below grade level in reading; including supplementary materials	Special Ed Dept chair			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Others Responsible: inclusion teachers, case managers, general ed dept														
Monitor and assess math and language arts modifications/adaptations appropriate for students functioning below grade level placed in general ed classrooms; including supplementary materials	Special Ed Dept Chair			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Others Responsible: Inclusion Teachers, Case Managers, general Ed Dept														
Special Education teachers will meet with their regular education department counterparts on a regular basis	Special Ed Dept, General Ed Dept			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Align the special education curriculum for resource classes to match the curriculum of regular education classes	Special Ed Dept, General Ed Dept			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Assign students functioning 2 or more years below grade level to a content lab elective course to review and reinforce core subjects.	Special Ed Dept, Inclusion Teachers			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Train all teachers in ARD procedures to ensure consistency in placement of students.	Special Ed Dept Chair, Special Ed Staff			X	X	X	X	X	X	X	X	X	X	100% of Teachers trained

<b>Goal 1 - Strategy 6</b>		<b>SpEd Student Performance</b>												
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	
		<b>n</b>	<b>l</b>	<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	
TEKS based instruction and IEP's Others Responsible: SpEd Dept, Case Managers	SpEd DeptChair			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Provide training for effective instructional planning for both general and special educations teachers by using and developing effective modifications in lesson planning Others Responsible: Principal, Special Ed Director	C & I	X	X	X	X	X	X			X	X	X	X	100% of Teachers trained
Provide training for grade level TEKS for special education teachers Others Responsible: Principal, Special Ed Director	C & I	X	X	X	X			X	X	X	X	X	X	100% of Teachers trained
Case managers assigned students to mentor	SpEd Chair	X	X			X	X	X	X	X	X	X	X	100% of Case Managers are mentors
Improve the effectiveness of instructional planning for students by obtaining input regarding student progress and the needs from all teachers Others Responsible: Reg Ed Teachers, Appraisal Clerks	Case Managers			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Establish and communicate guidelines for 5th grade special education students entering regular or resource classes at the	SpEd Dept Chair							X	X	X	X			Guidelines developed

<b>Goal 1 - Strategy 6</b>		<b>SpEd Student Performance</b>												<b>Evaluation</b>
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	
Middle School.														
Special Education teachers participate in vertical alignment teaming	SpEd Director			X	X	X	X	X	X	X	X	X	X	100% SpEd Teacher participation
Use of Ignite learning software to improve instruction for special education students in general education Social Studies Science and Math classes	SpEd Dept			X	X	X	X	X	X	X	X	X	X	80% Students meet ARD expectations
Others Responsible: Social Studies, Science & Math Depts														
Coordinate schedules, identify students, and assist with supplemental material with social studies, science and math tutors to reach students performing below grade level	SpEd Dept Chair	X	X	X				X	X	X	X	X	X	80% Students meet ARD expectations
Others Responsible: Special Ed Dept, inclusion teachers, General Ed Dept, tutors														

**Goal 2:** Del Valle Junior High will maintain an attendance rate of 96% for the 2006 – 2007 school year.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	8) School Environment		
<b>NCLB/ESEA Goals and Indicators</b>			
5) All Students will Graduate from High School			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional		



## Strategies

Goal 2 - Strategy 1		Attendance Rate	
<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> June 2008</p>	<p><b>Brief Description:</b> Attendance will be 96% for the sixth, seventh and eighth grade students.</p>	<p><b>Evaluation Benchmark:</b> Attendance rate at 96% or above</p>	
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b></p> <hr/> <p>\$0.00 \$0.00</p>

<b>Goal 2 - Strategy 1</b>		<b>Attendance Rate</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Communicate with parents on students attendance by letter.	Assistant Principals			X	X	X	X	X	X	X	X	X	X	Attendance rate at or above 96%
Attendance clerk will make daily calls to non-attending students.	Attendance Clerk			X	X	X	X	X	X	X	X	X	X	Attendance rate at or above 96%
Use Gradespeed Automatic Call-in System for attendance	Attendance Clerk			X	X	X	X	X	X	X	X	X	X	Attendance rate at or above 96%
Fun activities for students during lunch and end of year activities.	Principal, Community Liason			X	X	X	X	X	X	X	X	X	X	Attendance rate at or above 96%

**Goal 3:** Del Valle Junior High School will maintain 0% dropout rate during the 2007 – 2008 school year.

**Correlates with:**

<p><b>State Objectives</b></p> <p>3) Dropout Prevention</p> <p><b>NCLB/ESEA Goals and Indicators</b></p> <p>5) All Students will Graduate from High School</p> <p><b>Effective School Correlates</b></p> <p>6) Frequent Monitoring of Student Progress</p> <p><b>Title I - Schoolwide Programs</b></p> <p>6) Parental Involvement</p>
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## Strategies

Goal 3 - Strategy 1      Dropout Rate			
<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> June 2008</p>	<p><b>Brief Description:</b> The dropout rate at Del Valle Middle School will be 0% for the 2007 – 2008 school year.</p>	<p><b>Evaluation Benchmark:</b> Dropout rate will be 0%</p>	
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>

<b>Goal 3 - Strategy 1 Dropout Rate</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J u n</b>	<b>J u l</b>	<b>A u g</b>	<b>S e p</b>	<b>O c t</b>	<b>N o v</b>	<b>D e c</b>	<b>J a n</b>	<b>F e b</b>	<b>M a r</b>	<b>A p r</b>	<b>M a y</b>	<b>Evaluation</b>
Implement and evaluate summer school programs Jump Start, TAKS Academy, Science & Math Enrichment and Summer School.	Asst Principal, Counselors					X	X	X						PEIMS Report
Family Involvement Programs (Dads & Daughters and Mothers & Sons...	Community Liason			X	X	X	X	X	X	X	X	X	X	Sign-in Sheets
Develop Intramural Activities for Sixth grade.	Community Liason		X	X	X	X	X	X	X	X	X	X	X	Intramural Program

**Goal 4:** All students will have the opportunity to participate in a rich, co-curricular enrichment program.

**Correlates with:**

<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	5) Prepare Students	8) School Environment
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities			

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## Strategies

Goal 4 - Strategy 1      Co-curricular Enrichment Program			
<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> June 2008</p>	<p><b>Brief Description:</b> Students will be involved in extra-curricular activities and/or groups that compete, offer leadership to the school community, and/or electives that allow for the development and growth of student interests and abilities.</p>	<p><b>Evaluation Benchmark:</b> 85 percent of all students are involved</p>	
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>

<b>Goal 4 - Strategy 1</b>		<b>Co-curricular Enrichment Program</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>
Qualifying 7th graders will participate in the Duke University Talent Search which allows students opportunity for early SAT testing.	7th Grade Counselor			X	X	X	X	X						85% of qualifyiing Students are participating
Extra-curricular achievement - All students will be allowed and encouraged to join clubs, organizations, and groups that promote student achievement and excellence according to student interests and abilities. Ex. Junior Historians, Spanish Club, Athletics, Student Council, NJHS, etc. All teachers will likewise be encouraged and allowed to lead and participate in clubs.  Others Responsible: Assistant Principals	Teachers		X	X	X	X	X	X	X	X	X	X	X	Increased number of students participating in extra-curricular activities/Informal assessment.
All identified GT students will be placed in the appropriate Pre-AP classes in Social Studies, Math, Reading, Writing, IPC, and/or Algebra.	GT Coord, Counselors								X					Class registers showing 100 percent of GT students placed in correct classes. All identified GT students will be served.
GT Committee will meet twice a year to discuss issues pertinent to the GT program	GT Coord, GT Teachers						X					X		Sign In/Notes
GT students will receive differentiated instruction in their Pre-AP classes.	Assistant Principals				X								X	Lesson plans showing differentiated instruction.
GT students will participate in state wide competitions like Geography Bee, Texas Quiz Show, etc..	GT Coordinator			X	X	X	X	X	X	X	X	X	X	End of year survey, informal assessment, class grades and

<b>Goal 4 - Strategy 1</b>															<b>Co-curricular Enrichment Program</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>E</b>	<b>valuation</b>														
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>r</b>	<b>y</b>														
Others Responsible: Grade Level Teachers															achievement, honors received by students, teacher lesson plans.														
Pre-AP teachers will have training in both AP and GT strategies to learn to differentiated instruction.	Administrators			X	X	X	X	X	X	X	X	X	X	X	Sign In Sheets, Number of participating GT students, Honors received by GT students in competitions.  Training Certificates														

**Goal 5:** Stakeholders will participate as full partners in the education of students of Del Valle Junior High School through an increase in rapport with the community and parents.

**Correlates with:**

<b>State Objectives</b>		
1) Partnering Parents with Educators	7) Student Performance	
<b>NCLB/ESEA Goals and Indicators</b>		
1) Students will Reach High Standards	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>		
7) Home-School Relations		
<b>Title I - Targeted Assistance Schools</b>		
7) Strategies for Parental Involvement		
<b>Title I - Schoolwide Programs</b>		
6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties

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## Strategies

<b>Goal 5 - Strategy 1</b>				<b>Parental and Community Involvement</b>	
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Increase the participation of parents and community members in PTSO and other partnerships with DVMS.		<b>Evaluation Benchmark:</b> Parent and Community involvement increase by 20%	
<b>Leader Progress Report Dates:</b> June 2008					
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None		<b>Amount</b>	
					\$0.00
					\$0.00

<b>Goal 5 - Strategy 1</b>															<b>Parental and Community Involvement</b>				
<b>Timeline</b>																			
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>					
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>y</b>					
Town Meeting 1. Free Spaghetti Dinner 2. Student simulation 3. "I Am An American" Video 4. Voter Registration Drive 5. T-Shirt Award 6. Student Political Groups/Posters/Advertisements	Tish Hallmark												X	X	20 Percent or More Parent Participation  Informal Assessment  Number of parents registering to vote				
Others Responsible: Social Studies Teachers, PTSO, Studies Classes, Film Classes, Voter Registration Deputies																			

**Goal 6:** During the 2006-2007 school year, integration of technology into regular classroom activities will continue.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	9) Instructional Techniques	10) Technology	
<b>NCLB/ESEA Goals and Indicators</b>			
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
<b>Effective School Correlates</b>			
6) Frequent Monitoring of Student Progress			
<b>Title I - Targeted Assistance Schools</b>			
5) Highly Qualified Teachers	7) Strategies for Parental Involvement		
<b>Title I - Schoolwide Programs</b>			
4) Professional Development	5) Professional Staff		
<b>E-Rate Goals</b>			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training		



## Strategies

Goal 6 - Strategy 1      Technology Intergration			
<p><b>Leader(s):</b> Technology Coordinator</p> <p><b>Leader Progress Report Dates:</b> June 2008</p>	<p><b>Brief Description:</b> Students will become familiar with Technology and its usefulness in academic pursuits.</p>	<p><b>Evaluation Benchmark:</b> 20 % Increase in demand for technology equipment.</p>	
<p><b>Resources Required:</b> None</p>	<p><b>FTE's Required:</b> Number of FTE's: None None Cost: None</p>	<p><b>Source of Funds:</b> None</p>	<p><b>Amount</b> \$0.00 <hr/>\$0.00</p>

<b>Goal 6 - Strategy 1</b>		<b>Technology Intergration</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>Evaluation</b>
		<b>u</b>	<b>u</b>	<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>y</b>
Provide hands-on technology training on campus throughout the year.	Technology Staff, Dept Chairs			X	X	X	X	X	X	X	X	X	X	More technology use in classroom. Greater ease of use for teachers.
Continue to support innovation in core and elective courses.	Technology/Library staff, Dept Chairs			X	X	X	X	X	X	X	X	X	X	Higher student achievement and more engaging lessons.
Continue to integrate technology application TEKS and core curriculum TEKS into classroom with computers on wheels and library activities.	Technology/Library staff, Dept Chairs			X	X	X	X	X	X	X	X	X	X	Higher student achievement and more engaging lessons.
Continue to pursue grant money for technology purchases.	Technology Staff, Dept Chairs			X	X	X	X	X	X	X	X	X	X	Additional funding for innovative teaching.
Each teacher will complete the Texas Star Chart for teachers.	Pincipal, Teachers	X	X	X	X	X	X	X	X	X	X			Provides a guide for developing the campus technology plan and prioritizing resources.
Create a campus wide inventory of all technology related equipment and software.	Technology/Library staff			X	X	X	X	X	X	X	X	X	X	All resources will be easily tracked and available for use.
Subscribe for Quia account	Principal, Teachers			X	X	X	X	X	X	X	X	X	X	Teachers have websites
Subscribe to Chalkwaves	Technology Coord			X	X	X	X	X	X	X	X	X	X	Improve Instruction