U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Lee Garner

Official School Name: Breckenridge Junior High School

School Mailing Address: 502 W Lindsey Street
Breckenridge, TX 76424-3497

County: Stephens State School Code Number: 215901041

Telephone: (254) 559-6581 E-mail: lgarner@breck.esc14.net

Fax: (254) 559-1082 Web URL: http://www.breckenridgeisd.org/JrHigh/index.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jennings Teel Superintendent e-mail: jteel@breck.esc14.net

District Name: Breckenridge Independent School District District Phone: (254) 559-2278

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Koby Killion

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   5 Total schools in district

2. District per-pupil expenditure: 8370

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	60	52	112
1	0	0	0		8	61	50	111
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
							Total in Applying School:	223

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
0 %	Asian
4 %	Black or African American
36 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
59 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 21%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	27
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	45
(4)	Total number of students in the school as of October 1, 2009	215
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 9

Number of languages represented, not including English: 1

Specify languages:
Spanish

9. Percent of students eligible for free/reduced-priced meals: 59%

   Total number of students who qualify: 131

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

    Total number of students served: 24

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	18	Specific Learning Disability
0	Emotional Disturbance	2	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	20	3
Special resource teachers/specialists	4	1
Paraprofessionals	5	2
Support staff	5	0
Total number	35	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 9:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	95%	96%	95%
Daily teacher attendance	86%	86%	86%	87%	83%
Teacher turnover rate	32%	20%	16%	25%	16%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.
Our teacher attendance rate averages 86% due to an unusual amount of long term illnesses and pregnancies throughout the last few years. Our teacher turnover rate is mainly due to the fact that our district has had four athletic directors in the past five years, each one bringing in their own coaching staff.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

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Breckenridge Junior High School (BJHS) is a unique place of learning for a variety of reasons, the first of which has to do with scale. BJHS consists of two grades, seventh and eighth. That fact means that the student population is relatively small, averaging 250 students; therefore, we can and do know our students exceedingly well, becoming active participants in their lives. BJHS, then, is not a massive, impersonal, frenetic institution; rather, we are an academically curious, athletic, high-achieving family, and as with all thriving families, everyone matters. Students, teachers, coaches, staff, and administrators collectively live and breadth the school year together, from football season to the TAKS tests.

BJHS is part of the Breckenridge Independent School District, a rural 2A district located between Ft. Worth and Abilene in the West Central Texas region known as the "Big Country." Breckenridge, itself, is a fairly typical, hardworking community with a rich, long-running tradition of athletic accomplishments but with few academic marks of distinction. At BJHS we are changing the latter, and the honor of having been recently nominated as a Blue Ribbon School has accelerated our efforts.

Our demographic breakdown is similar to many rural areas of West Central Texas: 36% Hispanic; 59% White; and 3% African-American with 59% economically disadvantaged. Approximately 11% of our students receive special education support.

Our instructional staff is an effective blend of young and veteran teachers: the former are enthusiastic and eager; the latter are experienced and "battle tested." We have paired these educators as part of our mentoring program so that each group supports and influences the other, enriching both. Of course, every school district in this state can boast (and rightfully so) that they are hardworking and caring. That, too, can be said of the BJHS staff, but we actually deliver on that assertion all day long, and we do so because of our five key premises:

1) You reap what you sow in life;
2) We will not allow a student to receive a zero on an assignment;
3) Reciprocal respect and courtesy are critical elements;
4) If we can get students to sit down and focus, they will listen, think, contribute, and learn; and,
5) We, both as teachers and coaches, are fully prepared to take advantage of every instructional minute available with standards-based lessons and strategies that are thoughtfully crafted.

While the above essential principles are relatively simple and straightforward, daily implementation causes a win-win situation, generating a profound effect on our school family.

One of the secrets to our success concerns the character of our teachers and coaches: they are, of course, committed educators, but they are also honorable people who practice integrity; they are the kind of people, in other words, you would want on your lifeboat or jury. These self-motivated, self-starters zealously teach every day when no one is watching, which means our students receive 177 days of instruction from each teacher every year, and the teachers, themselves, would have it no other way. It has taken us several years to assemble this remarkable group of educators, and as long as we stay together, this campus and these students are going to be successful.

What is equally impressive about this staff is that BISD pays teachers "a little above state base" but not by much. Our building is forty-three years old and far behind in many of the necessities and luxuries most new schools enjoy, such as modern science labs, large classrooms, and a robust technological infrastructure with new computers. Our budget is also "bare-boned," and we seem to cut it every year. Even with those limitations, the BJHS staff performs splendidly every day without complaint, returning each August ready to go.

For the past four years, BJHS has been rated as a “Recognized” campus by the Texas Education Agency. This past year (2009-2010) we missed an “Exemplary” rating by literally one student. We have additionally averaged over three “Gold Performance Rating” awards every year for the past five.

All of us in the BJHS family are excited about having been nominated for the prestigious Blue Ribbon Award, and it is accurate to say that we are now more energized than ever!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In this era of standards-based instruction, we utilize fully statewide assessments, achievement tests, CSCOPE-based benchmarks through Eduphoria, reading inventories, and classroom experiences. These varying assessments generate significant data that BJHS teachers and administrators study in an effort to create effective instruction and remediation strategies.

English/Language Arts Five years ago all of our students (with all populations included) were achieving on TAKS at 88% passing with 28% commended. ELA has now achieved between 90-93% passing with 45% commended. That improvement is noteworthy in and of itself but especially with regard to our subpopulations. The African-American subpopulation now passes TAKS at a 100% rate. The Hispanic subpopulation increased from 72% passing TAKS from five years ago to above 90% the last three years. The white subpopulation has always been in the 90th percentile, but it has moved to the upper 90s with approximately half of our students reaching commended standards for the past four years. Our economically disadvantaged population has progressed from the upper 70s to the 90s with about a third commended. The special education population's percentages have increased from the 50th percentile to the 80th. There is now a low percentage gap, between 2 and 5 percent, among subgroups whereas five years ago it was 18 percentage points.

Mathematics
Seventh Grade: In the last five years student performance on the 7th grade math TAKS has increased from 75% meeting panel recommendations to consistent scores of 91% or better. Four years ago our scores showed a 9% increase in the number of students meeting recommended requirements, followed by another increase of 8% the next year. The 7th grade African-American subpopulation has held a 100% passing rate on TAKS tests during each of the three most recent years where this sub-pop was examined. The 7th grade Hispanic subpopulation of students has improved from 63% meeting standards five years ago to 85% or better meeting standards the last four years. In the white subpopulation, 7th grade has advanced from 82% passing five years ago to 92% or better passing during the past three years. The economically disadvantaged students improved from 60% meeting standards to 86% or better during the last three years.

Eighth Grade: At the 8th grade level TAKS scores for all students increased from 63% meeting panel recommendations five years ago to 96% meeting panel recommendations in the 2009-2010 test administration. Four years ago, scores increased 20% and an additional 8% the following year. The 8th grade Hispanic subpopulation students moved from 48% meeting recommendations five years ago to 90-92% meeting recommendations three years ago. The 8th grade economically disadvantaged students went from 61% meeting recommendations five years ago to 91% meeting recommendations in 2009-2010. Among 8th grade LEP students, in three of the last five years 100% of these students have met standards. The 8th grade white sub-pop students progressed from 69% passing TAKS four years ago to 97% passing in 2009-2010.

Special Education
In reviewing assessment data from the past five years, the Special Education Department has experienced both gains and losses in Math and Reading. We need to note that data from 2005-2007 cannot be accurately compared with that from 2008 forward because of the shift from the SDAA instrument to TAKS. The last administration of the SDAA test was in the spring of 2007, so when we examine gains versus losses, data comes from the past three years when TAKS-M and TAKS-ACC were implemented.

In the 7th grade Reading/ELA Special Education subpopulation, there was a 24-point increase between the spring 2008 test administration and the spring 2009 administration. From spring 2009 to spring 2010, the percentages remained the same. For the 8th grade Reading/ELA Special Education subpopulation, there was a 25-point gain from the spring of 2007 assessment and the spring 2008 assessment. Between the test administrations for 2009-2010, there was an 11-point decrease in the 8th grade Reading/ELA

Special Education subpopulation. Several issues may have contributed to that decrease: 1) changes in curriculum; 2) the increase in the passing rate percentage; 3) student placement; 4) TAKS-M students included in the data; and 5) more students being moved to the TAKS–ACC level.

At the 7th grade level for the Special Education Math subpopulation, there was a 7-point decrease between the spring 2008 and spring 2009 administrations, but those points were regained the next year with an 11-point increase on the spring 2010 administration. For the 8th grade Special Education Math subpopulation, there was an 8-point drop in the percentage passing (as per the panel recommendations) from the spring of 2008 to spring 2009, but those points were once again regained in the spring 2010 test administration with a 34-point increase.

All state assessment results for BJHS can be found at:
http://www.breckenridgeisd.org/aboutus/accountability.htm

2. Using Assessment Results:

BJHS uses a variety of assessment tools to evaluate our student's progress, and also that of our teachers. We give a benchmark test every nine weeks to all students in all core subjects. These tests are based on the TEKS (essential elements) that have been taught up until the test. This steady flow of assessment data allows for a constant analyzing of the comprehension of the students. After testing, teachers compile the data for each class and each student using the Eduphoria scantron system. This system allows each teacher to see what information each child has missed and the skills that it entails. This data drives the instruction in the classroom, along with the required TEKS. If the students did not master all of the necessary skills, the teacher is required to spiral them back into instruction.

We also rely heavily on the results of past TAKS (Texas Assessment of Knowledge and Skills) tests taken by the students. Two subjects that this is especially true are math and special education. In math, we review the previous year's TAKS scores for each student to determine which students need to be in a double blocked math class. Those that did not meet the state standards or were borderline are placed in a double blocked class to allow more time for understanding and help improve their math skills. Our special education department uses this data in creating individual education plans (IEP) for each student before each ARD meeting. We look at student strengths and weaknesses on the TAKS test as well as six weeks grades and benchmark data to develop IEP goals and objectives for each student each year. We also use this information in creating the Present Level of Academic and Functional Performance (PLAAFP) reports and to determine which level of TAKS testing the students will take.

All available data is used to drive our professional development for our teachers and is used in the PDAS (professional evaluation) process of each teacher to help them develop their strengths and to remediate their weaknesses.

3. Communicating Assessment Results:

BJHS uses various means to communicate student and campus progress to both the parents and the community and we do this very effectively. Parents are contacted regularly in a variety of ways in order to keep them abreast as to their student's progress. The fourth week of each six weeks a progress report is sent to the parents and they are required to sign it and return it to school. At the end of each six weeks, a report card is sent home to the parent. Absences and citizenship grades are included along with the grade for each subject. On it parents are encouraged to call the school and set up a parent/teacher conference to discuss any questions they may have. Teachers are required to contact parent's whose students are in danger of failing at the point this occurs. Parents are encouraged to give us their email addresses which are an easy way for teachers to communicate with them during the day. It also gives us a record of the contact and response.

As you have observed, we have an outstanding web site that is maintained by our students under the supervision of a very knowledgeable teacher. This is an excellent way to disperse information about our

campus and district, and it is viewed by a very large audience. Within this website, each teacher has their own web page which they are required to maintain and update. Some post assignments, conference periods, test dates and weekly agendas. The web site includes our campus and district contact information, schedule, calendar and student handbook and much, much more.

Probably the best parent/school communication tool that we use is the Skyward grading program called Family Access. Parents sign up to use this system and they are given a password. The parents can then access everything that concerns their students including but not limited to the following: grades, attendance, missing assignments, class ranking, cafeteria information, direct emails to the teachers, discipline, and much more. This system is heavily used by parents, and it keeps us on our toes!
We have an "open house" twice a year where parents are encouraged to attend, and we usually have a good turnout. We are also required to mail home pertinent data to each parent concerning TAKS results. Our school gets a lot of support from the local newspaper and radio station.

4. Sharing Lessons Learned:

The faculty and staff of Breckenridge Junior High School readily shares information with other schools, districts, and professional associations. Breckenridge Junior High is known throughout the region as a school that has experienced much success, and eagerly shares programs, useful strategies, and exemplary teaching practices with other school districts and associations.

Many teachers from the 7th and 8th grades have been invited to present their teaching strategies and show their expertise in areas by Region XIV (ESC) through workshops, symposiums, and the Region XIV Roadshow that takes place annually. Several teachers also present webinars that are available throughout the United States, as well as internationally.

In the past few years, our Special Education Department has developed a standardized individual education plan (IEP) form using data from benchmarks, six-week tests, and state standardized test scores in order to assure that appropriate objectives were being targeted for each student in our special education population. East End Co-op (our districts special education co-op) has called upon our Special Education Department to help other schools implement these standardized individual education plans. Our school acts as a mentor to other school's Special Education Departments.

Breckenridge Junior High has also developed a behavior expectation system. The SWIM team, which is made up of different members of the staff, set forth a systematic, simplistic set of rules for behavior expectations. These rules are the same in every class for every student. It helps create a unified disciplinary system throughout the school. This system has been so successful that members of the SWIM team have presented it to many other school districts in the state. Our campus has also been visited by administrators and faculty members from several different districts, so that they can observe our behavior system throughout the day.

Faculty and staff members of Breckenridge Junior High School provide a successful learning environment in which visitors are graciously received. Campus personnel enthusiastically share successful practices and strategies with educators from other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum at Breckenridge Junior High School is built and based on the state standards, the Texas Essential Knowledge and Skills (TEKS), which include English language arts (ELA), social studies, math, science, and the arts. In 2009, our district added the CSCOPE curriculum to our repertoire. This curriculum has helped our teachers work extensively to align all curriculum areas vertically and horizontally. Daily lesson objectives include the Bloom's Taxonomy of higher level skills. Teacher's also use the Bloom's higher levels in their questioning during instruction and in assignments. Campus standards are high and promote a significant level of achievement for all children.

The ELA curriculum is based on the four state objectives which entails all of the TEKS. Objective four is the most difficult objective to master because it entails most of the inference skills. Author's purpose and techniques are incorporated into objective four. The ELA department spends all year working on objective four because it is always the objective that students struggle with the most. All reading genres are addressed during the year according to the order that CSCOPE instructs. Texts are chosen that are rich in author's style that can be used to teach the necessary TEKS explicitly. Various media forms are used to address certain skills. All writing formats are used for instruction such as novels, newspapers, magazines, diaries, journals, etc. Research skills are performed throughout the year. Thematic units that are derived from the literature books that are TEKS aligned and CSCOPE based are used throughout the year.

In the social studies department, all lessons are built from the CSCOPE sequence of objectives, which are created according to the TEKS. The expectation within the social studies department is that there is bell to bell teaching being delivered that engages the students for an entire period of instruction. The department creates instructional lessons that are interesting and monitor students to assure that they are actively engaged and working to their full potential. If academic deficiencies occur with a student, the department utilizes our Enrichment Period or after-school tutoring to address the areas of concern. The department chair also monitors how the other members of the department deliver their instruction, making sure that they are providing appealing and effective teaching strategies. Students are taught using several different teaching styles: group work, SmartBoard activities, peer tutoring, videos, webinars, and class discussions.

Based on the TEKS, the science curriculum includes five major objectives: the nature of science, living systems and the environment, structure and properties of matter, motion, forces, and energy, and earth and space. Each of these five objectives is broken into more specific objectives appropriate for the different grades levels at BJHS. The grade-level objectives are aligned so that knowledge and skills build from year to year. Science instruction is primarily delivered through student-centered activities. Most instruction involves laboratory investigations, cooperative group work, teacher demonstrations, hands-on activities, and interactive SmartBoard lessons. These lessons are delivered with the help of technology, such as a document camera, electronic meters, monitors, visual presentations from the SmartBoard, and probes.

In the math department, all instruction is based on the 7th and 8th grade TEKS and the CSCOPE curriculum. For the past several years, the curriculum and instruction used by the math department has been a very hands-on approach that includes many high level thinking skills. It incorporates a daily skills review, daily TAKS review, and weekly math vocabulary building. This curriculum has a strong focus on the fundamentals to help the students with gaps in their learning get caught up. It also reinforces the fundamentals for the strong students to be even stronger. The department approach is to have minimal teacher led instruction with notes and lecture, and to strongly focus on hands-on student activities where the students are actively engaged. The math curriculum also involves peer tutoring and support from student to student in order to develop a team atmosphere of encouragement for math success.

Fine arts and daily physical education complete a well-planned and balanced education for students of BJHS. Students in our school have the option to enter the band program where they learn to value music more through mastery of an instrument. Our campus offers beginner band or a regular band class for experienced students. Students regularly perform for the student body and the community. Organized daily physical education classes emphasize skills in coordination, agility, and physical development. BJHS targets health and wellness through our Health Aerobics class that focuses on healthy eating and lifestyle habits, as well as exercise and fitness. BJHS also offers Art and Character Education classes in order to help create more well-rounded individuals. We also have a Beginner Spanish class that is offered to 7th and 8th grade students. This class helps students prepare for High School Spanish.

2. Reading/English:

The English department uses the C-Scope curriculum and vertical alignment documents throughout the year. C-Scope gives a solid curriculum base that aligns to the TEKS. The curriculum is used to drive instruction. It provides lessons and activities if the teacher wishes to use them. The teachers in the ELA department utilize all of C-Scope resources to obtain higher level thinking skills. Teachers choose lessons and assessments that push students beyond basic understanding. The higher levels of Bloom's Taxonomy are exemplified in every lesson and assessment.

The ELA department uses the Study Island computer program as a tutoring tool and classroom practice of the skills that are required. The teachers take their classes to the computer lab at least every other week to utilize this program. It is thoroughly grounded in the TEKS and breaks down the data for teachers to address with each student. It is an excellent use of technology in the classroom. Other programs that have been utilized are My Satori, Reading Detective, and Editor and Chief.

The Texas Adolescent Literacy Academy (TALA) is used to reinforce readers that struggle with fluency and comprehension. The academy was developed by the state of Texas for this purpose, and the teachers attend a three day training to qualify to use the program. TALA has a unique "I do; we do; you do," system. It is good for all students not just struggling students. It provides assessments for the entire year in order to monitor the growth of the students. The TALA methods start in the lower grades and build to the upper grade levels. There is a fluency test that diagnoses more than just fluency so that a teacher can determine what each student struggles with in reading whether it is fluency or comprehension or both. TALA begins with an emphasis on fluency and strategies to develop phonemic awareness. The system for teaching phonics is concise and effective and includes the alphabetic principle, word decoding, word recognition, semantics, and syntactical cueing systems. All of the methods pertain to reading and are enhanced with writing activities. Vocabulary strategies help with the comprehension of the text. Morphology is used in order to determine meaning as well as context clues. Through the TALA program the students gain fluency and comprehension and the methods can be used in all content areas.

3. Mathematics:

All instruction is based on the 7th and 8th grade Texas Essential Knowledge and Skills for mathematics. The TEKS are based on skills backed by the National Council of Teachers of Mathematics.

For the past 4 years, the curriculum used by the math department has been a very hands-on approach with many high level thinking activities. It incorporates a daily skills review, daily TAKS review, and weekly math vocabulary building. This curriculum has a strong focus on the fundamentals to help the students with gaps in their learning to get caught up. It also reinforces the fundamentals for the strong students to be even stronger. The approach is to have minimal teacher led instruction with notes and lecture, and as much time as possible with hands on student activities. Our math curriculum also involves peer tutoring and support from student to student. Our encouraging atmosphere ensures success in math and in peer relationships.

Each class day includes the following basic procedures. Students grade homework from the previous day, complete a five problem math opener, go over a vocabulary term of the week, complete work on a

random TAKS based review problem, then go over notes for the day or complete a hands on activity based on the topic of the day. During the daily activities students alternate between working individually, working with assigned partners, and participating in classroom discussion.

There are several approaches we use to help students that are performing below grade level. Such students will receive a progress report to examine and have parents sign. We visit individually with the student to discuss their problem and their needs. We also examine their records to become aware of their past history of performance in math and other subjects. We request parent conferences and visit with parents concerning their child's grades and progress. In some instances, we visit with other teachers to discuss a student's performance and determine if there is a need to request an intervention committee meeting for that child. The committee then considers testing to determine if the student is in need of an individualized education plan (IEP) or if some other measure may be more appropriate to help them. Struggling students are assigned to a special enrichment class period during which they can get extra math help during the day and they are offered extra tutoring both before and after school.

4. Additional Curriculum Area:

The science curriculum at Breckenridge Junior High School is, and always has been, tied directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS for grades seven and eight encompass five broad objective areas:

- The Nature of Science
- Living Systems and the Environment
- Structure and Properties of Matter
- Motion, Forces, and Energy
- Earth and Space

Each of these areas is taught in both seventh and eighth grades at a grade appropriate level and in a way that will bridge knowledge and skills to the next learning level.

Past TAKS tests and benchmark tests are analyzed on a continuous basis to identify subgroups of low performing students. Based on the test analysis, low performing students are targeted for tutorials. Small group, daily and weekly tutorials sessions are scheduled before, during, and after school. Parents are contacted to ensure consistent attendance of tutorials. A 25 minute section of the daily school schedule has been set aside each day to provide a no-excuse time for tutorials. The use of content specific and student specific tutorials sessions has been instrumental in significantly raising the performance level of our struggling students.

The science curriculum and classes are deliberately planned to meet the needs of all students. Lessons are designed to be student oriented with hands-on and cooperative group activities linked to relevant, local, and real life situations as much as possible. Over the years there has been an obvious correlation between an increase in the hands-on lessons and an increase in achievement among the science students at Breckenridge Junior High.

Technological device have helped low performing students increase their success. Electronic monitors, meters, and probes are used to make laboratory investigations concrete and exciting to less than enthusiastic students. Interactive lessons are taught with the use of a SmartBoard. Teachers use scanners and document cameras to make information and demonstrations easy for all students to view on an electronic screen.

The mission of Breckenridge Junior High School is to provide all students an exemplary education while creating productive citizens and lifelong learners. Through the efforts of a strong tutorials program,

specialized instruction, and the help of technology, the science department strives to offer exemplary educational opportunities to all students of all abilities.

5. Instructional Methods:

To differentiate instruction the school provides the students many activity choices. In the classroom, a variety of strategies are to be incorporated into daily lessons. Tiered assignments, rubrics, activities from each of the learning styles are used in classroom instruction to meet the needs of the individual learner. Different grouping methods of instruction are utilized in the classroom. Assessments are differentiated in the classroom. The assessments are modified according to Individual Education Plans (IEP). The IEPs are followed in depth so that all students get what they need to succeed. It is the goal of the teacher to help the students achieve success with as few modifications as possible. Each struggling child is placed in the least restrictive environment. Adapted versions of texts are used as well as various computer programs and other resources. Lessons should be presented in different ways in order to allow each child to learn in the best way for him or her. The ELPS are followed so that the needs of our English learners (ESL students) are met. The TEKS are to be covered thoroughly and creatively in order to meet the needs of our diverse population. Tools such as computers, distance learning equipment, smart boards, clicker systems, document cameras, projectors, video equipment, etc. are incorporated as often as possible in lessons in order to stimulate the learning environment.

In the Special Ed. Resource classroom, we use the same exact curriculum used in the regular classroom but with modifications and accommodations. All the TAKS M students are in double-blocked classes in the resource classroom. We make accommodations such as testing students orally, allowing the use of a calculator, and providing supplemental aids and manipulatives to make the curriculum more manageable. Accommodations are employed according to ARD recommendations. The inclusion students are in double-block math classes for the most part and also use the same curriculum with modifications and accommodations as recommended per ARD as well.

6. Professional Development:

Breckenridge Independent School District and Region XIV ESC provide teachers with ample opportunities for professional development. Each teacher is required to take eighteen hours of professional development each summer and the district provides a required additional day at the beginning of school through the Region 14 “traveling show”. Throughout the year teachers are required to get Gifted and Talented updates, program updates, and new strategy updates. The presenters are always first and foremost in their fields. The techniques are research based. Teachers also attend conferences when necessary, but at BJHS, we try to limit our out of class time to a minimum. Many of our teachers get more than eighteen hours in the summer. We choose from workshops that pertain to our teaching field. We share what we learn with other teachers and teach collaboratively. We try to implement what we learn immediately into the classroom instruction so that the workshop instruction is beneficial immediately. Sharing new things with other teachers is a large benefit for the campus. It is imperative for the development of our students to follow the latest research based strategies for instruction.

Curriculum Integration and Support (CCIS) provides programs and services that reach out over a broad spectrum of topic and curriculum areas such as reading, mathematics, science, social studies, and English/language arts. Our goal, year round, is to provide the educators of Breckenridge Junior High School with the highest quality of professional development services in order to improve student academic achievement in our school/district. Federal programs such as No Child Left Behind and services which include, but not limited to, Student Success Initiative, Special Education Inclusion and Resource, Read Right Program, a Title I Reading program and CSCOPE, a state adopted curriculum, support student learning and aligned with state academic standards, Texas Essential Knowledge and Skills (TEKS). An example of effective student learning and achievement is the Response to Intervention (RTI) model consistently provided by all educators at BJHS. RTI is a multi-tier and multi-component model which addresses Tier 1 (quality and scientifically based core curriculum,), Tier 2 (supplemental intervention and strategies), and Tier 3 (individualized interventions and detailed progress monitoring).

Our Special Ed. Math Department contracted with a math curriculum specialist who visited our campus regularly offering services within the classroom and providing on-site evaluations of the implementation of the curriculum in our individual classrooms.

7. School Leadership:

The leadership philosophy at BJHS as established by the principal and implemented through department chairs is that the development and delivery of standards-based curriculum is fundamental to the success of all students and their teachers. The school principal requires effective, C-SCOPE-based lesson plan development, bell-to-bell instruction, Eduphoria-based benchmarking, and subsequent dissemination of data. The principal requires continual tutoring through Enrichment of all students who demonstrate academic deficiencies, and the principal requires outstanding behavior or conduct on the part of students and professionalism from the teachers. The principal also rewards students with varying incentives, creating a positive momentum in the life of the school. That overall paradigm creates a successful learning environment at BJHS whereby students, regardless of grouping, do not fall through any institutional or bureaucratic cracks.

As the campus principal, I try to lead by example. I will not ask others to do what I myself won't do. I do not micromanage my staff until it becomes apparent that a teacher can't/won't do their job and do it on an exemplary level. When the need arises, I become fully involved in their daily professional life. I hire the best people possible and then support them as much as possible, and they know this. The staff here knows and appreciates the fact that poor teachers and poor teaching will not be tolerated at BJHS.

I demand professionalism from my staff at all times and I try to model this in my personal and professional life. It is the little things that make the difference. Teachers here are at their doors between classes, they teach bell-to-bell every day, they follow all IEP's and modifications for each student, they arrive and leave on time, and many other daily requirements that individually may not mean much but added together make all the difference in attitude and performance.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: TEA 2005-2010 Publisher: Texas Education Agency/ Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	93	92	84	75
Commended	15	17	23	17	12
Number of students tested	106	86	96	102	113
Percent of total students tested	91	92	94	87	86
Number of students alternatively assessed	8	7	5	13	16
Percent of students alternatively assessed	9	8	6	13	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	86	87	90	80	60
Commended	13	13	19	5	5
Number of students tested	64	45	59	55	57
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	87	88	92	85	63
Commended	10	12	26	12	9
Number of students tested	39	26	39	33	32
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					

NOTES: The state standardized test changed for special education after the 2006-2007 school year. The state's expectations for testing special education students also changed. This is why the numbers for students alternatively tested were higher in years 4 and 5.

11TX25

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	91	91	92	81
Commended	30	40	38	28	24
Number of students tested	106	86	95	105	113
Percent of total students tested	91	92	93	90	86
Number of students alternatively assessed	9	7	6	10	16
Percent of students alternatively assessed	9	8	7	10	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	88	87	88	89	67
Commended	25	27	24	12	7
Number of students tested	64	45	58	57	57
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	90	81	92	88	63
Commended	18	23	26	18	9
Number of students tested	39	26	38	34	32
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					

NOTES: The state standardized test changed for special education after the 2006-2007 school year. The state's expectations for testing special education students also changed. This is why the numbers for students alternatively tested were higher in years 4 and 5.

11TX25

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: Texas Education Agency/ Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	86	91	83	63
Commended	18	28	19	18	12
Number of students tested	89	100	106	120	119
Percent of total students tested	95	94	94	88	89
Number of students alternatively assessed	5	5	3	15	12
Percent of students alternatively assessed	5	6	6	12	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	91	85	88	83	61
Commended	13	22	10	12	11
Number of students tested	47	65	50	59	57
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	92	90	91	88	48
Commended	8	26	12	9	14
Number of students tested	25	39	34	34	29
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					

NOTES: The state standardized test changed for special education after the 2006-2007 school year. The state's expectations for testing special education students also changed. This is why the numbers for students alternatively tested were higher in years 4 and 5.

11TX25

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005-2010 Publisher: TExas Education Agency/ Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Met Standard	97	97	98	90	90
Commended	47	49	48	43	31
Number of students tested	89	100	106	120	119
Percent of total students tested	95	93	94	88	89
Number of students alternatively assessed	5	6	4	15	12
Percent of students alternatively assessed	5	7	6	12	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	98	96	83	89
Commended	32	45	37	34	30
Number of students tested	47	65	51	59	57
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	96	97	100	88	83
Commended	20	53	38	29	28
Number of students tested	25	38	32	34	29
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					

NOTES: The state standardized test changed for special education after the 2006-2007 school year. The state's expectations for testing special education students also changed. This is why the numbers for students alternatively tested were higher in years 4 and 5.

11TX25

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	89	91	84	69
Commended	16	23	21	18	12
Number of students tested	195	186	202	222	232
Percent of total students tested	92	93	94	87	88
Number of students alternatively assessed	13	12	8	28	28
Percent of students alternatively assessed	8	7	6	13	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	88	85	89	82	61
Commended	13	18	15	9	8
Number of students tested	111	110	109	114	114
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	89	89	92	87	56
Commended	9	20	19	10	11
Number of students tested	64	65	73	67	61
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					

NOTES: The state standardized test changed for special education after the 2006-2007 school year. The state's expectations for testing special education students also changed. This is why the numbers for students alternatively tested were higher in years 4 and 5.

11TX25

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	94	95	91	85
Commended	38	45	43	36	28
Number of students tested	195	186	201	225	232
Percent of total students tested	92	93	93	89	88
Number of students alternatively assessed	14	13	10	25	28
Percent of students alternatively assessed	8	7	7	11	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	91	94	92	86	78
Commended	28	37	30	23	18
Number of students tested	111	110	109	116	114
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	92	91	96	88	72
Commended	19	41	31	24	18
Number of students tested	64	64	70	68	61
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					

NOTES: The state standardized test changed for special education after the 2006-2007 school year. The state's expectations for testing special education students also changed. This is why the numbers for students alternatively tested were higher in years 4 and 5.

11TX25