

BORGER INTERMEDIATE

Campus Improvement Plan

2015/2016

*Borger Intermediate School
A Place Where All Children Are Valued
and High Level Learning Is the Goal Each Day*

The mission of Borger Intermediate School is to provide a quality education in a safe and nurturing environment which prepares our students to be responsible, productive citizens.

Date Reviewed: 09/18/15

Date Approved: 10/08/15

BORGER INTERMEDIATE Site Base

Name	Position
Brown, Patti	District Professional
Butler, Priscilla	Classroom Teacher
Cooper, Judy	Classroom Teacher
Duso, Carl	Business Representative
Esqueda, Sylvia	Parent
Hipolito, Cynthia	Classroom Teacher
Loucks, Kathrine	Classroom Teacher
Newell, Cyndi	Classroom Teacher
Purcell, Melissa	Classroom Teacher
Rangel, Rosa	Classroom Teacher
Thornton, Leigh	Classroom Teacher

Comprehensive Needs Assessment

Borger Intermediate School - School Year 2015-2016

Data Sources Reviewed:

- 2015 Campus Accountability Summary
- 2015 Campus Student Achievement Data Table
- Campus Improvement Committee Subcommittees Needs Assessment Reports
- Student Survey
- Teacher Survey
- Parent Survey
- 2014 STAAR Campus Report
- 2014-2015 Campus Improvement Plan
- DMAC data
- Master Schedule
- Staff Duty Rosters
- Behavior records
- School Budget

Demographics

What were the identified strengths?

- Gifted and Talented Program (PEAK) has remained stable with only one less student in the program than from last year. There are 10 students in the program.
- A much higher percentage of students with disabilities are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms
- Relatively stable student population. This year student population increased to 201.
- Diversity in student population
- Positive teacher to student ratio

What were the identified needs?

- Teaching staff has had several changes in personnel and in teaching assignments the past three years which requires increased training, mentoring, and monitoring
- More ethnic/gender diversity among teaching staff (most teachers are female and non-Hispanic whites, while the student population is almost 50% Hispanic);
- Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, Dyslexia, the learning disabled, and about inclusion with regard to these student groups.
- Over 60% of BIS students are economically disadvantaged
- Average daily attendance has been below 96% for the past three years.

What are the priorities

- • Assign mentors to new teachers providing continuing assistance and guidance throughout the year. Work collaboratively with central administration and the district's new teacher mentoring program.
- Monitor the progress of economically disadvantaged students and provide academic assistance as needed.
- Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs
- Continue to emphasize good attendance each six weeks by offering the opportunity for prizes to students and teachers with perfect attendance.
- Work with the districts Human Resource office to improve the Recruitment of highly qualified Hispanic and/or male teachers and Spanish speaking support personnel when available
- Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress

Student Achievement

What were the identified strengths?

- TEA recognized BIS for having "Met Standard" with "Distinction" as a Top 25% in Student Progress
- BIS was named a 2014-2015 Title I High Progress Reward School by the Texas Education Agency because of student progress on the STAAR
- The 85% passing rate on the 2015 STAAR in Reading was 5% above the state average and 29% higher than the same students scored in 4th Grade
- With the adjustment of the new TEKs for Math, no achievement standards were given for the STAAR Math administration.
- However, the average raw score given for students taking STAAR was 29 questions correct.
- The average raw score given for STAAR-A was 18 questions correct.
- The average raw score given for STAAR-Spanish was 21 questions correct.

- Accelerated instruction was organized by student expectations (SE) and involved over 90% of teachers
- The passing rate on the STAAR Reading for Hispanic students to date is 77%.
- The STAAR Reading passing rate for economically disadvantaged students to date is 78%.
- The STAAR passing rate to date for At-Risk students was 55%.
- From the first administration of the STAAR Reading to the second administration, the passing rate increased from 71% to 81% for all students.
- Of students who did not pass the 1st administration 48% met or exceeded progress measures.
- 75% of all students who passed the STAAR reading met or exceeded their progress measures.

What were the identified needs?

- Though longitudinal improvement in student achievement on the STAAR was noted, overall BIS was slightly below the state average in reading, math, and science.
- Hispanics in science did not meet system safeguards.
- Incoming LEP students had a low STAAR passing rate.
- The Hispanic students' passing rate in reading was 71% compared to 79% for all students. The passing rate in reading for economically disadvantaged students was 71% compared to 79% for all students. We need to continue working on closing that gap.
- New Math TEKS are being introduced this year which will be a challenge for our teachers and students. Gaps between the new TEKS and old TEKS will need to be addressed in the math classrooms.
- The number of students achieving Advanced Academic Achievement decreased last year. We believe our students can be challenged to improve in this area in 2014.
- The passing rate in Science was 68% in 2015, 4% below the state average for the second year in a row

What are the priorities?

- Teachers and staff will continue to implement the instructional plan found in the book, The Fundamental 5. New teachers will be educated in this area.
- After the Math and Reading STAAR tests, all BIS core teachers will participate in a "10 Days of Science Academy" in April by teaching the science TEKS in their classrooms every day prior to the Science STAAR.
- BIS will continue to use the Measures of Academic Progress (MAP) from Northwest Evaluation Association (NWEA) assessment program to assess student academic skills in math, reading, and science. The students will be tested three times this year and the data used to plan interventions.
- Special Education students will continue to be included, when appropriate, in math and science classes with non-disabled students. Special Ed and Regular Ed personnel will receive continuing education in inclusion.
- Increase the number of students reaching Level III: Advanced Academic Achievement on each of the 2016 STAAR tests by 10% by providing challenging enrichment activities through BOOST classes

- PLCs will monitor student achievement each six week through bi-weekly meetings with team.

School Culture and Climate

What were the identified strengths?

- The student survey about the school shows that most believe teachers expect them to do their best (98%), are treated fairly by teachers(88%), want to go to college (97%), say learning is important (94%), believe school rules are clear (97%), can tell an adult if they are bullied (85%), say their family wants them to do well in school (99%)
- Professional Learning Communities (PLCs) meet regularly to conduct group studies in order to improve instruction and to discuss individual and group student needs.
- PLCs have improved the ability to monitor student progress and make parent contacts.
- Rewards for perfect attendance are creating awareness among students and parents. The number of students with perfect attendance has increased dramatically since this started.
- BIS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging.
- Students are taught to treat each other with respect and to value the worth of each person.
- Teachers strive to meet the individual needs of students and treat them with respect and with dignity.
- Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.
- We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment.
- We set high standards for good behavior and for academic achievement. Many different methods are employed to produce both.
- Good citizens are recognized each six weeks with the “Cool Kids Award” because it is cool to be good at BIS.
- The student survey about the school shows that most believe teachers expect them to do their best(98%), are treated fairly by teachers(88%), want to go to college (97%), say learning is important (94%), believe school rules are clear (97%), can tell an adult if they are bullied (85%), say their family wants them to do well in school (99%)

What were the identified needs?

- The student survey about the school shows that many students do not feel happy at school (38%), don't get help on their school work from their parents (27%), and don't feel that students treat each other with respect (60%)
- We still have not effectively established a good tracking system to monitor student progress, behavior, and motivation across the various teachers' classrooms.
- A different method of surveying parents needs to be done next this year due to parent participation in the online school climate survey in spite of a School Announcement call out to all parents and a letter being sent home.
- PLCs accomplish some of this but time is limited and the focus is not always on the whole child as much as it is on student achievement, common assessments, and decisions concerning improving instruction to facilitate improvement
- Many students exhibit a lack of motivation and little understanding about how they impact their own success
- Bullying is always of concern and even though we have not had major issues with it, we need to remain vigilant and proactive in preventing it from happening.

What are the priorities?

- Actively promote rewards and awards for scholarship, attendance, good behavior and good citizenship through consistent promotional activities including competitions between groups, locker tags, visual reminders (posters, flyers), School Announcement broadcasts, regular PA announcements, and classroom reminders by teacher.
- Fully utilize the PLC Teaming time to monitor the behavior and academic success of students and to track student progress, motivation, and behavior across the TEAM classrooms.
- Parents allowed to request specific teacher for ARDs.
- Parent conferences be scheduled during recess or before school so that multiple teachers can attend
- Lack of parent participation in school climate survey, a student reward (per team) competition be established for the most parent survey returned
- Relocate STAAR subject classrooms to more quiet areas when possible.
- Teachers would like to request students not be called out of core classes to have school pictures taken but instead be called out of P.E. or music class.
- Conflict resolution groups be included to address bullying and respect issues.
- Instructional assistants be dedicated to core area to enhance student success.
- Snacks be provided for after school tutorials
- Tier 2 classes have not been as successful as hoped. Another approach needs to be considered.
- Continue student motivation program such as Character counts in order to encourage responsible behavior through intrinsic motivation and self-discipline. According to last year's student survey, there needs to be an emphasis on helping students learn to treat each other with respect.

Staff Quality/Professional Development

What were the identified strengths?

- In 2014-15 teachers received training in and implemented Fundamental 5, Kilgo scope and sequence, professional learning communities (PLCs), Webbs Depth of Knowledge, ELL, and ipads.
- Our most qualified teachers are assigned to work with our students who exhibit the greatest academic needs.
- All teachers at BIS are highly qualified and hold certifications required to teach our students. In addition, our instructional assistants are all TEA certified paraprofessionals with college education backgrounds.
- Feedback regarding teacher performance is provided to teachers through PDAS evaluations and through formal and informal classroom observations.
- The PDAS System also tracks continuing education of teachers and insures that there is continuous improvement.
- Professional development is based upon need. This is determined by desegregating data and identifying our areas of weakness.

What were the identified needs?

- We need to do book studies in the PLCs that focus on improvement of instruction
- Request forms for professional development need to be simplified. They take too long to fill out which can deter teachers from taking advantage of training that they would like to attend and which would help achieve the goals of the school
- New teachers on campus and especially new teachers to the profession need to be mentored specific to the school. We have a rigorous schedule and it can be difficult to learn how it all works.
- Our staff needs to continue focusing on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning
- New teachers need the opportunity to observe their mentor teachers while they are teaching and vice versa.

What are the priorities?

- Continue to implement, The Fundamental 5 – The formula for Quality Instruction by Cain and Laird, and Teaching with Love and Logic by Fay and Funk.
- Ensure that all core subject teachers are ESL certified.
- In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities
- Principals will attend the technology conference from TCEA
- Nina Mankins will continue to consult BIS teachers and administrators.

Curriculum, Instruction, Assessment

What were the identified strengths?

- Newly implemented NWEA Map testing give us great data on student progress and needs.
- Curriculum and instruction are driven by data collected from multiple assessments
- Scores on common assessments which test the TEKS to be covered each six weeks reflect increased rigor and which the depth and complexity of the curriculum.
- ZAP (Zeroes Aren't Permitted) has been effective and should continue to be used to insure student success.
- Teachers then meet in PLC groups two times each week to discuss what can be done to help the students to succeed.
- Teachers are provided with one day each six weeks for resource calibration and collaborative lesson planning with other teachers in their subject area.
- Students preparing for the second administration of the STAAR Math Test were provided with an average of 3.5 hours per day of intensive accelerated instruction and practice based generally on SE needing improvement. This included time spent in after school tutorials
- Students preparing for the second administration of the STAAR Reading Test were provided with an average of 3 hours per day of intensive accelerated instruction and practice generally based on SE needing improvement. This included time spent in after school tutorials
- Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher determine if instruction is adequately covering all required TEKS
- a variety of research based programs are utilized to provide instruction and assessment: Study Island (math, reading, science), Stem Scopes (science), Voyager Reading, V-Math, iStation (reading).
- An emphasis on 21st century learning skills can be seen through the incorporation of Smart Board lessons, document cameras, and student computers in the classrooms. Teachers have made an improved effort to increase the amount of technology used in lessons by having students create videos, word clouds, and complete web-quests.
- STAAR One is used to produce rigorous common assessments administered each six weeks. The rigor of the reading assessments has helped students' skills to develop as evidenced by improved STAAR scores in reading.
- Math teachers finish covering all tested Student Expectations/TEKS over a month before the STAAR test, which allows them to spend the weeks before the test reviewing

What were the identified needs?

- New baseline assessments to use throughout the year to monitor progress and plan instruction are needed.
- Create six weeks assessments that are rigorous and reflect the depth and complexity of the TEKS
- Provide 1 to 5 teacher and assistant/student ratio in core reading and math classes for students who were the least successful on their 4th grade STAAR tests.
- Provide accelerated instruction between the first and second administrations of the STAAR math and reading that is individualized with respect to the specific SEs needing to be re-taught.
- Provide accelerated instruction from the first six weeks of school for students who were not successful on the STAAR Reading and Math tests in the fourth grade (and fifth grade for students who were retained)
- Updating/purchasing Vmath (newer) edition teacher packet and student computer component or use old outdated books and purchasing computer component only for next year.

What are the priorities?

- Replace ALEKS math with Compass math.
- Utilize the STAAR Maker software to create six weeks common assessments that are rigorous and reflect the depth and complexity of the TEKS.
- A new online Lesson Plan Template has been developed and teachers are now using it. TEKS audits are done easily and instantly.
- Zeroes Aren't Permitted (ZAP) will continue this year to help students be successful academically.
- Accelerated Instruction after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests.
- Accelerated Instruction would more likely be individualized according to specific SE before the second administrations in May if teachers were given a day out of the classroom to analyze STAAR data from the first administrations in April.
- Continue providing core teachers one full day out of the classroom each six weeks for resource calibration and collaborative lesson planning with their subject area colleagues
- Continue to utilize a variety of research based resources to provide instruction, assessment, and STAAR preparation: Study Island reading, (science), Stem Scopes (science), Voyager Reading, iStation (reading), Compass (math)]
- Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments so that classroom instruction, tutorials, and accelerated instruction can be specific to student need.
- BIS will add a Liaison to help with academic best practices.

School Context and Organization

What were the identified strengths?

- The Master Schedule provides time for tutorials, enrichment, and accelerated instructions specifically for STAAR preparation.

- Small classes with low teacher/Assistant to student ratios are provided for students who have not exhibited success on the STAAR test during the previous year.
- As requested a teacher/campus representative attends staff meetings at the beginning of the year with Central Administration staff at which curriculum, assessment, and other important classroom matters are being discussed.
- Teachers and staff have high expectations for students.
- There is a strong student support structure in place.
- A campus level professional learning communities (PLC) work collaboratively to improve student achievement.
- Staff, parents, and community members work collaboratively in the campus level decision making process.
- The campus is situated on one hall way allowing for a strong feeling of community among staff and students.
- Once again, the teacher survey showed that teachers felt good about the school, the administration, the academic rigor, and the way children are cared for and nurtured.
- Teachers are provided 60 minutes per week for professional development. In addition, they are encouraged to participate in training events of their choosing.
- Duty schedules are developed to allow teachers to participate in PLCs and faculty meetings.

What were the identified needs?

- Instructional Assistants need to be more involved and teachers need to communicate expectations better.
- More parental involvement.
- The school counselor needs to be more visible on campus by visiting classrooms and informing students about what she does and how she can help them.
- We recommend that professional learning communities that work across grade levels to assist in student achievement be established.
- Recommend having Instructional Assistants work ZAP in order to free up teachers for after school tutorials.

What are the priorities?

- Have the counselor visit classes at the beginning of the year and introduce herself and the services she provides to students, parents, and teachers.
- Continue to involve a BIS teacher (or teachers) as campus representatives at district level administration meetings when campus liaisons from other campuses are invited.

Technology

What were the identified strengths?

- Five student computers have been provided in each classroom.
- The majority of classroom projectors were replaced/repared/adjusted to correct the glare issue when lights were on in classrooms.
- A mobile iPad lab for teacher/student use is available to be checked out from library for use in the classrooms.

- All core subject teachers were provided with an iPad.
- Wireless access to the internet is available throughout the school.
- The BIS computer lab is equipped with newer computers.
- Smart boards, document cameras, overhead projectors, three student computers and a teacher computer are in every core subject classroom
- Computer Tech on campus daily
- A variety of educational software programs for instructional purposes, especially STAAR preparation (Study Island [reading, & science], Voyager Passport, V-math, I-Station, various online support for curriculum instruction) is available to use.

What were the identified needs?

- Several older student computers in classrooms are not fast enough to run available software and need to be replaced.
- Projector in room 116 is in need of additional adjustments to resolve glare issues.
- Document cameras are aging, so images produced by them are not sharp enough to be seen without turning off classroom lights (even then images are still not clear). This issue is of greatest concern in room 122.
- Software programs are not always provided in Spanish. This would be helpful for new students who do not have English language skills.
- The fine arts room needs a Smart board to provide additional learning opportunities for students.
- Science teachers request Stem Scopes access to better prepare students for the STAAR test.
- More training in use of iPad for mobile teaching
- Software for using iPad in mobile teaching
- Monthly PLC meetings to focus on sharing and gaining current information about using teacher iPads
- Wiring for computers on both sides of the classroom to allow for the re-arranging of classrooms
- Classroom computers need to be cleaned monthly due to excessive dust in classrooms.

What are the priorities?

- Replace older student computers in classrooms as needed. (Greatest need appears to be in Voyager classroom.)
- Replace or adjust projector in room 116 to resolve glare issues.
- Replace document cameras that display low quality images. (This is of greatest concern in room 122.)
- Provide software in Spanish for core subject areas.
- Provide fine arts room with a Smart board.
- Provide Stem Scopes material to science teachers.
- Provide additional training in use of the teacher iPads.
- Provide necessary software for iPads to be used for mobile teaching in classrooms.
- Provide time for monthly PLC meetings to focus on using teacher iPads in classrooms.
- Provide additional outlets necessary for computers and other electrical equipment that will allow computers and furniture to be re-arranged as needed in classrooms.
- Provide custodial staff with canned air for cleaning dust from classroom computers.

Family and Community Involvement

What were the identified strengths?

- Extracurricular programs continue to draw parent and community support with well-attended seasonal performances including Christmas and Veterans Day musical programs.
- A record high attendance of Fiesta Night was instrumental in raising over \$2000 which covered the entire cost of student yearbooks for 2014-15. This was achieved by asking parents to work alongside their children in 30-minute activity shifts that served as fundraisers. Follow-up letters, written by students, thanked businesses and parents for their contributions toward the success of Fiesta Night.
- Parents and family members filled the auditorium until overflowing to attend the annual Christmas Musical presentation.
- Timely access to information is currently provided with a call-out phone system that informs parents of events that affect student/parent participation and involvement (bad weather, report cards, progress reports, school events)
- The annual STAAR picnic initiates a school/parent rapport by welcoming parents and other family members to eat lunch with BIS students and staff while listening and learning about the Student Success Initiative (SSI) and Title I programs.
- At least one BIS teacher each month attended PTO meetings, using a sign up method so that the support from teachers continued throughout the year.

What were the identified needs?

- Parents are an important part of BIS and we depend upon them to help us achieve our goals. We continue to see student success directly related to how involved parents choose to be in their children's education. The lack of parent involvement is often related to a student's inadequate achievement and inappropriate behavior.
- Involve more community business and professional leaders by inviting them to speak to classes.
- We need to find creative ways to recognize parents and community members who volunteer for the school.
- Communication between the school and parents can always improve. The SchoolWay app has been introduced to improve communication between school and home, but it has received limited use by both teachers and parents. Incentives to use SchoolWay app in the form of contests, drawings, etc. may need to be explored.
- Parents' needs as they seek to support the challenges their child faces in fifth grade must be addressed early in the school year and acknowledged throughout the school year.

What are the priorities?

- Parent questionnaires will be an intrinsic part of all parent involvement activities, beginning with New Year/Open House events, post extracurricular performances, STAAR picnic, etc. Consistent feedback from parents will provide a foundation for better communication in the future.
- A contest similar to BMS in which the team (Rock STAAR, Super STAAR, or All STAAR) receives a reward for having the most parent questionnaires returned should be considered.
- Develop a "Wall of Fame" for those people who volunteer in exceptional ways for the school. In addition, parents and community members who contribute to the overall success of BIS will be honored with a luncheon, entry on the Wall of Fame, or some other visible means of

appreciation.

- Invite members of Leadership Borger to come to the school and discuss community involvement and their professional activities. In addition, a liaison between school and community members will create a contact list of businessmen and women, local government representatives, etc. for teachers to access in planning guest speaker events.
- BIS teachers and staff will continue to involve parents more in the progress of their children's academics and behavior by increased direct contact through phone calls and email, the regular distribution of campus publications, improved PTO meetings, and campus events directed toward parents which will provide relevant information and opportunities for parents to grow in their involvement
- BIS will conduct Parent Night events during the year that will involve students, parents, and teachers. A meet and greet event should be scheduled early in the school year, apart from the New Year event, that allows parents and teachers to meet in a friendly, relaxed environment such as an outdoor cookout.
- Invite parents to STAAR/SSI Picnic in September.

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2015-2016 school year.

Objective 1. Because individual assessment is an important indicator of quality teaching and successful learning, it is our goal to achieve the “Met Standard” Accountability Rating from the Texas Education Agency by meeting the required scores on the Performance Index Summary in Student Achievement, Student Progress, and Closing Performance Gaps; earning “Distinction” in at least two of three applicable indices; and meeting 100% of System Safeguard Indicators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize the Kilgo Scope and Sequence to align curriculum and prepare students for the STAAR. In order for teachers to do this, they will have opportunity for training in components of Kilgo. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	Summer Training, Lesson Plans, Principal Obsrv	(F)CSCOPE Curriculum, (F)Federal Grants	Summative - Principal observations, lesson plan audits, teacher/principal conferences, results of the 2014 reading and math STAAR
2. Provide teachers with opportunities for professional development in research based instructional strategies to use in the reading, math, and science classrooms. (Title I SW: 1,2,3,4) (Target Group: All, ECD, LEP, SPED) (NCLB: 1,2)	Director of Federal Programs and Instruction, Principal, Teacher(s)	each six weeks	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of Professional Development activites individually and for the school.
3. Students with a history of not being successful on state assessments and/or students who are not successful on regular common assessments/benchmarks in reading will be provided with interventions during the school day and/or during extended day instruction after school. (Title I SW: 2,9) (Target Group: H, ECD, LEP, SPED, 5th) (NCLB: 1,2)	Director of Federal Programs and Instruction, Principal, Teacher(s)	Each six weeks begining the first day of school	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (S)State Grants	Summative - Attendance rolls and lesson plan sheets for extended day reading classes
5. Academic "BOOST" classes in reading, math, and science will be conducted during the last hour of each day. All students will participate in learning activities that are different from those used in regular classes. CSF: Increased Learning Time (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Each Six Weeks	(F)Federal Grants, (S)State Grants	Summative - STAAR Prep lesson plans and materials prepared by the reading teachers to be used in all classrooms and Principal observations

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Resources (STAAR One, STAAR Maker, DMAC) will be utilized to create and administer common benchmark assessments over the reading, math, and science TEKS at the end of each six weeks. These will reflect the depth and complexity of the TEKS that have been taught. Results will be used to plan instruction and individual student interventions (Rtl) for the next six weeks. (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 1,2)	Teacher(s)	Each Six Weeks	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Teacher reports of results of the six weeks benchmark assessments in DMAC, Lesson Plan audits, principal/teacher conferences, and Rtl committee meeting minutes
7. Students with a history of not being successful on state assessments in math and/or students who are not successful on regular benchmarks in math and science may have extended day instruction provided to them. CSF: Improve Academic Performance. (Title I SW: 1,3,8,9) (Target Group: All, H, ECD, LEP, AtRisk, Dys) (NCLB: 1,2)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	ongoing	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Attendance records of Extended day classes, minutes of Rtl meetings
8. Reading, math and science knowledge and skills will be improved through the use of the Compass Math/Study Island/iStation/Think Through Math Lab, and the mobile iPad Lab. Each Math, reading, ELA, and science teacher will take his/her students to the lab four or five times per month for an average of 18 sessions per student. (Title I SW: 1,9,10) (Target Group: All, H, ECD, LEP, SPED, 5th) (NCLB: 1,2)	Campus Instructional Technologist, Core Subject Teachers, Principal	Monthly, ongoing	(L)Local Taxes and State Per Capita Allotments	Summative - Weekly and monthly Study Island classes, Compass Math classes and individual student reports; Lesson Plan audits
9. Address Student Expectations which are identified as weaknesses by longitudinal historical data and target them early in the year by developing lesson plans which regularly spiral instruction for them throughout the year. System safe: Hisp. Sci. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Principal	Ongoing	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plan audits; principal observations, PDAS

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Professional Learning Communities (PLCs) will study student data from universal screenings and from six weeks benchmarks and determine appropriate interventions for students based on individual needs. CSF: Increase the Use of Quality Data to Drive Instruction (Title I SW: 1,2,3,4,8,9) (Target Group: All, H, ECD) (NCLB: 1)	Principal, Teacher(s)	Ongoing	(F)Professional Development, (O)Access to Student Performance Data, (O)Campus Based Professional Development, (S)State Compensatory	Summative - PLC Minutes STAAR Results
11. All teachers of core classes will be given the opportunity one day out of the classroom each six weeks to participate in "Treasure Hunt - Resource Calibration" meetings with other teachers teaching the same core subjects. They will utilize a variety of curriculum materials and a variety of other resources to cooperatively prepare high quality TEKS based lesson plans that are at the depth and complexity of the STAAR. (Title I SW: 1,8) (Target Group: All, 5th) (NCLB: 1,2)	Personnel Director, Principal, Teacher(s)	Each six weeks	(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (O)Access to Student Performance Data, (O)Personnel, (O)Resource Calibration Instrument, (O)Teacher pedagogy, (S)Local Funds	Summative - Lesson Plan Audits District Calendar of Treasure Hunts
12. PBM: All Core Teachers will utilize ELPS in lesson planning and post language goals (listening, speaking, reading, writing) in their rooms daily incorporating them into their instruction. (Target Group: LEP, 5th)	Assistant Principal(s), Principal, Teacher(s)	August through May	(O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)Personnel	Summative - Principal Observations and evaluations Lesson Plan Audits
13. Teachers will participate in professional development on lesson planning and instructional implementation to increase rigor and alignment to the depth and complexity of the TEKS (Title I SW: 1,3,4) (Target Group: All, 5th) (NCLB: 1)	Core Subject Teachers, Executive Director of Special Programs, Principal, Professional Educational Consultants	August through November	(F)Professional Development, (F)Title IIA Principal and Teacher Improvement	Summative - Professional Development Schedule Sign-in sheets PDAS Observations
14. In order to improve Hispanic students' Science STAAR test scores students will be in more BOOST classes for science. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	August through May	(F)Title IIA Principal and Teacher Improvement	Summative - Lesson Plan Audits

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2015-2016 school year.

Objective 1. Because individual assessment is an important indicator of quality teaching and successful learning, it is our goal to achieve the “Met Standard” Accountability Rating from the Texas Education Agency by meeting the required scores on the Performance Index Summary in Student Achievement, Student Progress, and Closing Performance Gaps; earning “Distinction” in at least two of three applicable indices; and meeting 100% of System Safeguard Indicators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. Reading, ELA, math, and science teachers will increasingly use technology such as Smartboards and the Mobile iPad Lab, and the Compass Math/Study Island/iStation/Think Through Math computer lab to differentiate instruction in order to engage students more actively in the lessons taught. (Title I SW: 1,3) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Director of Technology, Principal, Special Education Teachers	August through May	(F)Federal Grants, (S)Local Funds, (S)State Grants	Summative - Principal observations, lesson plan audits, software program reports
16. The campus will seek to implement a teacher IPAD program in tested subjects to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classroom.	Director of Federal Programs and Instruction, Director of Technology, Principal	November through May	(L)Local SSA (Shared Services Arrangement)	Summative - Principal Observations Budget Expenditures
17. In April during the week prior to the administration of the Science STAAR, all BIS core teachers will participate in a “Five Day Science Academy” by teaching lessons based upon targeted science TEKS every day prior to the Science STAAR, giving students the equivalent of 25 extra science periods immediately before the test. Lesson plans and materials will be provided by the science teachers. System safe: Hisp. Sci. (Target Group: All)	Principal, Teacher(s)	April	(O)Educator Lesson Plans, (O)Materials, (O)No Associated Cost, (O)Personnel	Summative - Teacher Lesson Plan Audits Principal Observations
18. BIS teachers will continue to use Zeroes Aren't Permitted (ZAP) to encourage student learning. Students who do not turn in assignments when due will be asked to stay after school and complete the work. (Title I SW: 9) (Target Group: All, 5th)	Assistant Principal(s), Core Subject Teachers, Principal	August through May	(O)Personnel, (S)Local Funds	Summative - Daily ZAP roster

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2015-2016 school year.

Objective 1. Because individual assessment is an important indicator of quality teaching and successful learning, it is our goal to achieve the “Met Standard” Accountability Rating from the Texas Education Agency by meeting the required scores on the Performance Index Summary in Student Achievement, Student Progress, and Closing Performance Gaps; earning “Distinction” in at least two of three applicable indices; and meeting 100% of System Safeguard Indicators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
19. So that Accelerated Instruction can be individualized according to specific SE before the second administration of the STAAR Reading in May, teachers will be provided the time to analyze STAAR data for students who failed to meet the passing standard on the first administration of the STAAR and plan appropriate intervention strategies. (Title I SW: 9)	Core Subject Teachers, Principal, Special Education Teachers	April	(O)Educator Lesson Plans, (O)Staff Time, (S)Local Funds	Summative - AESOP Records
20. An online Lesson Plan Template has been developed and will be utilized by teachers to develop lesson plans and track SE frequency. TEKS audits can done easily and instantly so the teacher can plan more instruction effectively and ensure that all TEKS are taught in a timely way and covered adequately in preparation for STAAR testing. (Title I SW: 1,2,9)	Assistant Principal(s), Principal, Teacher(s)	August through May	(O)Educator Lesson Plans	Summative - Lesson Plan Audits Principal Observations PDAS Evaluations

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2015-2016 school year.

Objective 2. Based upon student performance on the 2015 STAAR, Margaret Kilgo research, DMAC data in Reading, Math, and Science, universal screenings, six weeks common assessments, MAP Assessments, and the most current classroom information, Reading/ELA, math, and science teachers will develop and implement strategies to improve the academic strengths of students and add value to their learning. Differentiated Instruction strategies (The Fundamental 5) along with the ELPS (English Language Proficiency Standards) will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Because an effective plan for improving student learning and instruction will involve the use of technology(iStation,Study Island,Think Through Math, Compass Math etc.), BIS will continue to utilize a dedicated paraprofessional position for the operation and maintenance of our computer lab. (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Personnel Director, Principal, Superintendent(s)	August 2012	(O)Personnel, (S)Local Funds	Summative - Staff Roster
2. BIS will begin using the Measures of Academic Progress (MAP) from Northwest Evaluation Association (NWEA) assessment program to assess student academic skills in math, reading, and science. The students will be tested three times this year and the data used to plan interventions. (Title I SW: 1,9) (Target Group: All, 5th)	Director of Technology, Principal, Superintendent(s), Teacher(s)	November - May	(O)Personnel, (S)State Compensatory	Summative - Testing Calendar Assessment Data Intervention Plans Principal Observations

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2015-2016 school year.

Objective 3. Staff will receive professional development to support the delivery of relevant and rigorous curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Reading, ELA, math, and science teachers will increasingly use technology such as Smartboards and the Study Island/iStation/Think Through Math computer lab to differentiate instruction in order to engage students more actively in the lessons taught. Science teachers will utilize stems provided with the new textbook materials. System safe: Hisp. Sci. (Title I SW: 1,2,3,4,6,8) (Target Group: All, H, ECD, ESL, LEP, SPED, AtRisk, 5th) (NCLB: 1,2,3,4,5)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p>	<p>Each Six Weeks</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (S)State Grants</p>	<p>Summative - Principal observations, lesson plan audits, Study Island Reports</p>
<p>2. In order to improve the pedagogical knowledge and skills of teachers to improve instruction and learning this year we will study the books, The Fundamental 5 – The formula for Quality Instruction by Cain and Laird, and Teaching with Love and Logic by Fay and Funk. (Title I SW: 1,2,4)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August through May</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Staff Time</p>	<p>Summative - PLC Minutes and Agendas Staff Development Agendas</p>

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2015-2016 school year.

Objective 4. Instructional technologies and programs will be used to promote effective instruction and interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize student computers and the mobile iPad lab in each core classroom in order to increase student access to intervention and enrichment programs. CSF: Increased Learning Time (Title I SW: 1,2) (Target Group: All, 5th) (NCLB: 1)	Campus Instructional Technologist, Core Subject Teachers, Director of Technology, Principal, Superintendent(s)	Ongoing	(S)Local Funds	Summative - Technology budget
2. Students with Dyslexia will receive daily instruction in a supplemental program by a certified dyslexia teacher (Title I SW: 1,3,9) (Target Group: Dys, 5th, 504) (NCLB: 1,3)	Dyslexia specialist	August through May		Dyslexia class schedule and record of attendance

BORGER INTERMEDIATE

Goal 2. PBM: BIS Students with Limited English Proficiency (LEP) will receive rigorous instruction and assessment in core academic classes evidenced by success on the STAAR reading, math, and science assessments and individual progress on the the TELPAS (Texas English Language Proficiency Assessment System).

Objective 1. PBM: Provide a variety of teaching and intervention strategies in order to help Limited English Proficient (LEP) students in ESL and Bilingual programs to show significant progress in core academic classes and have success on the STAAR reading, math, and science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ESL students in all core classes will be taught by highly qualified teachers with ESL endorsements. (Title I SW: 1,3) (Target Group: LEP) (NCLB: 1,2,3)	Core Subject Teachers, Director of Federal Programs and Instruction, Personnel Director, Principal	Ongoing	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of teaching certificates; campus master schedule
2. PBM: Teachers of ESL and Bilingual students will receive training in and use the ELPS, and other scientifically proven strategies for successfully teaching LEP students. (Title I SW: 1,3,4) (Target Group: LEP) (NCLB: 2,3)	Executive Director of Special Programs, Personnel Director, Principal, Teacher(s)	ongoing	(F)Federal Grants, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (O)Access to Student Performance Data, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Educator Lesson Plans, (O)Resource Calibration Instrument, (O)Teacher pedagogy, (S)State Compensatory	Summative - Professional Development records Lesson Plan Audits
3. PBM: ESL and Bilingual students will be provided daily instruction designed specifically to improve academic vocabulary skills. Each teacher will have the academic vocabulary learning objective posted in the room each day. (Title I SW: 1,9) (Target Group: LEP) (NCLB: 2)	Principal, Teacher(s)	daily	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plan audits, principal's classroom observations
4. Bilingual teachers will utilize the iStation reading program to improve the reading skills of bilingual students. (Title I SW: 1,9) (Target Group: LEP) (NCLB: 1,2)	Director of Federal Programs and Instruction, Principal, Teacher(s)	ongoing beginning in October	(F)Federal Grants	Summative - iStation progress reports, principal observations, STAAR results
5. PBM: ESL/Bilingual students who are significantly below grade level in reading and math will receive instruction through the iStation reading program, Study Island, and the VMath and Compass Math programs. (Title I SW: 1,9) (Target Group: ESL, 5th) (NCLB: 1,2)	Director of Federal Programs and Instruction, Principal, Teacher(s)	beginning in September and ongoing	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Voyager and VMath progress reports, Rtl meeting minutes, principal observations

BORGER INTERMEDIATE

Goal 2. PBM: BIS Students with Limited English Proficiency (LEP) will receive rigorous instruction and assessment in core academic classes evidenced by success on the STAAR reading, math, and science assessments and individual progress on the the TELPAS (Texas English Language Proficiency Assessment System).

Objective 1. PBM: Provide a variety of teaching and intervention strategies in order to help Limited English Proficient (LEP) students in ESL and Bilingual programs to show significant progress in core academic classes and have success on the STAAR reading, math, and science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. PBM: Professional development to strengthen the rigor of curriculum and instruction for English Language Learners will be provided by El Saber instructional consultants. (Title I SW: 1,3) (Target Group: LEP, 5th) (NCLB: 2)	Professional Educational Consultants	October	(F)Title IIA Principal and Teacher Improvement	Summative - Professional development calendar
7. Provide educational software Programs in Spanish for Hispanic students who are non-English speakers. (Title I SW: 1,2,9) (Target Group: H, LEP)	Director of Federal Programs and Instruction, Director of Technology, Principal	on going	(F)Title I, (L)Local Projects, (S)Local Funds	Summative - Budget Expenditures

BORGER INTERMEDIATE

- Goal 2.** PBM: BIS Students with Limited English Proficiency (LEP) will receive rigorous instruction and assessment in core academic classes evidenced by success on the STAAR reading, math, and science assessments and individual progress on the the TELPAS (Texas English Language Proficiency Assessment System).
- Objective 2.** PBM: BIS will seek to provide more role models and language assistance to LEP students by establishing greater diversity among the faculty through the recruitment of Spanish speaking staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will seek to interview potential Hispanic, Spanish speaking, highly qualified teachers and staff members in order to provide support for our Spanish Speaking Bilingual and LEP students. CSF: Increase Teacher Quality (Title I SW: 1,2,3,5) (Target Group: H, LEP, 5th) (NCLB: 2,3)	Assistant Superintendent(s), Personnel Director, Principal, Superintendent(s), Teacher(s)	April through July	(S)Local Funds, (S)State Compensatory	Summative - Schedule of Interview Committees

BORGER INTERMEDIATE

Goal 3. BIS will utilize the Rtl process (Response to Intervention) to identify students who are in need of academic and behavioral interventions in order to be successful learners.

Objective 1. Identifying and intervening with students in need.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal screenings in math and reading will be conducted at the beginning of the year to identify students who are significantly below grade level academically and in need of interventions. (Title I SW: 1,9) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal	August and September	(L)Local Taxes and State Per Capita Allotments	Summative - copies of individual student screenings; Rtl committee meeting minutes
2. Students who have a history of not being successful on state assessments in math and reading and who are two or more grade levels behind academically will be eligible for participation in the Voyager Reading program and the VMath Math program. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August and September, then ongoing	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Rtl Meeting minutes and Voyager and VMath student progress reports
3. Students who have scored significantly below the passing standards on state assessments in reading and math in the third and fourth grades will receive interventions in regular math and reading classes with small enrollments, and with both a regular teacher and a paraprofessional who is a certified teacher so that they may receive more individualized assistance. CSF: Improve Academic Performance (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal	Ongoing	(L)Local Taxes and State Per Capita Allotments	Summative - Master schedule, student schedules
4. Supplemental staff positions will be utilized to support accelerated instruction for at-risk students. (Title I SW: 1,9,10) (Target Group: AtRisk) (NCLB: 1)	Dyslexia specialist, Executive Director of Special Programs, Principal, Teacher(s)	August through May	(F)Title I, (S)State Compensatory	Summative - Tutorial Schedules Dyslexia Schedules
5. TEAM PLCs will develop a tracking system to monitor student progress, behavior, and motivation across teachers' classrooms in order to focus on the needs of the whole child and plan interventions with students and communications with parents. (Title I SW: 1,2,4,6,9,10) (Target Group: All, 5th) (NCLB: 1)	Principal, Teacher(s)	September through May	(O)Personnel, (O)Staff Time	Summative - PLC minutes and action plans

BORGER INTERMEDIATE

Goal 3. BIS will utilize the Rtl process (Response to Intervention) to identify students who are in need of academic and behavioral interventions in order to be successful learners.

Objective 1. Identifying and intervening with students in need.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Accelerated Instruction will be provided after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests. (Title I SW: 9)	Assistant Principal(s), Core Subject Teachers, Principal	October through May	(O)Materials, (O)Staff Time, (S)Local Funds	Summative - Rtl Records Accelerated Instruction Rosters

BORGER INTERMEDIATE

Goal 4. BIS Will Maintain a Positive and Safe School Environment That Supports Learning

Objective 1. Make School a Safe Place for Students and Teachers

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide bullying prevention training to all persons on campus to whom students may report bullying, including the Principal, teachers and paraprofessionals, the School Nurse, the School Counselor, and the School Resource Officer. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, School Nurse, SRO Officer, Teacher(s)	August through November	(F)Federal Grants	Summative - Professional Development Records
2. Hallway cameras will be monitored to insure safety and to prevent crimes. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	Ongoing	(L)Agency Funds (ie: Student Activity Funds), (L)Local Projects	Summative - Discipline reports, Bullying Investigation forms.
3. Utilize the bully reporting software on the district's website by responding to reports of bullying at school. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Instructional Technologist, Principal	August through June	(L)Local Taxes and State Per Capita Allotments, (S)State Grants	Summative - Reports from the bully reporting site
4. Provide direct counseling services to students with emotional and behavioral problems when those problems are affecting the students' ability to learn and function at successfully school. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Counseling records, Rtl meeting minutes
5. Provide individual and group counseling to students identified as responsible for bullying at school in order to help them deal with the underlying issues. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Counseling records
6. We will participate in Red Ribbon Week activities using drug awareness materials, and coordination with the Borger Middle School Health classes, athletics, and Music Department to provide mentors for our 5th graders. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Instructional Services Coordinator, Principal, School Nurse, SRO Officer, Teacher(s)	October	(F)Title I, (L)Local Projects, (O)Access to facilities, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Schedule of activities
7. The number of security cameras at BIS will be increased from five to seven. (Title I SW: 1) (Target Group: All, 5th) (NCLB: 4)	Principal	August through January	(O)Personnel, (S)Local Funds	Summative - Installation of cameras and DVR

BORGER INTERMEDIATE

Goal 4. BIS Will Maintain a Positive and Safe School Environment That Supports Learning

Objective 1. Make School a Safe Place for Students and Teachers

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>8. BIS will institute a student motivation program such as Character counts in order to encourage responsible behavior through intrinsic motivation and elf-discipline. According to last year's student survey, there needs to be an emphasis on helping students learn to treat each other with respect. CSF: Improve School Climate (Title I SW: 1)</p>	<p>Assistant Principal(s), Counselor(s), Principal, SRO Officer, Teacher(s)</p>	<p>October through May</p>	<p>(O)Personnel, (S)Local Funds</p>	<p>Summative - Calendar of Events</p>

BORGER INTERMEDIATE

Goal 4. BIS Will Maintain a Positive and Safe School Environment That Supports Learning

Objective 2. Involve Students, Teachers, Parents, and the Community in producing a positive School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. BIS/BMS will actively enlist and train WATCH D.O.G.S. dads to volunteer at least one day per year to patrol inside and outside the school during the school day. The emphasis will be on having dads in the cafeteria during lunch times from 10:45 AM to 1:00 PM each day. CSF: Increase Family and Community Engagement (Title I SW: 1,6) (Target Group: All) (NCLB: 4)</p>	Principal	August through May	(L)Agency Funds (ie: Student Activity Funds), (L)Local Projects	Summative - Watch DOGS participation records
<p>2. Choose ten students each six weeks to honor as Cool Kids (It's Cool to Be Good at School) good citizens. Designate those ten students as the "Student Council" for the next six weeks and conduct at least one meeting in which to advise the principal on how to improve the school environment for students. (Title I SW: 1) (Target Group: All) (NCLB: 4)</p>	Principal, Teacher(s)	October through May	(L)Agency Funds (ie: Student Activity Funds)	Summative - Records of Cool Kid presentations and student council minutes

BORGER INTERMEDIATE

Goal 4. BIS Will Maintain a Positive and Safe School Environment That Supports Learning

Objective 3. BIS will support children in need

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS will participate in the Borger Snack Pack for Kids Program by identifying students in need, by helping pack the food, and by distributing the food to the students at school. (Title I SW: 1,2,9,10) (Target Group: ECD, Migrant, 5th)	Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s)	November thru May	(L)Local Projects, (O)Access to facilities, (O)Staff Time	Snack Pack distribution records
2. BIS will utilize community assistance to provide school supplies to students who are not able to purchase them. (Title I SW: 1,2,10) (Target Group: ECD, Migrant, 5th) (NCLB: 4)	Designee(s), Parent Involvement Coordinators, Principal	August through June	(L)Local Projects, (O)Personnel, (O)Staff Time	Summative - Record of students receiving assistance and organizations helping
3. BIS personnel will identify and provide assistance to students in severe need of clothing, shoes, coats, etc. and when needed, help provide for students and their families at Christmas. (Title I SW: 1) (Target Group: ECD, Migrant) (NCLB: 4)	Parent Involvement Coordinators, Principal, School Nurse, Teacher(s)	August through May	(L)Local Projects, (O)Staff Time	Summative - Record of students assisted
4. The School Counselor will provide counseling services to students experiencing educational, emotional, and/or behavioral problems due to family crises, grief, interpersonal relationships, abuse, illness, and other serious situations. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s)	August through May	(O)Personnel	Summative - Counseling referral and participation records
5. The School counselor will visit classes at the beginning of the year to introduce herself and the services she provides to students, parents, and teachers. (Title I SW: 1,9,10) (Target Group: All, 5th) (NCLB: 4)	Counselor(s), Teacher(s)	October	(O)No Associated Cost	Summative - Schedule of counselor visits to classrooms
6. Teachers will utilize past training in identifying and meeting the needs of economically disadvantaged, homeless, and severely impoverished students and then work together in their PLCs to plan intervention strategies specific to these needs. (Title I SW: 8,9,10) (Target Group: ECD, Migrant, AtRisk, 5th) (NCLB: 4)	Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	August In-Service and then ongoing	(F)Title I, (L)Local Projects, (O)Staff Time, (S)Local Funds	Summative - PLC agendas and minutes

BORGER INTERMEDIATE

Goal 5. BIS Will Improve Parental Involvement Through A Variety Of Methods and Activities

Objective 1. Because parental involvement is important to student academic achievement, BIS will seek to enlist more parents to be involved in the life of the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct Parent Nights in which parents are invited to the campus for various activities, training, and presentations, etc., such as Fiesta Night, Study Island Night, PTO Meetings, Singapore Math Night for Parents, and others. (Title I SW: 1,6) (Target Group: All, ECD, LEP) (NCLB: 1,2)	Principal, Teacher(s)	August through May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Calendar of events; parent sign-in sheets
2. BIS will make a concerted effort to invite parents to attend the Parent/Teacher Conferences in October. We will do this through letters sent home, phone calls to each parent, and conferences time schedules given to parents. (Title I SW: 1,6) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	September and October	(L)Local Taxes and State Per Capita Allotments	Summative - Record of schedules and parent sign-in sheets
3. BIS will host Parent/Student/Teacher Picnics in the fall where parents can come to the school at lunch, have a picnic with their children, and receive information about the school, Title I, the state testing calendar, and other information about the STAAR tests in the spring. (Title I SW: 1,6) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	October	(L)Local Taxes and State Per Capita Allotments	Summative - School events calendar; Parent Sign-in sheets
4. Parents will have opportunities for training through the campus and through the Parent Involvement Center. (Title I SW: 1,6) (Target Group: All, ECD, LEP, SPED, AtRisk) (NCLB: 1,2)	Counselor(s), Executive Director of Special Programs, Parent Involvement Coordinators, Principal, Teacher(s)	Ongoing	(F)Title I, (L)Local Projects	Summative - Campus activity calendar Parent Involvement Center records
5. Campus Parent Involvement Coordinators will work with teachers, parents, and the community to improve communication and parent and community involvement. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2)	Parent Involvement Coordinators	Ongoing	(F)Title I	Summative - Parent Involvement activities
6. Materials, supplies, and professional development activities will be utilized to increase parent involvement. (Title I SW: 4,6,10) (Target Group: All, 5th)	Principal, Teacher(s)	On-going	(F)Title IIA Principal and Teacher Improvement, (O)Personnel, (O)Staff Time	Summative - Budget Professional Development Records Parent sign-in sheets

BORGER INTERMEDIATE

Goal 5. BIS Will Improve Parental Involvement Through A Variety Of Methods and Activities

Objective 1. Because parental involvement is important to student academic achievement, BIS will seek to enlist more parents to be involved in the life of the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. BIS will use the School Announcement call-out system and the SchoolWay phone app for notifying parents and community members about events and parent involvement activities at the school. (Title I SW: 1,6) (Target Group: All, 5th)	Assistant Principal(s), Communications Coordinator, G/T Lead Teacher, Parent Involvement Coordinators, Principal, Superintendent(s), Teacher(s)	August - May	(S)Local Funds	Summative - Log of School Announcement messages Log of SchoolWay messages
8. BIS will develop a "Wall of Fame" by which outstanding volunteers will be honored with their photos displayed on the entrance hall wall. (Title I SW: 6) (Target Group: All, 5th)	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	October through May	(O)Staff Time, (S)Local Funds	Summative - Display of photos on the wall.
9. BIS will develop a Community Leaders Forum for the purpose of letting our students meet and interact with a variety of business and community leaders. We will do this by inviting these leaders to come to the school and share their stories about what they do in their professions and in the community. (Target Group: All, 5th)	Parent Involvement Coordinators, Principal, Teacher(s)	October through May	(O)Staff Time	Summative - School Calendar of Events

BORGER INTERMEDIATE

Goal 6. BIS Students Will Achieve An Average Daily Attendance of 96%.

Objective 1. Realizing the importance of daily attendance with regard to student academic success, the Borger Intermediate School staff will comply with district policies for the strict enforcement of the state attendance laws in order to minimize gaps in learning that result from poor attendance by students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The BIS staff will seek to enlist the support of parents by communicating the importance of attendance with regard to student success. CSF: Increase Family and Community Engagement (Title I SW: 1,6,9) (Target Group: All) (NCLB: 2)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Records of parent contacts and letters; Attendance Committee records, Handbook
2. Every day, BIS office staff will contact by phone the parents of absent students when parents do not contact the school about absences. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 1)	Designee(s), Principal	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Records of parent contacts
3. The Principal will appoint a committee of teachers to serve on an attendance committee which will be responsible for determining credit for students who are not in compliance with attendance laws. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	Fall of 2011 through May 2012	(L)Local Taxes and State Per Capita Allotments	Summative - Attendance Committee Meeting minutes
4. BIS administration will work closely with the BISD Attendance Officer and with the county Justices of the Peace to help parents who are not complying with attendance laws understand the importance of doing so. Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress. (Title I SW: 1,6) (Target Group: All) (NCLB: 5)	Designee(s), Parent Involvement Coordinators, Principal		(O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Attendance records/Court records
5. Each Six Weeks, students with perfect attendance will be entered into a drawing for a \$50 gift card to the local business of their choice. Students with perfect attendance for the year will be entered into a drawing for a \$100 gift card to the business(es) of their choice. (Title I SW: 1,6) (Target Group: All, 5th) (NCLB: 4)	Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s)		(S)Local Funds	Summative - Record of attendance and prize awards.

BORGER INTERMEDIATE

Goal 7. BIS will Provide Opportunities for All Students to Develop as Well-Rounded Individuals

Objective 1. Our students will participate in a variety of curricular and extracurricular activities in order to develop as individuals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to provide a well-rounded education in the arts, Fine Arts classes at BIS will offer students a variety of educational and performance experiences in music, visual, and theater arts. Many genres of music will be explored and performed. Students will explore and produce various forms of visual arts. (Target Group: All, 5th)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Calendar of activities, student performances, UIL results, and guest performances
2. Physical fitness will be emphasized and students will participate in rigorous daily physical education classes that teach students the importance of a life long practice of exercise, healthy eating, and recreation. In the spring students will be assessed according to the required state fitness test in a variety of challenging activities. (Target Group: All)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Records of Physical Fitness tests.
3. All students will have the opportunity to tryout for inclusion on the UIL academic team for BIS. Students who make the team will participate in rigorous instruction and practice in order to prepare for the District UIL Academic Meet in November. (Target Group: All, 5th)	Principal, Teacher(s)	August through November	(L)Local Taxes and State Per Capita Allotments	Summative - UIL Records
4. BIS will cooperate with the BHS FFA faculty and the Hutchinson county 4H/Agrilife adjunct faculty, and allow students to participate in the various learning and performing opportunities FFA and 4H provides. (Title I SW: 10) (Target Group: All)	Designee(s), Teacher(s)	Ongoing	(L)Local Projects	Summative - School Calendar

BORGER INTERMEDIATE

Goal 7. BIS will Provide Opportunities for All Students to Develop as Well-Rounded Individuals

Objective 1. Our students will participate in a variety of curricular and extracurricular activities in order to develop as individuals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. BIS will develop a Community Leaders Forum for the purpose of letting our students meet and interact with a variety of business and community leaders. We will do this by inviting these leaders to come to the school and share their stories about their professions and the volunteer work they do in the community. (Title I SW: 1,6) (Target Group: All, 5th)	Parent Involvement Coordinators, Principal, Teacher(s)	November through May	(O)Educator Lesson Plans, (O)No Associated Cost, (O)Staff Time	Summative - School Calendar Lesson Plans

BORGER INTERMEDIATE

Goal 7. BIS will Provide Opportunities for All Students to Develop as Well-Rounded Individuals

Objective 2. Upgrade technology to better prepare our students for future education and work.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide academic software such as the Compass Math program, Study Island, IStation, and think-Through Math that will allow BIS students access to higher level differentiated instruction in computer applications as well as reading, math and science. (Title I SW: 1) (Target Group: All, 5th) (NCLB: 1)	Director of Federal Programs and Instruction, Superintendent(s)	Ongoing	(F)Federal Grants	Summative - Technology budget
3. Provide wireless internet access throughout the building. (Title I SW: 1,10) (Target Group: All, 5th) (NCLB: 4)	Campus Instructional Technologist, Director of Technology	January	(S)Local Funds, (S)State Compensatory	Summative - Completed project and installation of wireless modems throughout the building

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 1. All teachers will participate in an effective Professional Learning Community (PLC) that focuses on student learning through the improvement of teacher pedagogy. The PLCs will establish meeting agendas, keep minutes, and develop short-term and long-range goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The PLCs will establish meeting agendas, keep minutes, and develop short-term and long-range goals. (Title I SW: 1,4) (Target Group: All, H, ECD, LEP) (NCLB: 1)	Principal, Teacher(s)	Two times each week	(F)Professional Development, (F)Title I, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Staff Time	Summative - PLC agendas and minutes
2. Professional learning communities (PLC) will do studies which focus on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning. These studies will be based upon the identified needs of the students. (Title I SW: 1,4) (Target Group: All, 5th) (NCLB: 1,2)	Principal, Teacher(s)	Ongoing	(F)Title I, (O)Campus Based Professional Development, (O)Staff Time	Summative - PLC agendas and minutes
3. Request that Central Administration study the possibility of establishing vertical PLCs in math and reading that will involve multiple grade levels and schools. (Title I SW: 1,2,4,10)	Director of Federal Programs and Instruction, Principal	January	(O)Staff Time	Summative - District Calendar PLC agendas and minutes
4. Assign mentors to new teachers providing continuing assistance and guidance throughout the year for the purpose improving instruction and retaining new teachers in the district. Work collaboratively with central administration and the district's new teacher mentoring program. (Title I SW: 1,4)	Assistant Principal(s), Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s)	Monthly August through May	(O)Staff Time	Summative - Principal observations Principal/Mentor Conferences PDAS Summative Evaluations
5. In order to improve the pedagogical knowledge and skills of teachers to improve instruction and learning this year we will study the books, The Fundamental 5 – The formula for Quality Instruction by Cain and Laird, and Teaching with Love and Logic by Fay and Funk. (Title I SW: 4)	Assistant Principal(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	august through May	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time	Summative - PLC Minutes and agendas

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 2. Teachers and staff will participate in a variety of professional development opportunities which will prepare them to meet the needs of a diverse student population.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Teachers will be selected to attend Margaret Kilgo Training events. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All, 5th) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal, Superintendent(s), Teacher(s)	October, January, June	(F)Title IIA Principal and Teacher Improvement	Summative - Record Of Staff Development
3. Professional development, materials, and supplies will be utilized to strengthen reading instruction through the Borger ISD Literacy Initiative. CSF: Increase the Use of Quality Data to Drive Instruction. (Title I SW: 1,3,4) (Target Group: All, 5th) (NCLB: 1,2)	Director of Federal Programs and Instruction, Professional Educational Consultants	On-going	(F)Title IIA Principal and Teacher Improvement	Summative - Professional development sign-in sheets Budget
4. To enhance their skills, all teachers will have the opportunity to participate in professional growth activities. (Title I SW: 1,3) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	August through January	(F)Title IIA Principal and Teacher Improvement	Summative - Record of Teacher Professional Development

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 3. Provide systematic and sustained professional development through instructional leadership coaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS administrators and teacher leaders will participate in personal leadership coaching. BISD will provide consultants such as Nena Mankin to work with administrators and teacher leaders to accomplish this. (Title I SW: 1,2,3,4) (Target Group: All, 5th) (NCLB: 3)	Director of Federal Programs and Instruction, ESC Educational Consultant, Principal, Professional Educational Consultants, Teacher(s)	On-going	(F)Title IIA Principal and Teacher Improvement	Summative - Schedule of training

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 4. Provide Instructional coaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Trained teachers will serve as instructional coaches/mentors to peers in general and specifically to teachers identified as being in need of assistance. CSF: Increase Leadership Effectiveness. (Title I SW: 1,2,3,4,9) (Target Group: 5th) (NCLB: 3)	Director of Federal Programs and Instruction, Principal, Teacher(s)	On-Going	(F)Professional Development, (F)Title IIA Principal and Teacher Improvement	Summative - Teacher Intervention documentation
2. All teachers will participate in at least one scheduled peer observations during the year in order to evaluate the instruction of the campus as a whole and to share best practices with each other (Title I SW: 1,2,3,4) (Target Group: All, 5th) (NCLB: 3)	Principal, Teacher(s)	November, February, May		Summative - Schedule of observations and Observation Reports

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 5. Appropriate staff members will receive training in inclusion.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special education personnel (teachers and instructional assistants) and relevant regular education personnel will receive training in the purpose and practice of inclusion in the regular ed classroom for students with disabilities. CSF: Increase Teacher Quality (Title I SW: 4,9) (Target Group: SPED, 5th)	Director of Special Education , Special Education Teachers, Teacher(s)	August	(O)Materials, (O)Staff Time	Summative -

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 6. All staff members will receive training in the Fundamental 5 during opening in-service sessions and during PLCs during the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will reflect on in the implementation of the Fundamental Five in their classroom as well as collaborate about ways to continually improve the implementation. (Title I SW: 3,4) (Target Group: All, 5th)	Assistant Principal(s), Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative -

BORGER INTERMEDIATE

Goal 8. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 7. Assign mentor teachers to new teachers providing continuing assistance and guidance throughout the year. Work collaboratively with central administration and the districts' new teacher mentoring program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mentor and new teacher will observe one another and discuss teaching strategies and best practice in the classroom. (Title I SW: 3,4) (Target Group: All, 5th)	Assistant Principal(s), Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative -

Borger Graduate Profile and BIS' Contribution

Borger Independent School District 12th Grade Graduate Profile

The graduate profile represents the core proficiencies graduates need in order to enter into today's workforce and post-secondary education. The fundamental goals shall enable each student to be a/an:

Effective Communicator – Students will master the basic skills of reading, writing, listening, speaking, and nonverbal communication, critical to daily life in a complex society. They will be able to relate to others in an articulate, effective, and efficient manner.

BIS will:

1. Emphasize the acquisition of vocabulary through the ELPS and through the understanding of the definitions of the verbs contained in the TEKS.
2. Teach students the methods for effective written communication through reading logs, short essays about their reading experiences, journaling, and answering open ended questions in reading/ELA, math, social studies, and science.
3. Expect good communication by incorporating into lesson units student developed projects that require effective group communications, and oral reports and presentations.

Problem Solver – Students will possess analytical and critical thinking skills in order to make decisions rationally and to manage problems and approach challenges systemically. They will interpret and process information, assess the current and desired situations, evaluate potential outcomes, and successfully solve problems.

BIS will:

1. Teach problem solving strategies as called for in the Math TEKS 5.14B. We teach a systematic strategic plan called QPSA (question, picture, solve, answer evaluation).
2. Teach students how to analyze real world problems by breaking them into smaller chunks, working in groups to brain storm solutions, analyzing solutions, and choosing a solution.
3. Study historical figures that solved problems and analyzing what they did.

Self – Directed Worker – Students will set priorities, create options, and develop plans of action as well as monitor and evaluate their progress. They will display high standards of effort and the habits of hard work and smart work.

BIS will:

1. Ask students in reading class to set priorities in the classroom and to create and follow plans of action. They will be given a list of

expectations to carry out during the week during focus periods and then be rewarded on Fridays if they accomplish them.

2. Expect students to read for 15 minutes at home each night and have an adult sign their log. When the log is full, they are to do book files and summarize their reading. When they complete a Book File, they earn a stamp on their Reading Bingo cards, and get a prize when they complete a Bingo.

Goal Achiever – Students will understand the sacrifice and commitment to high expectations that is necessary to achieve goals. They will demonstrate the ability to maintain effort, mental focus, and confidence as well as the capacity to cope with adversity that is necessary to successfully overcome obstacles. They will have the skills and knowledge to achieve personal, family, professional, and financial goals.

BIS will:

1. Through UIL Academic competition, help students develop personal goals and work to achieve success in various subjects.
2. Ask students in bilingual classes to write down what they believe they have to accomplish personally to be successful in the 5th grade. They are also asked to write down what they expect from the teacher in order to help them achieve that success.

Cooperative Team Member – Students will use effective leadership and group skills to develop supportive and cooperative interpersonal relationships with others in order to achieve group objectives. They will respect and understand the contributions to diverse cultures.

BIS will:

1. Provide students in ELA classes with opportunities to learn leadership, cooperation, and interpersonal skills by working in small groups to achieve class objectives.
2. Have students work in project groups and be given Kagen jobs so that each student understands and fulfills his or her role in the group.
3. Ask students in Science classes to work in academically and culturally diverse lab groups and learn to achieve goals together, valuing the contributions each person makes to the success of the group.

Global Thinker – Students will have basic knowledge of politics, world issues, foreign affairs, and geography. They will be aware of current events and be able to analyze and make informed decisions on issues affecting the national and international scenes.

BIS will:

1. Use the discussions and writing assignments through the Weekly Reader and Time for Kids to expose students to current events.
2. Expect students in Social Studies classes to learn about the geography, the politics, and the commerce of the United States and how each relates to the rest of the world.
3. Give science students the opportunities to understand the importance of conserving and preserving the natural resources of the world.

Risk taker with Entrepreneurial Spirit – Students will be able to think critically, analyze situations, gain insight, and take calculated risks to achieve goals and objectives. They will be able to survey the marketplace to find economic opportunities and have the confidence to think and act independently.

BIS will:

1. Ask students and parents to participate in a “Mexican Market” night that incorporates product production, marketing, supply and demand, product presentation, and entertainment. Students have to pick music to perform, decide which products to make and sell, price items, work on

committees, and conduct the market on a designated night in October.

Proficient Technology User – Students will use technology as a tool to research, develop, and complete goals and objectives. They will demonstrate knowledge of computers, essential software applications, and the effective use of technology.

BIS will:

1. Have students use technology to access educational programs to improve achievement.
2. If possible, have students use technology in the classrooms on group projects.

Contributing Citizen – Students will contribute energy, time, and talent to improve the welfare of themselves and others. They will display a sense of social responsibility and participate in the democratic process. They will exhibit honesty and integrity, choose ethical courses of action, and take personal responsibility for their actions.

BIS will:

1. Emphasize the Six Pillars of Character Counts and endeavor to instill the concept of ethical living in our students.
2. Teach the history of the United States with an emphasis on patriotism and service to country and others. Students will learn about the sacrifices of those who established and preserved the freedoms we enjoy as citizens today.
3. Involve students in service projects such as fund raisers for schools in Joplin Missouri in order to demonstrate a concern for fellow citizens and help provide for the common good.

BISD Mission and Goals for 2015-2016

MISSION

The Students of Borger Independent School District will become educated, successful, and responsible citizens of our society.

GOALS

Goal 1: Increase Student Achievement

BISD student performance will demonstrate gains as measured by scores on TAKS, STAAR, SAT, and other state and national tests, while performance gaps between minority, economically disadvantaged, and nonminority students will narrow.

Objective A– Improvement of Dropout Rate and increase Completion Rate Borger ISD shall lower the dropout rate and increase the graduation rate with the final goal of having all BISD students graduating with their age group.

Objective B - Maintain Promotion Standards

Objective C– BISD will meet Satisfactory Standard for STAAR

Objective D - Increase the percent of student achieving College Readiness Standard on STAAR

Objective E – Increase average Scale Scores on the STAAR

Objective F: Increase the percentage of students taking AP exams and scoring 3 or higher BISD will maximize the number of students taking AP exams, number of tests taken and the number of exams scored 3 or higher.

Objective G - Dual Credit

BISD will increase the number of students taking concurrent/dual credit classes and receiving college credit.

Goal 2: Provide a Safe Environment

Provide a Safe Environment for all who are at district facilities, and attending district related events. The district shall develop and implement a strategic plan with specific long-range actions that ensure the safety and security of all who are at district schools and facilities or attending district-related events.

Goal 3: Increase Management Efficiency Qualified and highly effective personnel will be recruited, developed, and retained.

Objective A- Increase Emphasis on Resources Devoted to Instruction
Will demonstrate the effective and efficient use of taxpayers dollars.

Objective B: Enhance Teacher Quality

Goal 4: Improve Public Support and Confidence in Schools

Objective A: Borger ISD will improve the communities support and confidence in the quality of the district and will make BISD the district of choice.

Goal 5: Create a Positive District Culture

Borger ISD will create and maintain a strong, positive district culture making Borger ISD a school district of choice for educational professionals.

Objective A: Borger ISD will have a clearly expressed purpose, with specific goals and objectives that support it. Goals and objective will enable the District to create a powerful sense of community and shared direction among Borger ISD personnel, parents, students, and the public.

Goal 6: Provide Facilities-to-Standard Program

Facility assessments will be completed and plans will be made to repair, renovate, or replace existing structures in a timely manner thus enabling the district to provide safe, clean, modern, and well-equipped facilities for all children.

Objective A: Condition / Appearance

Objective B: Energy Usage per campus/ specifically comparison of new campus energy usage to old campuses.

Goal 7: Parent will share with educators the responsibility of the education of their children

Goal 8: A well balanced and focused curriculum will be provided so that all students will be encouraged and challenged to meet their full educational potential.