

Borger Intermediate School

Campus Improvement Plan

2010-11

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

Borger Intermediate School
2010-2011 Comprehensive Needs Assessment

Introduction

The purpose of this needs assessment is to create priorities and plans for the improvement of our school, specifically in the areas of student achievement, staff development, parental involvement and school climate. Data sources for it are the Campus Improvement Committee Plan monitoring instruments, TAKS and TELPAS reports, AEIS data, RtI program assessment, teacher evaluations, recommendations of Nena Mankin (an instructional consultant employed by the district), discipline data, teacher surveys and interviews, Student Advisory Committee surveys and meetings, and parent interviews.

Borger Intermediate School, consisting of the 5th Grade only, enrolls between 190 and 225 students per year. Approximately 30% of our students are Hispanic, 64% are White, and 5% are African American. 11% of students are identified as LEP/Bi-Lingual. 11% of students receive services through special education. 43% of our students are classified as economically disadvantaged.

The school was created in 2006 to serve as a transition year from the elementary schools to the middle school. It has elements of both – a nurturing environment, with recesses, close attention by teachers, home rooms, parental involvement, and a variety of academic interventions, while also providing the experience of seven class periods, lockers, tardy bells, expanded homework, and extra-curricular activities. There are 13 teachers assigned exclusively to the school and six other teachers are shared with either the elementary or middle schools. Most staff members have several years of experience at the fifth grade level. The Principal is the only administrator and a Counselor, a Speech Pathologist, and a Librarian are shared with the middle school. The remainder of the staff consists of five paraprofessionals and two office staff members.

Parental involvement is strong with dads, grandfathers, and other significant male figures to students serving as Watch D.O.G.S. (men who volunteer at least one day per year to provide a male presence and help with security) on a regular basis. Mothers and other significant females to students are also regularly at the school to help with various activities.

Our Beliefs

The faculty and staff of Borger Intermediate School have identified 16 basic beliefs that serve as the foundation for all we do. These beliefs drive the vision we have for our school, our teachers, and our students. They also undergird the development of this “needs assessment.” These beliefs are...

1. Every child is a learner and will be taught.
2. The most important skill a child needs to learn is how to think (how to use reason).
3. Students must be challenged academically in order for them to reach their potentials.
4. Good teaching is student centered and is designed for how students learn.
5. Effective teachers are dedicated, enthusiastic, knowledgeable, and accountable.
6. Valuing the individual and empathy are vital aspects of an effective school.
7. Learning is a process that develops over a lifetime.
8. It is very important to teach patriotism and the meaning of responsible citizenship.
9. Respect and appreciation for different cultures helps create a productive and peaceful society.

10. Children and adults are entitled to a safe environment.
11. Faith and family are bedrocks of this community.
12. Parent involvement and community support help create a successful learning environment.
13. Open communication among the school community empowers individuals to succeed.
14. Shared decision making creates a sense of ownership and pride in the school.
15. Encouraging volunteerism is an important aspect of public education.
16. Personal accountability, a sense of ownership, and acceptance of responsibility are the foundations of success.

Our Strengths

According to our parents, Borger Intermediate School is a great school which has as its greatest asset, its staff. Parents report that staff members, including teachers, administrators, office personnel, and paraprofessionals, are cooperative, easy to communicate with, and helpful in solving problems. The parent portal in RSCCC was especially popular with parents who reported that it provided them useful information. Parents were pleased with the quick responses teachers had to e-mail messages and they liked the fact that they could stay in touch with teachers easily.

Students on the Advisory Council, consisting of the 10 students each six weeks who were named good citizens or "Cool Kids (It's Cool to Be Good)" expressed strong satisfaction with the school and the teachers. They felt that BIS was a safe school and did not think bullying was serious problem. They liked recess and being able to sit with their friends in the cafeteria. The students were also very complementary of the extra-curricular activities of the school.

Teachers and paraprofessionals participated in an anonymous survey on the culture of the campus. The highest rated areas on the survey were the ways struggling students are identified and provided with interventions; the teachers belief in students' abilities and the expectation that they will reach goals; the principal's encouragement to use innovative teaching strategies and collaboration to improve instruction; the positive way in which staff members communicate verbally with students; the positive communication staff members have with each other; the teamwork staff members exhibit in working toward accomplishing goals; and the trusting environment of the school.

TAKS data and the results of RtI (Response to Intervention) benchmarks and program assessments show that Tier 2 and Tier 3 students showed significant growth in 2010. Most Tier 3 students who received interventions including the Voyager Curriculum showed significant growth of two, three, and more grade levels in math and reading. Students in Tier 2 math classes, who had not been successful on the TAKS in the 4th grade, had TAKS passing rates higher than their non-intervention classmates.

State reports indicate that mathematics is consistently the strongest academic area of Borger Intermediate School with a 92% passing rate on the TAKS after the second administration in 2010. Reading and science are also good with 85% and 80% passing rates respectively on the 2010 TAKS. With the TPM, these passing rates increase significantly, especially in reading. Attendance is excellent with an average daily attendance rate of 96%.

Nina Mankin, an educational consultant who works with many different school districts in Texas, was employed by the district as an academic coach to work with principals and teachers to improve classroom instruction. Mrs. Mankin observed seven of the ten core teachers at BIS. She reported that she observed excellent teaching in every classroom. She stated that the school has the best instruction she has observed in the schools with which she works. Differentiated instruction and classroom/behavior management were significant strengths she specifically identified.

Our Weaknesses

Fortunately, there were very few weaknesses identified by parents, staff, students, Nina Mankin, and state reports. However there are some. Those identified are:

1. The rigor rate in our classrooms is not always challenging students to learn at higher levels and develop higher order thinking skills. Lessons are mostly taught at the mid-level on Blooms Taxonomy while state assessments are written at the higher levels. Learning goals are not articulated to students by teachers at the beginning of lessons nor throughout lesson cycles.
2. According to longitudinal assessment data, specific student expectations related to the Texas Essential Knowledge and Skills (TEKS) are consistently not met in reading, math, and science. Third and fourth grade science TEKS are particular weaknesses.
3. Not all staff members exhibit a sense of urgency with regard to student learning and achievement on state assessments.
4. Paraprofessionals who work in classrooms are not utilized effectively by teachers to improve student learning.
5. "I think, I feel" often drives instructional decisions in classrooms rather than information gleaned from the hard data of assessments and benchmarks.
6. The passing rates on state assessments for BIS students with disabilities are significantly below average, especially in math and science.
7. LEP/Bilingual students consistently score below average on the TAKS in Reading, Math, and Science.
8. Access to technology, specifically computers for individual student use, is below average for the district.

Prioritized Needs for 2010-2011

NEED #1

BIS needs to raise the level of instruction (rigor rate) in classrooms so that students are challenged to learn at the higher levels required to succeed on the TAKS. This will be achieved through professional development activities for teachers, lesson plan development and administrative monitoring. Student progress will be monitored using DMAC software to create common assessments, benchmark assessments, and teacher made tests.

Data Source: AEIS Data, Nena Mankin Observations, Teacher Evaluations

Funding source Title I, Region 16 contracts, Local budget funding

NEED #2

BIS needs to address those student expectations (SE) which are identified as weaknesses by longitudinal data and target them. Lesson plans need to be developed which will teach the TEKS for those expectations early in the year and repeatedly spiral instruction for them throughout the year. Materials to be used will be the CSCOPE curriculum, Voyager materials, iStation software, Study Island, etc.

Data Source: DMAC longitudinal TAKS data, Margaret Kilgore training

Funding Source: Title I, local budget funds, Federal funds

NEED #3

All BIS personnel need to develop a sense of urgency with regard to improving student learning and success on state assessments. Teachers

and staff will participate in professional development activities with regard to data disaggregation which will be utilized for the development of lesson plans.

Data source: Nena Mankin observations and teacher interviews, AEIS data, teacher evaluations

Funding source: Title I, Region 16 contracts, local budget funds

NEED #4

BIS Paraprofessionals will be utilized more effectively in classrooms to assist teachers with instruction. Teachers and paraprofessionals will participate in professional development activities and regular instructional planning meetings. Specific schedules and assignments will be developed so that paraprofessionals are directly involved in the instruction of students in classrooms. iStation software, Lexia software, etc. will be used at times.

Data Source: Nena Mankin Observations and teacher interviews, teacher evaluations, Staff Survey on Campus Culture

Funding Source: Title I, Special Ed funds, local budget funds

NEED #5

BIS special education students and ELS/Bilingual students need to achieve a higher rate of success on state assessments in reading, math, and science. Teachers need to increase the rigor rate and create higher expectations for student learning. Through professional development activities, teachers will learn how to disaggregate longitudinal TAKS data and use that data to design lesson plans to effectively target those student expectations identified as weaknesses. We will expand the use of Voyager materials to include special education students and Bilingual students, and add Study Island as a means of raising their levels of learning.

Data Source: DMAC's Longitudinal TAKS data, AEIS reports, teacher evaluations, District TAKS data

Funding Source: Special Ed funds, Title I, local budget funds, Region 16 contracts

NEED # 6

BIS LEP/Bilingual students need to develop more extensive academic vocabulary skills will also be targeted. Teachers in bilingual classes and in classrooms where ESL students are taught will participate in trainings including "Navigating the ELPS," that will improve their abilities to help their students develop the academic vocabulary they will need to succeed on the TEKS and state assessments.

Data Source: AEIS data, DMAC longitudinal data,

Funding Source: Title I, special ed funds, local budget funds

NEED #7

BIS needs to improve student access to technology, specifically computers, in classrooms so that software used to increase student achievement on state assessments and on the TEKS. We would like to add two computers for student use to each of our core classrooms in which we do not currently have them.

Data Source: STAR Survey, Technology reports

Funding Source: Title I, Special Ed funds, local budget funds

Goal 1: Because individual assessment is an important indicator of quality teaching and successful learning, it is our goal to be a TEA Recognized school by having at least 80% of students within all student groups of Borger Intermediate School demonstrating academic knowledge and skills by meeting passing standards on each area of the TAKS and, when applicable, the TELPAS (Texas English Language Proficiency Assessment System).

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) :Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Targeted Assistance Schools			
5) Highly Qualified Teachers			

6) Opportunities for Professional Development	7) Strategies for Parental Involvement		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicators/Objectives Not Supporting Any Strategies

Indicator: TAKS Reading

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2010	≥ 90 %	2012-13	≥ 96 %	2011
African American	91 %	2010	≥ 92 %	2012-13	≥ 91.5 %	2011
Economically Disadvantaged	95 %	2010	≥ 90 %	2012-13	≥ 95 %	2011
Hispanic	95 %	2010	≥ 90 %	2012-13	≥ 95 %	2011
White	98 %	2010	≥ 95 %	2012-13	≥ 98 %	2011

Indicator: TAKS Math

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2010	≥ 95 %	2012-13	≥ 94 %	2011
African American	90 %	2010	≥ 91 %	2012-13	≥ 90.5 %	2011
Economically Disadvantaged	89 %	2010	≥ 90 %	2012-13	≥ 89.5 %	2011
Hispanic	92 %	2010	≥ 90 %	2012-13	≥ 92 %	2011
White	94 %	2010	≥ 95 %	2012-13	≥ 94.5 %	2011

Indicator: TAKS Science

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85%	2010	≥ 90%	2012-13	≥ 87.5%	2011
African American	73%	2010	≥ 90%	2012-13	≥ 81.5%	2011
Economically Disadvantaged	79%	2010	≥ 90%	2012-13	≥ 84.5%	2011
Hispanic	82%	2010	≥ 90%	2012-13	≥ 86%	2011
White	88%	2010	≥ 90%	2012-13	≥ 89%	2011

Strategies

Goal 1 - Strategy 1 Increase Reading Scores on TAKS

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; All Reading Teachers</p> <p>Leader Progress Report Dates: Mr. Hatfield, Mrs. Purcell, Mrs. Butler, Mrs. Kimble, Mrs. Rangel, Mrs. Bridges, Mrs. Head, Ms. Winegar Each Six Weeks</p>	<p>Brief Description: Based upon the INOVA TAKS data from 2010, Margaret Kilgo research, DMAC data and current classroom information, Language Arts teachers will develop and implement strategies to improve the reading strengths of students and add value to their learning. Differentiated Instruction strategies will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.</p>	<p>Evaluation Benchmark: Improved performance on the 2011 TAKS Scores in Reading</p>	
<p>Resources Required: LPAC Committee Administrative Staff ARD Committee BISD Technology Depart. Campus Admin. Staff Central Office Classroom Equipment Computers Counselor District Admin. Staff District Coordinator 504 Committee Learning Lab Transportation Dept.</p>	<p>FTE's Required: Number of FTE's: 2.33 65.55% Comp Ed and 34.45 Title Cost: \$159,361.00</p>	<p>Source of Funds: Federal Stimulus Grants</p>	<p>Amount \$4,000.00 <hr/>\$4,000.00</p>

Outside Consultant
Parent Inv. Coordinators
SBDM/CIC Committee
School Facilities
School Library
Staff
State Resources
Summer School Teachers
Teachers
Teaching Aids
Teaching Manipulatives
Instructional Aides

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Reading teachers will use Smartboards to differentiate instructions in order to engage students more actively in the lessons taught.	Reading Teachers, Technology Department	X	X	X	X	X	X	X	X	X	X			Principal observations each six weeks, PDAS Evaluations
Teachers will utilize CSCOPE Curriculum and/or the Kilgo Scope and Sequence to align curriculum and prepare students for the TAKS.	Teachers; Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Lesson Plans, Principal Observations, PDAS
Utilize INOVA System data to target students for acceleration programs	Language Arts Teachers	X	X	X	X	X	X	X	X	X				RTI Committee Records and 2011 TAKS Data
Data Desagregation of Previous TAKS Reading Scores using DMAC data: Teachers will utilize data which indicates "power TEKS" identified by the Superintendent and target those areas of concern	Language Arts Teachers/ASSISTeams, Mr. Welch	X	X	X										Principal meetings with teachers and 2011 TAKS Data

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Daily TAKS Focuses in the classrooms	All Teachers	X	X	X	X	X	X	X	X	X	X			Lesson Plans and Principal Observations
The 5E Method of Instruction will be practiced in classrooms	Language Arts Teachers, Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Walk-through Reports, Principal Observations
Campus, District, and Region 16 Professional Development Activities	Reading Teachers; Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Professional Development Scedhule
All students will participate in accelerated instruction in reading using the "Study Island" program at school and at home.	ELA Teachers, Technology Teacher, parents		X	X	X	X	X	X	X	X	X			Weekly Study Island Reports
Cooperative Highlighting & Justifying	All Language Arts Teachers	X	X	X	X	X	X	X	X	X	X			2011 TAKS Data
Differentiated Instruction Strategies: Teachers will teach using documented differentiated instruction	All Language Arts Teachers	X	X	X	X	X	X	X	X	X	X			Lesson Plans, PDAS, and Principal Observations
Individualized TAKS Lessons, create classes based upon TAKS data	, Mr. Hatfield Language Arts Teachers	X	X	X	X	X	X	X	X	X	X			2011 TAKS Data
Targeted TAKS Reviews based upon benchmark tests each six weeks and other assessments	Language Arts Teachers	X	X	X	X	X	X	X	X	X	X			Lesson Plans DMAC Reports 2011 TAKS Data
Benchmark Reading Tests after each six weeks using common assessments	Language Arts Teachers and Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Report of Six Weeks Test Results
Through Practice Testing Develop Test Taking Skills	All Teachers	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores
Students and Staff will participate in University Interscholastic League (UIL) Academic Competition	Mr. Hatfield; UIL Event Coaches	X	X	X	X									Participation and Contest Results
Utilize "Reading Coach" who will work individually with poor readers on a daily	Reading Coach		X	X	X	X	X	X	X	X	X			Principal Observation Teacher Report

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
basis														
Provide accelerated instruction for students who were not successful on the Reading TAKS during the previous year and also during the current year.	Principal, reading teachers	X	X	X	X	X	X	X	X	X	X	X	X	Rosters of accelerated classes
Rtl committee will select students to participate in an intensive intervention through enrollment in the Voyager Program	Mrs. Bridges, Rtl Committee		X	X	X	X		X	X			X		Voyager Student Progress Reports

Goal 1 - Strategy 2 Increase Math Scores on TAKS

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Math Teachers</p> <p>Leader Progress Report Dates: Mr. Hatfield, Mrs. Biggs, Ms. Cooper, Mrs. Butler, Mrs. Rangel, Mrs. Bridges Each Six Weeks</p>	<p>Brief Description:</p> <p>Based upon the INOVA TAKS data from 2010, Margaret Kilgo research, DMAC data and current classroom information, math teachers will develop and implement strategies to improve student strengths and add learning value to students. Differentiated Instruction strategies will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.</p>	<p>Evaluation Benchmark:</p> <p>Improved performance on the 2011 TAKS scores in Math</p>
<p>Resources Required:</p> <p>LPAC Committee Administrative Staff ARD Committee Attendance Officer BISD Technology Depart. Campus Admin. Staff Central Office Child Nutrition Dept. Classroom Equipment Computers Counselor District Admin. Staff District Coordinator 504 Committee Learning Lab</p>	<p>FTE's Required:</p> <p>Number of FTE's: 2.33 46% Comp. Ed. and 54% Fed ARR Cost: \$98,884.00</p>	<p>Source of Funds:</p> <p>Federal Stimulus Grants</p> <p style="text-align: right;">Amount</p> <hr/> <p style="text-align: right;">\$4,000.00 \$4,000.00</p>

Transportation Dept.
Outside Consultant
Parent Inv. Coordinators
Parent Support
Public Library
SBDM/CIC Committee
School Facilities
Staff
Summer School Teachers
Teachers
Teaching Aids
Teaching Manipulatives
Title Teachers
Instructional Aides

Timeline

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Math teachers will use Smartboards to differentiate instructions in order to engage students more actively in the lessons taught.	Math teachers, Technology Department	X	X	X	X	X	X	X	X	X	X			Principal observations at each six weeks, PDAS evaluations
Use INOVA Data System to disaggregate 2010 TAKS scores and plan acceleration programs and activities for individual students and all students as well.	Math Teachers	X	X	X	X	X	X	X	X	X	X			2011 Taks Data
Regularly use TAKS Focuses in the classrooms	All Teachers	X	X	X	X	X	X	X	X	X	X			Lesson Plans and Principal Observations
TAKS Region 16 Workshops and Campus Professional Development Activities	Math Teachers	X	X	X	X	X	X	X	X	X	X			Attendance Certificates
Extended Day TAKS Classes and Extended	Math Teachers								X	X	X	X		2011 TAKS Data

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Year TAKS Classes														
Individualized TAKS Lessons	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X	2011 TAKS Data
Review TAKS objectives weekly during Homeroom classes	All Teachers	X	X	X	X	X	X	X	X	X	X	X	X	2011 TAKS Scores
All students will participate in accelerated instruction in math using the "Study Island" program at school and at home.	Math Teachers, Technology Teacher, parents		X	X	X	X	X	X	X	X	X	X	X	Weekly Study Island Reports
After each six weeks administer Benchmark Math TAKS Tests. Begin after the second unit is completed.	Math Teachers			X	X	X	X		X	X	X			Six Weeks Test Scores 2011 TAKS Scores
Develop test taking skills through immediate student/teacher analysis of benchmark tests and practice TAKS questions	All Teachers	X	X	X	X	X	X	X	X	X	X	X	X	2011 TAKS Scores
Differentiated Instruction strategies will be employed to improve classroom learning.	All Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Lesson Plans, Principal Observation, Data Walk reports, and TAKS Scores
University Interscholastic League Academic Competition	Mr. Hatfield; UIL Event Coaches	X	X	X	X									Contest Results
Provide accelerated instruction for students who were not successful on the Math TAKS during the previous year and also during the current year.	Principal and math Teachers		X	X	X	X	X	X	X	X	X	X	X	Rosters of accelerated classes

Goal 1 - Strategy 3 Increase Science Scores on TAKS

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Science Teachers</p> <p>Leader Progress Report Dates: Mr. Hatfield, Mrs. Krug, Mrs. Thornton, Mrs. Rangel Each Six Weeks</p>	<p>Brief Description: Based upon the INOVA TAKS data from 2010, Margaret Kilgo research, DMAC data and current classroom information, Science teachers will develop strategies to improve the strengths of students and add value to their learning. Differentiated Instruction strategies will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.</p>	<p>Evaluation Benchmark: 85% of BIS students meet passing standard on the 2011 Science TAKS. 80% of all student subgroups will meet the passing standard.</p>
<p>Resources Required: LPAC Committee Administrative Staff ARD Committee Attendance Officer Audio Visual Equipment Campus Admin. Staff Central Office Child Nutrition Dept. Classroom Equipment Computers Counselor District Admin. Staff District Coordinator 504 Committee Learning Lab</p>	<p>FTE's Required: Number of FTE's: 2.17 78.4% Comp Ed, 21.6% Fed ARRA Cost: \$41,931.00</p>	<p>Source of Funds: Special Grant</p> <p style="text-align: right;">Amount</p> <hr/> <p style="text-align: right;">\$2,000.00 \$2,000.00</p>

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Instructional Aides

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Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Science teachers will use Smartboards to differentiate instructions in order to engage students more actively in the lessons taught.	Science Teachers, Technology Department	X	X	X	X	X	X	X	X	X	X			Principal observations each six weeks, PDAS Evaluations
5E Method of instruction will be introduced into lessons on a daily basis.	Mr. Hatfield, Science Teachers	X	X	X	X	X	X	X	X	X	X			Principal observations. PDAS Evaluations, Data Walk reports
Regularly use TAKS Focuses in science and in homerooms	All Teachers	X	X	X	X	X	X	X	X	X	X			Principal Observations Lesson Plans 2011 TAKS Scores
TAKS Science Workshops: Region 16 or other conferences and workshops	Mr. Hatfield; Science Teachers	X	X	X	X	X								2011 TAKS Scores
TAKS Tutorials based upon TAKS benchmarks and six weeks tests	Science Teachers								X	X				Six Weeks Test results 2011 TAKS Scores

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	v	e	a	e	a	r	a	u	u	
All students will participate in accelerated instruction in science using the "Study Island" program at school and at home.	Science Teachers, Technology Teacher, Parents		X	X	X	X	X	X	X	X	X			Weekly Study Island Reports
Utilize INOVA Data to Desegregation of Previous TAKS Scores	Science Teachers;	X	X	X										2011 TAKS Scores
Review and reteach third and fourth grade science TEKS as indicated by DMAC data and Kilgo research	Science Teachers	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores
Individualized TAKS review for all students, especially Bilingual and Special Education Students	Science Teachers	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores
Use science themed reading books to improve reading skills	Intervention Personnel, Reading Coach	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores
Develop the student's understanding and use of Science vocabulary through regular vocabulary lessons and quizzes. E-mail vocabulary words home to parents each week.	Science Teachers, Parents	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores
Review TAKS objectives regularly during BOOST classes.	BOOST Teachers; Science Teachers	X	X	X	X			X	X	X	X			2011 TAKS Scores
Practice Science TAKS Tests and Science Benchmark Testing	Science Teachers	X	X	X	X	X	X	X	X	X	X			DAMC Benchmark Data 2011 TAKS Scores
Teach Test Taking Skills through regular practice TAKS tests and questions and student/teacher analysis of results.	Science Teachers	X	X	X	X	X	X	X	X	X	X			Principal Observations Lesson Plans 2011 TAKS Scores
Differentiated Instruction strategies will be employed to improve classroom learning.	All Teachers	X	X	X	X	X	X	X	X	X	X			Principal observations, Walk-Through reports,

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
														PDAS evaluations, 2011 TAKS Scores
University of Interscholastic League Academic Competition	Mr. Hatfield; UIL Event Coaches	X	X	X	X									Participation logs and Competiton results

Goal 1 - Strategy 4 Improved Scores on the TELPAS

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Mrs. Rangel</p> <p>Leader Progress Report Dates: Mr. Hatfield, Mrs. Rangel, Mrs. Purcell Each Six Weeks</p>	<p>Brief Description:</p> <p>Based upon the INOVA TAKS data from 2010, Margaret Kilgo research, DMAC data and current classroom information, the Bi-Lingual and ESL teachers will develop and implement strategies to improve the strengths of Bi-Lingual/ESL students and add value to their learning. Differentiated Instruction strategies will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.</p>	<p>Evaluation Benchmark:</p> <p>Improved performance on the 2011 TELPAS</p>						
<p>Resources Required:</p> <p>District Coordinator Administrative Staff ARD Committee Attendance Officer Audio Visual Equipment BISD Technology Depart. Campus Admin. Staff Central Office Child Nutrition Dept. Classroom Equipment Computers 504 Committee District Admin. Staff Transportation Dept. Instructional Aides</p>	<p>FTE's Required:</p> <p>Number of FTE's: 0.33 Fully Comp. Ed Funded Cost: \$11,514.00</p>	<p>Source of Funds:</p> <p>Special Grant</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$1,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$1,000.00</td> </tr> </tbody> </table>		Amount		\$1,000.00		\$1,000.00
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Learning Lab
 LPAC Committee
 Parent Inv. Coordinators
 Parent Support
 SBDM/CIC Committee
 School Facilities
 State Resources
 Teachers
 Teaching Aids
 Teaching Manipulatives
 Counselor

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
The Bilingual teacher will use a Smartboard to differentiate instructions in order to engage students more actively in the lessons taught.	Mrs. Rangel, Technology Department	X	X	X	X	X	X	X	X		X			Principal observations each six weeks, PDAS Evaluations
The 5E Model of instruction will be introduced and used in the classroom	Mr. Hatfield, Mrs. Rangel	X	X	X	X		X	X	X	X	X			Lesson Plans, Principal Observations, PDAS Evaluations, Walk-Through reports
Daily scheduled Bi-Lingual classes for LEP students. Differentiated Instruction strategies will be employed to improve classroom learning.	Mr. Hatfield; Mrs. Rangel	X	X	X	X	X	X	X	X	X	X			Master Schedule PDAS Evaluation 2011 scores
Utilize TELPAS release tests by aligning questions with student levels	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X			2011 TELPAS Scores
Data Desegregation of previous TELPAS scores	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X			Lesson Plans 2011 TELPAS Scores

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Develop better test taking skills through TAKS practice tests and questions and student/teacher analysis of results.	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X			Lesson Plans 2011 TELPAS Scores
Individualized TELPAS reviews	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X	X	X	2011 TELPAS Scores 2010-2011 Benchmark Data Six weeks tests
Practice TELPAS Opportunities	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X	X	X	2011 TELPAS Scores
Use of Computer Programs such as Study Island: COW, Clickers, Internet learning	Mrs. Rangel, Mrs. De Loe	X	X	X	X	X	X	X	X	X	X	X	X	Weekly Study Island Reports, Check-out Logs, Principal observations, PDAS Evaluations

Goal 1 - Strategy 5 Highly qualified Teachers

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield, Mrs. Rotramel</p> <p>Leader Progress Report Dates: Mr. Hatfield Annual Highly qualified Report August 2010</p> <p>NEW INITIATIVE</p>	<p>Brief Description: Continue to recruit and employ teachers who are highly qualified in the area they are teaching.</p>	<p>Evaluation Benchmark: 100% of teachers are Highly Qualified</p>												
<p>Resources Required: Interview Committee District Admin. Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>											
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Campus Interview Committee is committed to employing teachers to fill vacancies who are highly qualified to teach the subjects to which they are assigned.	Interview Committee	X	X	X	X	X	X	X	X	X	X	X	X	Annual Highly Qualified Report for the campus shows 100% of teachers on the staff are Highly Qualified

Goal 2: Because the school climate is an important aspect of successful teaching and learning, Borger Intermediate School will be characterized by respect, safety, order, empathy, and open communication.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 2 - Strategy 1 Safety at Borger Intermediate School

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Mrs. Watson; RTI Teams</p> <p>Leader Progress Report Dates: Mr. Hatfield, teachers and staff</p> <p>Ongoing 2010-11</p>	<p>Brief Description:</p> <p>Borger Intermediate School will be a safe and nurturing place for all teachers and students with demonstrated empathy among students and staff.</p>	<p>Evaluation Benchmark:</p> <p>Through lessons led by Mrs. Watson, we will see a 10% decrease the number of dsicipline referrals for interpersonal conflicts.</p>	
<p>Resources Required:</p> <p>Justice of the Peace</p> <p>BMS Booster Club</p> <p>Borger City Government</p> <p>BPD Resource Officer</p> <p>Campus Admin. Staff</p> <p>Central Office</p> <p>Classroom Equipment</p> <p>Community Volunteers</p> <p>Counselor</p> <p>Custodial/Maint. Dept.</p> <p>District Admin. Staff</p> <p>District Staff</p> <p>Administrative Staff</p> <p>Instructional Aides</p> <p>Volunteer Support</p> <p>Juvenile Probation Office</p> <p>Learning Lab</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: \$500.00</p>	<p>Source of Funds:</p> <p>BIMS Booster Club</p> <p>Local Revenue</p> <p>Safe and Drug Free</p>	<p>Amount</p> <p>\$500.00</p> <p>\$2,400.00</p> <p>\$850.00</p> <hr/> <p>\$3,750.00</p>

LPAC Committee Parent Inv. Coordinators Parent Support SBDM/CIC Committee School Facilities School Nurse State Resources Summer School Teachers Teachers Transportation Dept. Guest Speaker														
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Continue to participate in the Watch D.O.G.S. program, coordinating with the middle school.	Mr. Hatfield, Office Staff	X	X	X	X	X	X	X	X	X	X			Roster of fathers and father figures involved Schedule of Watch D.O.G.S.
BIS Student Handbooks On-Line and Distributed to Students and Parents	Mr. Hatfield; Teachers, Office Staff	X	X	X	X	X	X	X	X	X	X			100% Signed Parent/Student Forms returned
BISD Student Code of Conduct *Given to Students and Parents if requested * Available On-Line and in Principal's Office	Mr. Hatfield; Teachers, office staff	X	X	X	X	X	X	X	X	X	X			Signed Parent/Student Forms
Principal, Teachers, Aides, and Watch D.O.G.S on duty at locations before and after school.	All School Staff	X	X	X	X	X	X	X	X	X	X			Duty Roster Watch D.O.G.S Schedule
Install cameras in the hallways and at important locations outside in order to	Mr. Hatfield, PTO Executive Committee						X							Instalation record

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	r	y	n	l	
monitor activities inside and outside of the building															
Communication of disciplinary infractions and consequences to parents and teachers	Mr. Hatfield; Teachers	X	X	X	X	X	X	X	X	X	X	X	X		Peims Data, Student Discipline Records
No tolerance for violence by applying disciplinary actions appropriate for offenses.	All School Staff Members; School Resource Officer	X	X	X	X	X	X	X	X	X	X	X	X		Peims Data, Student discipline records
Utilize BISD/BPD School Resource Officers (SRO) to hlp maintain a safe environment daily	Mr. Hatfield, SRO's	X	X	X	X	X	X	X	X	X	X	X	X		Peims Data, SRO records
Safe and Drug-Free Schools & Communities Programs * Participate in Red Ribbon Week	Mr. Hatfield; Mrs. Denton, Teachers and staff	X	X	X	X	X	X	X	X	X	X	X	X		Schedule of Activities
Crisis Management * Staff Training * Implementation of Plan	All School Staff Members	X	X	X	X	X	X	X	X	X	X	X	X		Plan Update & Implementation Record of All School Drills (Fire, Tornado, Bus Evacuation, School Evacuations)
Reporting of Child Abuse and Neglect	All BIS Staff Members	X	X	X	X	X	X	X	X	X	X	X	X		CPS Responses
Apply Texas Behavior Support Initiative (TBSI) Training. All teachers and administrators will participate in TBSI on-line training	Mr. Hatfield; Mrs. Butler; Mrs. Bridges	X	X	X	X	X	X	X	X	X	X	X	X		CPI and TBSI Training Certification for all staff members, principal's teacher files
Staff development concerning policies and management	Mr. Hatfield; Mrs. Rotramel, SRO	X	X	X	X	X	X	X	X	X	X	X	X		In-Service Schedule, Professional Development Activities

Goal 2 - Strategy 2 **BIS: A Caring, Nurturing Place**

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Mrs. Watson</p> <p>Leader Progress Report Dates: Mr. Hatfield Ongoing 2010-2011</p>	<p>Brief Description: Because all students need, and respond to, nurturing relationships provided by empathic peers and adults, BIS will seek to provide a caring environment for all students.</p>	<p>Evaluation Benchmark: Student discipline records indicates a 10% decrease in the number of interpersonal conflicts.</p>						
<p>Resources Required: LPAC Committee Administrative Staff ARD Committee Attendance Officer BMS Booster Club Central Office Child Nutrition Dept. Community Volunteers Counselor Custodial/Maint. Dept. District Admin. Staff District Staff 504 Committee Learning Lab Volunteer Support Mentor Volunteers Parent Inv. Coordinators Parent Support SBDM/CIC Committee</p>	<p>FTE's Required: Number of FTE's: 0.25 Fully Comp. Ed Funded Cost: \$14,503.00</p>	<p>Source of Funds: Camp. Activity Fund Budget</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$2,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$2,000.00</td> </tr> </tbody> </table>		Amount		\$2,000.00		\$2,000.00
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School Facilities School Nurse Staff Summer School Teachers Teachers Title Teachers Transportation Dept. Instructional Aides														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Student and Teachers will be involved in a variety of service activities such as providing School supplies, collecting food for charitable organizations, participating in the Coats for Kids Fund Drive.	All School Staff Members	X	X	X	X	X	X	X	X	X	X			Records of giving and participation
Counseling Services provided through the school counselor and community resources as appropriate * Suicide Prevention * Conflict Resolution * Social Issues	Mrs. Watson; Mr. Hatfield		X	X	X	X	X	X	X	X	X			Counseling Program Log/Report
Personnel involved in providing medical care and attention as needed * Scoliosis Screening * Vision/Hearing Screening * Shot Clinics for Immunizations * Faculty Wellness Programs	Mrs. Horst, R.N.	X	X	X	X	X	X	X	X	X	X			Nurse's Log School Calendar
Referrals to A Variety of Helping Agencies	Nurse Horst; Mr. Hatfield; Mrs. Watson	X	X	X	X	X	X	X	X	X	X			Nurses Log Counseling Records

Goal 2 - Strategy 3 Good Communication at BIS

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield, Teachers and staff</p> <p>Leader Progress Report Dates: Mr. Hatfield, Teachers and staff</p> <p>Ongoing 2010-2011</p>	<p>Brief Description:</p> <p>Borger Intermediate School will promote productive collaboration between parents, teachers, and students to enable student success.</p>	<p>Evaluation Benchmark:</p> <p>80% of BIS parents will attend at least one campus event in 2010-2011.</p>						
<p>Resources Required:</p> <p>School Facilities</p> <p>Administrative Staff</p> <p>BMS Booster Club</p> <p>Child Nutrition Dept.</p> <p>Classroom Equipment</p> <p>Computers</p> <p>Counselor</p> <p>District Admin. Staff</p> <p>Instructional Aides</p> <p>LPAC Committee</p> <p>Parent Inv. Coordinators</p> <p>504 Committee</p> <p>SBDM/CIC Committee</p> <p>BISD Technology Depart.</p> <p>School Nurse</p> <p>Staff</p> <p>Summer School Teachers</p> <p>Teachers</p> <p>Teaching Manipulatives</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Fully Comp. Ed Funded</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>BIMS Booster Club</p> <table border="1" style="width: 100%; margin-top: 20px;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$5,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,000.00</td> </tr> </tbody> </table>		Amount		\$5,000.00		\$5,000.00
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Title Teachers Volunteer Support ARD Committee Attendance Officer Audio Visual Equipment Parent Support														
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Teacher/Principal Conferences, Faculty Meetings	Mr. Hatfield; Staff	X	X	X	X	X	X	X	X	X	X	X		School Calendar Parent Sign-In Sheets Teacher Contact Logs On going 2010-2011
CSOPE Lesson Planning: ELA, Math, and Social Studies teachers will submit weekly lesson plans which follow explicitly the curriculum plan of CSOPE. Science teachers will follow the Kilgo Scope and sequence.	Mr. Hatfield, Teachers	X	X	X	X	X	X	X	X	X	X			School Calendar Teacher Lesson Plans On-going 2010-2011
BIMS PTO (Parent Teacher Organization) Meetings and Publications - teachers and parents will participate in meetings and activities of the PTO	PTO Executive Committee, Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Schedule of Meetings and Events Minutes of meetings
TAKS Success Student/Parent Picnics to Desiminate Student Success Initiative (SSI) information	Mr. Hatfield and Teachers		X											Calendar of events Parent Sign-in sheets Copies of invitation to parents Photographic Record
New Years Party - Back to School Night: Students and their parents will meet with teachers at school at a special event the week before school begins in August.	Mr. Hatfield; Teachers	X												Parent Sign-in Records District Calendar

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Response to Intervention (Rtl) Committee meetings with Principal, parents, teachers, counselor, and other relevant persons	Mr. Hatfield; RTI Committee	X	X	X	X	X	X	X	X	X	X	X	X	Committee meeting minutes
Campus Improvement Committee Meetings: teachers and staff along with parents and community members will participate in CIC meetings in order to discuss improvements in the school and monitor progress.	Mr. Hatfield; Committee Members	X	X	X	X	X	X	X	X	X	X	X	X	CIC Minutes Campus Improvement Plan
Distribution of the BIS Student Handbook either through the school website or a paper copy if requested	Mr. Hatfield; Teachers	X	X	X	X	X	X	X	X	X	X	X	X	Parent/Student Signature Forms
BISD Network E-Mail - Staff will use the district email system to communicate with each other and with parents	Staff; BISD Technology	X	X	X	X	X	X	X	X	X	X	X	X	File of E-Mails Response to E-Mail
Regular Faculty Meetings of BIS/BISD will be held to communicate information and discuss important issues	Mr. Hatfield, Teachers, Counselor	X	X	X	X	X	X	X	X	X	X	X	X	School Calendar Faculty Meeting Agendas
Progress Reports and Report Cards: Teachers will send home either progress reports or report cards every three weeks.	Mr. Hatfield; Teachers		X	X	X	X	X	X	X	X	X	X	X	School Calendar Principal Observation
Bi-Lingual Handouts of important school communications	Mr. Hatfield; Parent Involvement Coor; Mrs. Rangel	X	X	X	X	X	X	X	X	X	X	X	X	File of All School/Parent Communications School Compact Forms
Borger Intermediate School Website: The BIS Website will provide all users with information about the school, it;s activities, achievements, accountability ratings, calendar of events, etc.	Mr. Hatfield, Mrs. De Loe	X	X	X	X	X	X	X	X	X	X	X	X	Parent Feedback Principal observation
A calling system will be employed in order	Mr. Hatfield, Teachers,	X	X	X		X	X	X	X	X	X			Record of use

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
to communicate quickly and effectively with teachers, parents and students.	Office staff, Librarian													
Conduct a Parent/Teacher Report Conference Day in October and schedule parents to meet with teachers to discuss student progress for the first six weeks of the school year.	Mr. Hatfield, Teachers			X										Parent Sign-In Sheets

Goal 2 - Strategy 4 Supporting BIS Student and Staff Morale

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Teachers and staff</p> <p>Leader Progress Report Dates: Mr. Hatfield, Teachers and staff</p> <p>May 2011</p>	<p>Brief Description:</p> <p>The Borger Intermediate School staff will strive to maintain positive attitudes throughout the year.</p>	<p>Evaluation Benchmark:</p> <p>A majority of teachers will express satisfaction with the school climate and morale on the end of year survey.</p>
<p>Resources Required:</p> <p>LPAC Committee</p> <p>Administrative Staff</p> <p>ARD Committee</p> <p>Attendance Officer</p> <p>BISD Technology Depart.</p> <p>Campus Admin. Staff</p> <p>Central Office</p> <p>Classroom Equipment</p> <p>Computers</p> <p>Counselor</p> <p>504 Committee</p> <p>Instructional Aides</p> <p>Volunteer Support</p> <p>Outside Consultant</p> <p>Parent Inv. Coordinators</p> <p>Parent Support</p> <p>SBDM/CIC Committee</p> <p>School Facilities</p> <p>School Nurse</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Activity Fund</p> <p>Cost: \$1,000.00</p>	<p>Source of Funds:</p> <p>BIMS Booster Club</p> <p>Camp. Activity Fund Budget</p> <hr/> <p>Amount</p> <p>\$5,000.00</p> <p>\$2,100.00</p> <p>\$7,100.00</p>

Staff State Resources Teaching Manipulatives Title Teachers District Admin. Staff														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Campus Improvement Committee Meetings in which all members are free to discuss issues of interest to them	SBDM/CI Committee	X	X	X	X	X	X	X	X	X	X			CIC Minutes
Student Incentive Awards * Honor Roll * Good Citizens "Cool To Be Good" Assemblies * Perfect Attendance recognition/rewards * Annual Awards Assembly	ASSISTeams	X	X	X	X	X	X	X	X	X	X			ASSISTeam Records
A Student Advisory Committee will meet with the principal each six weeks to discuss student concerns and school improvement. Committee will consist of students who are named "Cool Kids" by teachers each six weeks because of good citizenship.	Mr. Hatfield and Teachers		X	X	X	X	X	X	X	X	X			Records of committee meetings Student Recommendation Forms
Faculty Celebrations * Special Meals * Wedding/Baby Celebrations * Retirement Receptions * Birthday Parties	Mr. Hatfield; Teachers	X	X	X	X	X	X	X	X	X	X			School Calendar
Pep Rallies will be held throughout the year to build school spirit and pride * Football * Homecoming * UIL Participants	Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Calendar

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	g	p	t	v	c	n	b	r	r	y	n	l	
* TAKS															
BIMS PTO Teacher Appreciation Events * Fall and Spring Luncheon * TAKS Snacks * Appreciation treats in Lounge	BIMS PTO Executive Board					X						X	X		PTO Minutes
Boxtops for Education Fundraising: Students and teachers will collect Box Tops for Education for the school's activity fund	Mr. Hatfield, Ms. Winegar, Teachers	X	X	X	X	X	X	X	X	X	X	X			Record of Boxtops Collected Check from General Mills
Annual Awards Assembly: This assembly recognizes the many accomplishments of our students throughout the school year.	Mr. Hatfield: Teachers												X		Calendar
Reward Days: Special events such as Movie Day, Water Wars, and Spring Field Day will be conducted at various time throughout the year in order to reward positive student behavior	School Staff						X						X		Calendar of Events

Goal 2 - Strategy 5 Watch D.O.G.S. at Borger Intermediate School

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield, Watch D.O.G.S.</p> <p>Leader Progress Report Dates: Mr. Hatfield 2010-2011 Each Six Weeks</p>	<p>Brief Description: Borger Intermediate School will provide a safe environment through participation in the Watch D.O.G.S. (Dads of Great Students) program. Dads and/or important male figures in the students' lives will volunteer at least one day per year to be at school to provide security on campus. We will coordinate with BMS to provide Watch DOGS for the whole building on a daily basis.</p>	<p>Evaluation Benchmark: 25% of dads or male figures will volunteer at school as Watch D.O.G.S.</p>				
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: BIMS Booster Club</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Amount</td> <td style="text-align: right;">\$500.00</td> </tr> <tr> <td style="text-align: right;"><hr/></td> <td style="text-align: right;">\$500.00</td> </tr> </table>	Amount	\$500.00	<hr/>	\$500.00
Amount	\$500.00					
<hr/>	\$500.00					
<p>Timeline</p>						
<p>Activity</p>	<p>Person(s) Responsible</p>	<p>Evaluation</p>				
<p>Watch D.O.G.S. Orientation Dad/Student Pizza Night in cooperation with the middle school</p>	<p>Mr. Hatfield; Teachers; Parent Involvement Coordin</p>	<p>Dad Sign-In Sheet Participation Log</p>				

Goal 2 - Strategy 6 Parent Tutors

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield Leader Progress Report Dates: Mr. Hatfield Ongoing 2010-2011</p>	<p>Brief Description: BIS will enlist parents to tutor at-risk students in math, reading and science.</p>	<p>Evaluation Benchmark: Roster and schedule of parent tutoring with at least one volunteer parent per week.</p>						
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right; border-top: 1px solid black;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </table>		Amount		\$0.00		\$0.00
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	\$0.00							
<p>Timeline</p>								

Goal 2 - Strategy 7 Volunteer Monitors

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield</p> <p>Leader Progress Report Dates: Mr. Hatfield</p> <p>On going 2010-2011</p>	<p>Brief Description: BIS will enlist parents to serve as monitors before school, at lunch, and after school.</p>	<p>Evaluation Benchmark: One parent per week serve as monitor</p>						
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>		Amount		\$0.00		\$0.00
	Amount							
	\$0.00							
	\$0.00							
<p>Timeline</p>								

Goal 3: Because we believe that every student is of equal value and importance and that every student can learn, Borger Intermediate School will recognize and meet the special needs of specific populations evidenced by these students demonstrating progress on report cards and state assessment instruments.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 3 - Strategy 1 Dyslexia

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield, Mrs. Watson, 504 committees</p> <p>Leader Progress Report Dates: Mr. Hatfield, Teachers Each Six Weeks</p> <p>On going 2010-11</p>	<p>Brief Description:</p> <p>The Dyslexia Program at Borger Intermediate School includes one-on-one tutoring to help Dyslexic students utilize the strategies they have learned in the regular classroom, the LEXIA Program for struggling readers, TAKS tutorials, and modifications and other techniques used by the classroom teachers to help Dyslexic students implement these strategies in core content classes, and differentiated instruction.</p>	<p>Evaluation Benchmark:</p> <p>PEIMS 100% of teachers document use of modifications for their Dyslexia students. Report Cards Benchmarks Lesson Plans</p>	
<p>Resources Required:</p> <p>Title Teachers Teaching Manipulatives Teaching Aids Teachers Supplies School Facilities SBDM/CIC Committee Learning Lab Instructional Aides Counselor Computers Central Office Campus Admin. Staff Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None Local Funds Cost: None</p>	<p>Source of Funds:</p> <p>None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

504 Committee														
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Modifications for Dyslexic students in the regular classroom. Differentiated Instruction strategies will be employed to improve classroom learning.	Classroom Teachers, 504 Committee	X	X	X	X	X	X	X	X	X	X			504 Meeting Modifications Teacher Documentation
Implementation of reading strategies learned by students with the assistance of the classroom teacher.	All Classroom Teachers	X	X	X	X	X	X	X	X	X	X			Teacher Documentation
Diagnostic Evaluation of Students Referred by Teachers for identification of dyslexic students.	Mrs. Holder, Mr. Hatfield; RTI Committee	X	X	X	X	X	X	X	X	X	X			RTI Records
Instruct students with dyslexia using the Voyager reading program	Mrs. Bridges													Regular Voyager student progress reports
Teachers will be provided with training in how to help students with dyslexia through campus professional development activities and by attending training opportunities through Region 16.	Mr. Hatfield, Reading Teachers, Region 16 Personnel		X	X	X	X	X	X	X	X	X			Professional Development Schedule, Teacher training record

Goal 3 - Strategy 2 At-Risk

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield</p> <p>Leader Progress Report Dates: Mr. Hatfield, Teachers, Counselor Each Six Weeks</p> <p>On going 2010-2011</p>	<p>Brief Description:</p> <p>The Borger Intermediate School Staff will strive to meet the needs of all students, especially those officially identified as "At-Risk," by using differentiated instruction, the 5E Method of Instruction, continuously monitoring their academic progress and their response to intervention (Rtl).</p>	<p>Evaluation Benchmark:</p> <p>Report Cards Improved TAKS Scores in all subjects Reduced Retention Rate 10% reduction in the number of at-risk students</p>								
<p>Resources Required:</p> <p>Learning Lab Administrative Staff BISD Technology Depart. BMS Booster Club Campus Admin. Staff Central Office Classroom Equipment Computers Counselor District Admin. Staff 504 Committee Instructional Aides Title Teachers LPAC Committee Parent Inv. Coordinators Parent Support SBDM/CIC Committee School Facilities</p>	<p>FTE's Required:</p> <p>Number of FTE's: None Local & Fed ARRA Stimulus Cost: None</p>	<p>Source of Funds:</p> <p>Camp. Activity Fund Budget BIMS Booster Club</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td>Camp. Activity Fund Budget</td> <td style="text-align: right;">\$2,000.00</td> </tr> <tr> <td>BIMS Booster Club</td> <td style="text-align: right;">\$5,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$7,000.00</td> </tr> </tbody> </table>		Amount	Camp. Activity Fund Budget	\$2,000.00	BIMS Booster Club	\$5,000.00		\$7,000.00
	Amount									
Camp. Activity Fund Budget	\$2,000.00									
BIMS Booster Club	\$5,000.00									
	\$7,000.00									

School Nurse Teachers Teaching Aids Teaching Manipulatives Time District Coordinator														
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Rtl committee monitors student performance. universal screening of students not successful on state assessments to determine need for intervention. Intervention personnel will provide daily assistance to at-risk students in their classrooms.	Mr. Hatfield, RTI Committee, Mrs. Bridges	X	X	X	X	X	X	X	X	X	X	X		Paraprofessional Schedules 2011 TAKS Results
Parental Involvement through membership and participation in the BIMS PTO activities	Hatfield; Loftis; Linares	X	X	X	X	X	X	X	X	X	X	X		PTO records Recognition Event
Identification and participation in programs using RTI Guidelines *BOOST Interventions * 504 * Special Education * ESL/Bi-Lingual	RTI Teams	X	X	X	X	X	X	X	X	X	X	X		RTI Reports
Utilization of Computer Technology * Computer Lab * Internet * Document Cameras * Power Point	BISD Technology; Mrs. DeLoe	X	X	X	X	X	X	X	X	X	X	X		Attendance Records
Documentation of interventions and progress for At-Risk students will be kept	Mrs. Watson; Rtl Committee		X	X	X	X	X	X	X	X	X	X		Cumulative Folders

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
current.														

Goal 3 - Strategy 3 Bilingual Education

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield, Mrs. Rangel</p> <p>Leader Progress Report Dates: Mr. Hatfield and Mrs. Rangel On going 2010-2011</p>	<p>Brief Description:</p> <p>BIS will seek to close the academic achievement gap between LEP students and English speaking students by offering Bilingual classes, regular tutorials, Study Island, and TAKS tutoring based upon their strengths and weaknesses, and utilizing differentiated instruction strategies.</p>	<p>Evaluation Benchmark:</p> <p>PEIMS Data Documentation of ESL Modifications Documentation that 80% of LEP students participated in tutorials or extended day activities. Reading Proficiency Test in English (RPTE) LPAC Committee Review</p>	
<p>Resources Required:</p> <p>LPAC Committee Administrative Staff ARD Committee Audio Visual Equipment BISD Technology Depart. Classroom Equipment Community Volunteers Computers Counselor District Admin. Staff District Coordinator District Staff 504 Committee Learning Lab Volunteer Support Parent Inv. Coordinators Parent Support SBDM/CIC Committee School Facilities</p>	<p>FTE's Required:</p> <p>Number of FTE's: 0.66 Local & Fed ARRA Stimulus Cost: \$48,114.00</p>	<p>Source of Funds:</p> <p>None</p>	<p style="text-align: right;">Amount</p> <p style="text-align: right;">\$0.00</p> <hr/> <p style="text-align: right;">\$0.00</p>

Staff Supplies Teachers Teaching Aids Teaching Manipulatives Time Title Teachers Instructional Aides														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
LPAC (Language Proficiency Assessment Committee) Committee * Placement Meeting * Annual Review *Progress Monitoring	Mrs. Rangel, LPAC Committee	X	X	X	X	X	X	X	X	X	X			LPAC Minutes
ESL Modifications in the Bi-Lingual Classroom	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X			Lesson Plans, student files
Parental Involvement * Public School Week * Back to School Party * TAKS Picnics * Parent/Teacher Conference Day	Mrs. Rangel; Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Parent sign-In Sheets At least 75% attendance
Collaboration between Bi-Lingual Teacher and Regular Classroom Teachers	Mrs. Rangel; All Teachers	X	X	X	X	X	X	X	X	X	X			Record of contacts with teachers
Daily Scheduled Bi-Lingual Classes for LEP Students	Mr. Hatfield; Mrs. Rangel;	X	X	X	X	X	X	X	X	X	X			PEIMS Data Master Schedule
Use of Computer Programs * Computer Literacy classes * Study Island	Mrs. Rangel; Mrs. De Loe; BISD Technology	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	g	p	t	v	c	n	b	r	r	y	n	l	
* Internet															
Ethnic Role Models Invited to Speak to Students	Mr. Hatfield; Mrs. Rangel	X	X	X	X	X	X	X	X	X	X	X	X	X	Calendar of events Volunteer Log

Goal 3 - Strategy 4 **PEAK(Positively Enriching Able Kids)Gifted/Talente**

There are no Objectives related to this Strategy

<p>Leader(s): Mrs. Marshall; Mr. Hatfield</p> <p>Leader Progress Report Dates: Mrs. Marshall, Teachers Each Six Weeks</p> <p>On-going 2010-2011</p>	<p>Brief Description:</p> <p>BIS will encourage gifted and talented students to reach their full potential by providing educational opportunities outside the regular curriculum and utilizing differentiated instruction strategies in the classroom.</p>	<p>Evaluation Benchmark:</p> <p>PEAK performance projects Improved performance on the 2011 TAKS and increased percentage of students achieving the commended level.</p>	
<p>Resources Required:</p> <p>SBDM/CIC Committee BISD Technology Depart. Campus Admin. Staff Classroom Equipment Computers Counselor District Admin. Staff District Coordinator District Staff Audio Visual Equipment Parent Support Transportation Dept. School Facilities School Library State Resources Supplies Teachers</p>	<p>FTE's Required:</p> <p>Number of FTE's: 0.20 Marshall Local Cost: \$12,122.00</p>	<p>Source of Funds:</p> <p>None</p>	<p>Amount</p> <p>\$0.00</p> <hr/> <p>\$0.00</p>

Teaching Aids														
Teaching Manipulatives														
Time														
Parent Inv. Coordinators														
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Scheduled Weekly Classes	Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			PEAK Schedule PEAK attendance records
Development of Critical Thinking Skills	Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			PDAS, Student demonstrations
Teaching techniques that address the students' individual learning styles.	Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			Principal Walk-Throughs PDAS
Enrichment Opportunities * Field Trips * In-house Cultural Events	Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			PEAK Event Schedule
Kagan Cooperative Learning Techniques	Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			PDAS
Parent Advocacy Group: ACE	Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			PEAK Report
5E Model of Instruction will be introduced and used in the classroom	Mr. Hatfield, Mrs. Marshall	X	X	X	X	X	X	X	X	X	X			Principal Walk-Throughs Principal Evaluations

Goal 3 - Strategy 5 Title I

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; RTI Teams</p> <p>Leader Progress Report Dates: Mr. Hatfield</p> <p>Ongoing 2010-2011</p>	<p>Brief Description:</p> <p>Borger Intermediate School teachers will use a variety of intervention programs that assist students in developing academic skills, particularly in math, science, and reading. Differentiated Instruction strategies will be employed to improve classroom learning. Rtl Committee will identify at-risk students and monitor their progress throughout the year.</p>	<p>Evaluation Benchmark:</p> <p>Improved TAKS Performance, Report Cards, and Retention Rates</p>						
<p>Resources Required:</p> <p>Parent Inv. Coordinators</p> <p>Administrative Staff</p> <p>ARD Committee</p> <p>Audio Visual Equipment</p> <p>BISD Technology Depart.</p> <p>Campus Admin. Staff</p> <p>Classroom Equipment</p> <p>Computers</p> <p>Counselor</p> <p>District Admin. Staff</p> <p>504 Committee</p> <p>Learning Lab</p> <p>Title Teachers</p> <p>Parent Support</p> <p>SBDM/CIC Committee</p> <p>School Facilities</p> <p>State Resources</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>59% Comp Ed 41% Title</p> <p>Cost: \$37.00</p>	<p>Source of Funds:</p> <p>Camp. Activity Fund Budget</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right; border-top: 1px solid black;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$2,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$2,000.00</td> </tr> </table>		Amount		\$2,000.00		\$2,000.00
	Amount							
	\$2,000.00							
	\$2,000.00							

Summer School Teachers Supplies Teachers Teaching Aids Teaching Manipulatives Time Instructional Aides														
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Conduct a learning style/intelligences inventory with students and then use the data from the inventory to plan and prepare differentiated lessons	Teachers			X	X	X	X	X	X	X	X			Record of inventory
Coordination of TEKS instruction and TAKS objectives.	All Classroom Teachers, Title I Intervention Aides	X	X	X	X	X	X	X	X	X	X			2011 TAKS Scores
Serving students campus wide with Title I funds to improve achievement.	Classroom Teachers, Title I Intervention Aides	X	X	X	X	X	X	X	X	X	X			Paraprofessional Schedules At-Risk Students TAKS Scores
Instructional Aides to provide individual student support in classrooms for all students in need of assistance.	Mr. Hatfield, Intervention Personnel	X	X	X	X	X	X	X	X	X	X			Intervention Schedules
During school tutorials and extended day classes for students needing individual support	Classroom Teachers; Title I Intervention Aides	X	X	X	X	X	X	X	X	X	X			Rtl Records Extended Day Records BOOST Records
RTI Committee to monitor student achievement	Rtl Committee members	X	X	X	X	X	X	X	X	X	X			RTI Committee Minutes
Use of Computer Programs and Technology * Study Island	Teachers and Mrs. DeLoe	X	X	X	X	X	X	X	X	X	X			Computer Lab Schedules and Logs

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
* Computer Literacy Classes * Internet														Study Island Reports Extended Day Rosters
Utilize Differentiated Instruction Strategies, creating lessons which take in to account the learning styles and intelligences of the students incouding the use of Smart Boards.	All Teachers	X	X	X	X	X	X	X	X	X	X	X		Principal Walk-Throughs PDAS Observations

Goal 3 - Strategy 6 Parent Involvement

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Parent Inv. Coordinator, RTI Com</p> <p>Leader Progress Report Dates: Mr. Hatfield Ongoing 2010-2011</p>	<p>Brief Description:</p> <p>Since students generally achieve greater success when their parents are involved in their school and in their school work, the Borger Intermediate School staff will provide opportunities (TAKS Picnics, Back to School Party, Watch D.O.G.S, 504 Meetings, ARD Meetings) for parents to participate in the academic decision making process for their students.</p>	<p>Evaluation Benchmark:</p> <p>70% of parents will attend at least one meeting to discuss their child's academic progress.</p>						
<p>Resources Required:</p> <p>LPAC Committee Administrative Staff ARD Committee Attendance Officer Audio Visual Equipment BISD Technology Depart. BMS Booster Club Campus Admin. Staff Classroom Equipment Computers Counselor 504 Committee Instructional Aides Volunteer Support Parent Inv. Coordinators Parent Support SBDM/CIC Committee</p>	<p>FTE's Required:</p> <p>Number of FTE's: None Fed ARRA Stimulus Cost: \$23,850.00</p>	<p>Source of Funds:</p> <p>BIMS Booster Club</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$5,000.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,000.00</td> </tr> </tbody> </table>		Amount		\$5,000.00		\$5,000.00
	Amount							
	\$5,000.00							
	\$5,000.00							

School Facilities																	
School Nurse																	
Staff																	
State Resources																	
Supplies																	
Teachers																	
Time																	
District Admin. Staff																	
Timeline																	
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation			
		u	e	c	o	e	a	e	a	p	a	u	u				
		g	p	t	v	c	n	b	r	r	y	n	l				
Back to School Party Open House	Mr. Hatfield; Teachers;	X															Parent Sign-In Sheets
ARD Meetings: Admission, Review, and Dismissal for placement, review, and discussion of special education students' academic progress.	Mr. Hatfield; Mrs. Hanna; Teachers	X	X	X	X	X	X	X	X	X	X						ARD Meeting Records
LPAC Meetings for placement, review, and discussion of LEP students' academic progress.	Mrs. Rangel; Mr. Hatfield, LPAC	X	X	X	X	X	X	X	X	X	X						LPAC Meeting Records
RTI Committee Meetings and Parent Conferences to discuss student academic or behavior needs.	RTI Committee	X	X	X	X	X	X	X	X	X	X						Committee Records
BIMS PTO Meetings	BIMS Booster Club Executive Committee	X	X	X	X	X	X	X	X	X	X						PTO Minutes
Section 504 Meetings for placement, review, and discussion of the 504 students' academic progress.	Mr. Hatfield; Mrs. Watson; Teachers	X	X	X	X	X	X	X	X	X	X						504 Records
Communication between parents and teachers * Phone calls	Teachers and Mr. Hatfield, PIC	X	X	X	X	X	X	X	X	X	X						File of Communications Parent Contact Logs

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	g	p	t	v	c	n	b	r	r	y	n	l	
* Progress reports * Report Cards * Regular Information Publications															
Watch D.O.G.S. - Fathers or important male figures volunteering to spend one day per year at school to provide role models, security, and learning assistance.	Mr. Hatfield, BIS Office, Parent Inv. Coordinator			X	X	X	X	X	X	X	X	X	X		Record of Volunteers on campus

Goal 3 - Strategy 7 Educational Support

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; RTI Teams; Teachers; Counselor</p> <p>Leader Progress Report Dates: Mr. Hatfield</p> <p>Ongoing 2010-2011</p>	<p>Brief Description:</p> <p>The Borger Intermediate School Staff will use a variety of strategies and programs to improve student success. Differentiated Instruction strategies will be employed to improve classroom learning. Teachers will use universal screening in order to identify students in need of intervention and refer them to the Rtl committee as appropriate.</p>	<p>Evaluation Benchmark:</p> <p>Improved TAKS performance and decreased retention rates</p>
<p>Resources Required:</p> <p>Child Nutrition Dept.</p> <p>Instructional Aides</p> <p>District Staff</p> <p>District Admin. Staff</p> <p>Custodial/Maint. Dept.</p> <p>Counselor</p> <p>504 Committee</p> <p>Classroom Equipment</p> <p>Parent Inv. Coordinators</p> <p>Campus Admin. Staff</p> <p>BMS Booster Club</p> <p>BISD Technology Depart.</p> <p>Attendance Officer</p> <p>ARD Committee</p> <p>Administrative Staff</p> <p>Computers</p> <p>Staff</p> <p>Transportation Dept.</p>	<p>FTE's Required:</p> <p>Number of FTE's: 1.66</p> <p>Local</p> <p>Cost: \$85,186.00</p>	<p>Source of Funds:</p> <p>None</p> <p style="text-align: right;">Amount</p> <hr/> <p style="text-align: right;">\$0.00</p> <hr/> <p style="text-align: right;">\$0.00</p>

Title Teachers
Time
Teaching Manipulatives
Teaching Aids
Teachers
Learning Lab
State Resources
LPAC Committee
School Nurse
School Library
School Facilities
SBDM/CIC Committee
Parent Support
Volunteer Support
Supplies

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Intervention personnel to provide individualized support in core academic classes for all students, including special education students	Teachers and Intervention Aides	X	X	X	X	X	X	X	X	X	X			Paraprofessionals' Schedules Intervention records
Bi-lingual program for 5th grade LEP students.	Mrs. Rangel	X	X	X	X	X	X	X	X	X	X			PEIMS Master Schedule
Implementation of modifications for special education, 504, and LEP students in the regular classroom.	All Teachers	X	X	X	X	X	X	X	X	X	X			Modifications Signature Sheets 504 Modifications File ARD Modifications File Teacher Samples
Training for staff on techniques and	Mr. Hatfield, Mrs.	X	X	X	X	X	X	X	X	X	X			In-service Attendance

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
strategies that have proven successful for special education, 504, and LEP students.	Rotramel, Mrs. Watson													Records

Goal 4: Because a well-rounded education is important for personal and academic development, Borger Intermediate School will provide opportunities for student participation in a variety activities in order to enhance skills in the areas of technology, physical development and health, music, theater, visual arts, and academics.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
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State Objectives			
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6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 4 - Strategy 1 Student Technology Opportunities at BIS

There are no Objectives related to this Strategy

Leader(s): Mr. Hatfield; Mrs. De Loe, Mr. DeLoe, Teacher Leader Progress Report Dates: Mrs. De Loe Ongoing 2010-2011	Brief Description: 99% Borger Intermediate School students will have the opportunity for instruction in the various uses of computer technology by providing students with Computer Literacy classes.	Evaluation Benchmark: Report by Mrs. DeLoe Student Products or Projects Attendance reports Principal Evaluations Purchase Orders	
Resources Required: Teachers Staff School Library School Facilities Computers Classroom Equipment BISD Technology Depart.	FTE's Required: Number of FTE's: 0.80 Fully Comp. Ed Funded Cost: \$64,420.00	Source of Funds: Federal Stimulus Grants	Amount \$70,000.00 <hr/> \$70,000.00
Timeline			
Activity	Person(s) Responsible	A u g S e p O c t N o v D e c J a n F e b M a r A p r M a y J u n J u l	Evaluation
Internet for Research: 95% of students will do a project that requires gathering information from the Internet.	Classroom Teachers; Mrs. De Loe	X X X X X X X X X X X	Computer Literacy Class Lesson Plans Student Products
Smart Boards will be used by core subject teachers so that they may use innovative teaching methods which involve direct student use of the technology.	Dewey De Loe, Randal Hatfield, Teachers	X X X X X X X X X X X	Lesson Plans Principal Walk-Throughs PDAS Evaluations

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Computer Lab: All students will participate in Computer Literacy classes teaching skills in basic computer programs such as Power Point, Excel, Outlook, Word, and Internet Explorer.	Mrs. De Loe	X	X	X	X	X	X	X	X	X	X			Lesson Plans Computer Lab Schedules Principal Observations
The Computer Lab will be dedicated solely to BIS durring the 2010-2011 School Year	Mrs. De Loe, Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			Lab Schedules
The computer Lab will be utilized for student participation in Study Island durring regular classes and durring BOOST for students needed tutorials.	Mr. Hatfield, Teachers, Intv Aides, Mrs. De Loe	X	X	X	X	X	X	X	X	X	X			Lab Schedules BOOST Records

Goal 4 - Strategy 2 Student Health and Nutrition

There are no Objectives related to this Strategy

Leader(s): Mr. Hatfield, Teachers, Mrs. Bradshaw Leader Progress Report Dates: Mrs. Bradshaw State report June 2010	Brief Description: The improvement of student health and fitness will be a priority for our school	Evaluation Benchmark: Improved performance by 70% of students on the state fitness test conducted through the PE department.												
Resources Required: Teachers School Nurse Parent Support Child Nutrition Dept. Campus Admin. Staff BISD Technology Depart.	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: \$103,992.00	Source of Funds: General Budget	Amount \$100.00 <hr/> \$100.00											
Timeline														
Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Use the Healthy and Wise Online Coordinated School health program from Caprock Press	Mr. Hatfield, Teachers, Mrs. Bradshaw		X	X	X	X	X	X	X	X	X			Improved fitness scores on the state fitness assessment
Staff participation in the campus wellness program	Nurse Horst	X	X	X	X	X	X	X	X	X	X			Improved BMI scores

Goal 4 - Strategy 3 Music and Theatre Arts

There are no Objectives related to this Strategy

<p>Leader(s): Mrs. Loucks</p> <p>Leader Progress Report Dates: Mr. Loucks</p> <p>Ongoing 2010-2011</p>	<p>Brief Description:</p> <p>In order to provide a well-rounded education in the arts, BIS will offer students a variety of experiences in music and theatre arts. Many genres of music will be explored and performed.</p>	<p>Evaluation Benchmark:</p> <p>Two music/theatre programs per year</p>						
<p>Resources Required:</p> <p>None</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>None</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right; border-top: 1px solid black;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </table>		Amount		\$0.00		\$0.00
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<p>Timeline</p>								

Goal 5: Because we believe that daily attendance is important for academic success, student attendance will be 96% or higher.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 5 - Strategy 1 Attendance Initiative and Compulsory Attendance

There are no Objectives related to this Strategy

Leader(s): Mr. Hatfield; All Teachers; Kendall McWilliams		Brief Description: 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.		Evaluation Benchmark: 96% or above Annual Attendance Rate										
Leader Progress Report Dates: Mr. Hatfield Each Six Weeks 2010-2011 PEIMS Data														
Resources Required: Teachers Staff School Facilities SBDM/CIC Committee Parent Inv. Coordinators Juvenile Probation Office Justice of the Peace Counselor BPD Resource Officer Attendance Officer Administrative Staff		FTE's Required: Number of FTE's: None Activity Fund Cost: \$500.00		Source of Funds: Camp. Activity Fund Budget										
				Amount \$1,600.00 <hr/> \$1,600.00										
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
Attendance motivation activities will be developed to encourage students to attend	Mr. Hatfield; Teachers; Mrs. Watson	X	X	X	X	X	X	X	X	X	X			School Calendar; Lesson Plans

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
regularly. These will include incentive programs, rewards, and counseling.														Awards Assemblies
Home visits by Attendance Officer beginning with "No Shows" and continuing throughout the year with students who demonstrate poor attendance.	Mr. Hatfield; Mr. McWilliams	X	X	X	X	X	X	X	X	X	X	X		Attendance Officer Reports PIEMSdata
PDAS Teacher Self-Report on what the teacher does to encourage good attendance.	Teachers on PDAS		X							X	X			TS-R
Conferences with parents of students with poor attendance	Mr. Hatfield; Attendance Committee		X	X	X	X	X	X	X	X	X			Record of Attendance Letters Parent Contact records
Compliance with state attendance guidelines which state that students must attend 90% of the time for credit and that they and their parents may be subject to criminal prosecution if not in compliance.	Mr. Hatfield; Mrs. Littlejohn; Mr. McWilliams	X	X	X	X	X	X	X	X	X	X	X		PEIMS Data Discipline Records Court documents
Non-Compliance Plan a. Incentive/Reward Program b. Phone Calls c. Warning Letters d. Visists From Truant Officer e. Aggressive Judicial Action	Mr. Hatfield, Mr. McWilliams; Mrs. Littlejohn		X	X	X	X	X	X	X	X	X			Attendance Records Contact Records Court Documents
Collaboration with County Justice of the Peace Courts	Judge Irwin; Mr. Hatfield	X	X	X	X	X	X	X	X	X	X	X	X	PEIMS Data Court Records
Attendance Committee Meetings each semester to determine attendance credit.	Mr. Hatfield; Attendance Committee; Mrs. Huff						X				X			Committee Minutes
Possible after-school classes, Saturday classes. or Summer School classes	Mr. Hatfield; Attendance Committee	X	X	X	X	X	X	X	X	X	X			Committee Minutes Attendance Records

Goal 5 - Strategy 2 Parental Support

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Teams; Parent Inv</p> <p>Leader Progress Report Dates: Mr. Hatfield</p> <p>Ongoing 2010-2011</p>	<p>Brief Description:</p> <p>The BIS staff will seek to enlist the support of parents by communicating the importance of attendance with regard to student success.</p>	<p>Evaluation Benchmark:</p> <p>Documentation of Parent/Teacher Conferences Letters and phone calls to parents When a student's attendance falls below 90%</p>																																						
<p>Resources Required:</p> <p>Teachers</p> <p>School Library</p> <p>School Facilities</p> <p>Parent Inv. Coordinators</p> <p>Counselor</p> <p>Computers</p> <p>Community Volunteers</p> <p>BMS Booster Club</p> <p>Administrative Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>BMIS Booster</p> <p>Cost: \$500.00</p>	<p>Source of Funds:</p> <p>BIMS Booster Club</p> <p style="text-align: right;">Amount</p> <p style="text-align: right;">\$5,000.00</p> <hr/> <p style="text-align: right;">\$5,000.00</p>																																						
<p>Timeline</p>																																								
<p>Activity</p>	<p>Person(s) Responsible</p>	<p>Evaluation</p>																																						
<p>Encourage parents to participate in the BIMS PTO (Parent Teacher Organization) through publications, direct enlistment activities, and incentives.</p>	<p>PTO Executive Committee</p>	<table border="1"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> <td rowspan="2">PTO Meeting Minutes and membership records</td> </tr> <tr> <td>u</td><td>e</td><td>c</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>p</td><td>a</td><td>u</td><td>u</td> </tr> <tr> <td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td><td>l</td> <td></td> </tr> </table>	A	S	O	N	D	J	F	M	A	M	J	J	PTO Meeting Minutes and membership records	u	e	c	o	e	a	e	a	p	a	u	u	g	p	t	v	c	n	b	r	r	y	n	l	
A	S	O	N	D	J	F	M	A	M	J	J	PTO Meeting Minutes and membership records																												
u	e	c	o	e	a	e	a	p	a	u	u																													
g	p	t	v	c	n	b	r	r	y	n	l																													
<p>Home Visits/Phone Calls by Parent Involvement Coordinator</p>	<p>Parent Inv. Coordinator</p>	<table border="1"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> <td rowspan="2">PIC Records</td> </tr> <tr> <td>u</td><td>e</td><td>c</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>p</td><td>a</td><td>u</td><td>u</td> </tr> <tr> <td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td><td>l</td> <td></td> </tr> </table>	A	S	O	N	D	J	F	M	A	M	J	J	PIC Records	u	e	c	o	e	a	e	a	p	a	u	u	g	p	t	v	c	n	b	r	r	y	n	l	
A	S	O	N	D	J	F	M	A	M	J	J	PIC Records																												
u	e	c	o	e	a	e	a	p	a	u	u																													
g	p	t	v	c	n	b	r	r	y	n	l																													

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Work with parents on study skills/academics/social skills/absenteeism	Mr. Hatfield; Teachers; Parent Inv Coordinator	X	X	X	X	X		X	X	X	X			Teacher/Parent Contact Records
Teacher Phone Contacts	Teachers	X	X	X	X	X	X	X	X	X	X	X		Teacher Contact Logs
Parents will be invited to attend parent/teacher conferences, either during the regular day and during special events	Teachers; Mrs. Littlejohn	X	X	X	X	X	X	X	X	X	X	X		Teacher Contact Logs
Providing bi-lingual translation of school information.	Mrs. Rangel; Mr. Hatfield, Parent Inv. Coordinator	X	X	X	X	X	X	X	X	X	X	X		ARD Meeting Minutes 504 Meeting Minutes
Parents will be invited to attend TAKS Information picnics with their students in the fall in order to provide information on the TAKS and the Student Success Initiative (SSI)	Mr. Hatfield, Teachers		X											Copy of Invitations Photo Record

Goal 5 - Strategy 3 Student Support

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Homeroom Teachers Leader Progress Report Dates: Mr. Hatfield Six Weeks Report Cards Superintendent's Report to Board</p>	<p>Brief Description: The Faculty and Staff of Borger Intermediate School will develop a variety of incentives to encourage student attendance.</p>	<p>Evaluation Benchmark: 96% Attendance Rate</p>						
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right; border-top: 1px solid black;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </table>		Amount		\$0.00		\$0.00
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<p>Timeline</p>								

Goal 6: Because it is our desire that all students succeed academically, we will strive to keep the student retention rate below 3%.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 6 - Strategy 1 Strategies to Decrease Retention

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; RTI Com; ARD Committees; 504</p> <p>Leader Progress Report Dates: Mr. Hatfield Ongoing 2010-2011 AEIS Data</p>	<p>Brief Description:</p> <p>The Borger Intermediate School staff and parents will develop and utilize strategies to ensure that BIS students make adequate academic progress, including passing the TAKS in reading and math, so that they may be promoted annually. Teachers will utilize differentiated instruction strategies in the classroom.. The 5E Method of Instruction will be used in classrooms.</p>	<p>Evaluation Benchmark:</p> <p>Maintain a retention rate of 3% or below for the year.</p>	
<p>Resources Required:</p> <p>Instructional Aides BPD Resource Officer CHAMPS Personnel Classroom Equipment Community Speaker Community Volunteers Administrative Staff Counselor Teaching Manipulatives Justice of the Peace Juvenile Probation Office Learning Lab Parent Inv. Coordinators School Facilities Teachers Computers</p>	<p>FTE's Required:</p> <p>Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds:</p> <p>BIMS Booster Club Camp. Activity Fund Budget</p>	<p>Amount</p> <p>\$5,000.00 \$1,600.00 <hr/>\$6,600.00</p>

Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation	
		u	e	c	o	e	a	e	a	r	a	u	u		
		g	p	t	v	c	n	b	r	r	y	n	l		
Rtl Committee considers student academic and behavioral progress and plans for and monitors the application of intervention strategies to help students succeed.	Mr. Hatfield, Rtl Committee	X	X	X	X	X	X	X	X	X	X	X	X		Rtl Committee Intervention Records
Intervention strategies (one-on-one, small group interventions for students using approved materials) for students who are not successful on the first and second administrations of the 2011 TAKS in Reading and Math	Mr. Hatfield, Teachers, Rtl personnel	X	X	X	X	X	X	X	X	X	X	X			Intervention Schedules Rtl records
Accelerated Reading and Math Program in Summer School, specifically directed toward TAKS success.	Mr. Hatfield; Teachers												X		Summer School Records TAKS Scores
Students who did not exhibited success on the TAKS test in the 4th Grade will be enrolled in Tier 2 Reading and Math classes in order to provide more intensive individualized instruction	Teachers, Intervention Aides	X	X	X	X	X	X	X	X	X	X	X			Class Rolls Intervention Schedules Lesson Plans Improved 2011 TAKS scores
Students who are significantly below grade level in Math and Reading will be enrolled in Tier 3 Reading and Math classes in order to provide more intensive individualized instruction	Mrs. Bridges; Rtl Committee	X	X	X	X	X	X	X	X	X	X	X			Rtl Screening Records Rtl Meeting Records Student Schedules

Goal 6 - Strategy 2 Strategies to Decrease Retention

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Teams</p> <p>Leader Progress Report Dates: Mr. Hatfield AEIS DATA Ongoing 2010-2011 Benchmark results</p>	<p>Brief Description:</p> <p>The Teachers of Borger Intermediate School will utilize a variety of tutorial strategies to assist students who are not showing adequate progress as reflected on three week progress reports, six weeks report cards, and six weeks benchmark tests.</p>	<p>Evaluation Benchmark:</p> <p>Maintain a retention rate below 3%.</p>						
<p>Resources Required:</p> <p>None</p>	<p>FTE's Required:</p> <p>Number of FTE's: None None Cost: None</p>	<p>Source of Funds:</p> <p>None</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right; border-top: 1px solid black;">Amount</td> </tr> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </table>		Amount		\$0.00		\$0.00
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<p>Timeline</p>								

Goal 7: Because we believe all teachers and staff can improve and develop as educators, Borger Intermediate School will provide teachers and staff opportunities for participation in professional development that will enhance knowledge in curriculum, technology, academic acceleration, student discipline, classroom management, collaboration, peer coaching, best practices, and education issues in general.

Correlates with:

District Objectives			
1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies
District Goals			
1) :Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
NCLB/ESEA Goals and Indicators			
2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments	
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
6) Parental Involvement	8) Include Teachers in Decisions	10) Federal, State, and Local Programs	

Strategies

Goal 7 - Strategy 1 In Service Training

There are no Objectives related to this Strategy

Leader(s): Mr. Hatfield; Teachers Leader Progress Report Dates: Mr. Hatfield Principal Observation Ongoing 2010-2011	Brief Description: All teachers will attend district and ESC 16 in-service training sessions to stay current in teaching methods, curriculum, and the use of technology.	Evaluation Benchmark: Each week, all teachers' lesson plans will reflect the application of best practices, differentiated instruction, the CSOPE curriculum or Margaret Kilgo Scope and Sequence, and the use of new software.																																					
Resources Required: Teachers Staff School Facilities Computers Central Office BISD Technology Depart.	FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None	Source of Funds: None <div style="text-align: right;">Amount</div> <div style="text-align: right;">\$0.00</div> <hr/> <div style="text-align: right;">\$0.00</div>																																					
<h3>Timeline</h3>																																							
Activity	Person(s) Responsible	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td>u</td><td>e</td><td>e</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>a</td><td>a</td><td>u</td><td>u</td> </tr> <tr> <td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td><td>l</td> </tr> </table>	A	S	O	N	D	J	F	M	A	M	J	J	u	e	e	o	e	a	e	a	a	a	u	u	g	p	t	v	c	n	b	r	r	y	n	l	Evaluation
A	S	O	N	D	J	F	M	A	M	J	J																												
u	e	e	o	e	a	e	a	a	a	u	u																												
g	p	t	v	c	n	b	r	r	y	n	l																												
INOVA: Math, Reading, and Science teachers will be trained to use this program and work together to disaggregate testing information from 2010.	Mr. Hatfield; Ms. Cooper; Mrs. Biggs	X	Professional Development Records																																				
Computer On Wheels (COW): all teachers will be trained on the use of the COW in their classroom and then utilize this technology as appropriate.	BISD Technology Personnel; Mrs. Gallaspy	X X X X X X X X X X X	Professional Development Records Principal Observations Lesson Plans																																				

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
RSCCC Grades: all teachers will be trained in the set up and use of the new RSCCC student record system	Technology personnel, Mrs. Purcell	X	X	X	X	X	X	X	X	X	X			Professional Development Records
Faculty Meeting: Review the teacher handbook	Mr. Hatfield	X												Meeting Agenda
All Teachers will receive on-going training on the CSCOPE Curriculum beginning with the CSCOPE Conferenc in Pampa in August and continuing throughout the year.	Mr. Hatfield, Mrs. Rotramel	X	X	X	X	X	X	X	X	X	X			In-Service Schedule

Goal 7 - Strategy 2 Educational Technology at BIS

There are no Objectives related to this Strategy

<p>Leader(s): Mr. Hatfield; Teachers</p> <p>Leader Progress Report Dates: Mr. Hatfield Ongoing 2010-2011</p>	<p>Brief Description: The Borger Intermediate School staff will use educational software to document discipline, grades, attendance, and student information.</p>	<p>Evaluation Benchmark: 100% of the staff will use these software programs.</p>																																				
<p>NEW INITIATIVE</p>																																						
<p>Resources Required: Teachers Staff School Library School Facilities Computers Central Office BISD Technology Depart. Administrative Staff</p>	<p>FTE's Required: Number of FTE's: None Local Funds Cost: \$250.00</p>	<p>Source of Funds: None</p> <p style="text-align: right;">Amount \$0.00 <hr/>\$0.00</p>																																				
<p>Timeline</p>																																						
Activity	Person(s) Responsible	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td>u</td><td>e</td><td>c</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>p</td><td>a</td><td>u</td><td>u</td> </tr> <tr> <td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td><td>l</td> </tr> </table>	A	S	O	N	D	J	F	M	A	M	J	J	u	e	c	o	e	a	e	a	p	a	u	u	g	p	t	v	c	n	b	r	r	y	n	l
A	S	O	N	D	J	F	M	A	M	J	J																											
u	e	c	o	e	a	e	a	p	a	u	u																											
g	p	t	v	c	n	b	r	r	y	n	l																											
<p>RSCCC: All teachers will use this program to report student grades and take daily attendance.</p>	<p>Mr. Hatfield; Mrs. Littlejohn; Teachers</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td> </tr> </table> <p>Secretary's daily report to Principal</p>	X	X	X	X	X	X	X	X	X	X																										
X	X	X	X	X	X	X	X	X	X																													
<p>RSCCC: This program will be used to create the school, the students, and the teachers schedules.</p>	<p>Mr. Hatfield; Mrs. Littlejohn</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td> </tr> </table> <p>Principal Observation Student Schedule</p>	X	X	X	X	X	X	X	X	X	X																										
X	X	X	X	X	X	X	X	X	X																													
<p>Principal will use this technology to</p>	<p>Mr. Hatfield</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td> </tr> </table> <p>Student Discipline Files</p>	X	X	X	X	X	X	X	X	X	X																										
X	X	X	X	X	X	X	X	X	X																													

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
document discipline infractions and notify parents of those infractions.														
Aesop: BIS staff will use this system to report their personal absences from duty.	All staff	X	X	X	X	X	X	X	X	X	X	X	X	AESOP Report
Study Island: Teachers will be trained on how to use Study Island to prepare students for assessments in math , reading, and science	Study Island, Mrs. DeLoe	X	X	X	X	X	X	X	X	X	X	X	X	Record of In-Service

Goal 7 - Strategy 3 Professional Growth

There are no Objectives related to this Strategy

Leader(s): Mr. Hatfield; Mrs. Nichols Leader Progress Report Dates: Mr. Hatfield On going 2010-2011	Brief Description: Teachers will have the opportunity to participate in professional development activities that will enhance their knowledge of their subject area and allow them to grow as professional educators. This includes being a part of a Professional Learning Community .	Evaluation Benchmark: All teachers will participate in daily professional development activities throughout the year and other appropriate workshops and trainings through the district and Region 16.
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Resources Required: Transportation Dept. Teachers Staff School Library School Facilities Outside Consultant Computers Central Office BISD Technology Depart. Administrative Staff	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
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Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Teachers will receive either initial training or an Annual Orientation on the PDAS sytem	Mr. Hatfield, Region 16	X	X											Inservice Agenda Teacher Sign-in sheet
PDAS: All teachers will be evaluated by the Principal using the PDAS.	Mr. Hatfield	X	X	X	X	X	X	X	X	X	X			PDAS Evaluations turned into Mrs.

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
														Rotramel in May

APPENDIX I

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

2010-11 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Classroom Teacher	Judy Biggs	Math		
Classroom Teacher	Alayne Bradshaw	P.E./Health		
Classroom Teacher	Rita Bridges	Rtl Intervention		
Classroom Teacher	Judy Brooks	Math		
Classroom Teacher	Priscilla Butler	Sp Ed ELA/Math		
Classroom Teacher	Susan De Loe	Computer Applications		
Classroom Teacher	Cindy Head	ELA		
Classroom Teacher	Jacque Kimble	Language Arts - Reading		
Classroom Teacher	Donna Krug	Science		
Classroom Teacher	Kathrine Loucks	Music/Theatre Arts		
Classroom Teacher	Melissa Purcell	Language Arts - Reading		
Classroom Teacher	Rosa Rangel	Bilingual		
Classroom Teacher	Leigh Thornton	Science		
Classroom Teacher	Tiphonie Wallace	Special Ed		
Classroom Teacher	Virginia Winegar	ELA		
Principal	Randal Hatfield		Continuing	
Non-Classroom Professional Staff	Danielle Watson, Counselor		Continuing	
Paraprofessional	Cindy Littlejohn		Continuing	
Parent	Carmen Jones		2011	
Community Representative	Cynthia LaGrone		2010-2011	
District Level Professional	Dewey De Loe		Continuing	

Campus Improvement Plan Plan Implementation and Development Log	
Date	Purpose
Monday, June 28, 2010	Final Math TAKS Retest
Monday, August 09, 2010	New Teacher Academy
Tuesday, August 10, 2010	New Teacher Academy
Wednesday, August 11, 2010	New Employee Orientation
Thursday, August 12, 2010	Teacher In-Service: Faculty Meeting (Teacher Handbook)
Friday, August 13, 2010	Faculty Inservice:
Monday, August 16, 2010	Faculty Inservice:
Tuesday, August 17, 2010	Faculty In-Service:
Wednesday, August 18, 2010	Faculty Inservice:
Thursday, August 19, 2010	New Years Party: Parent / Student/Teacher Conferences
Thursday, August 19, 2010	Faculty In-service: CPI Non-Violent Physical Intervention Training
Friday, August 20, 2010	CSCOPE Conference for Teachers and Aides in Pampa
Monday, September 13, 2010	Progress Reports Sent Out
Wednesday, September 29, 2010	TAKS Success Picnic for Discoverers' Parents (SSI)
Thursday, September 30, 2010	TAKS Success Picnic for Explorers' Parents (SSI)
Monday, October 04, 2010	Canned Food Drive Begins (Ends November 20th)
Thursday, October 07, 2010	Early Student Release/Parent Teacher Conferences
Friday, October 08, 2010	"It's Cool To Be Good" 1st six weeks Good Citizens Assembly

Monday, October 25, 2010	Red Ribbon Drug Free Schools Week Begins
Monday, October 25, 2010	Progress Reports Sent Out
Friday, November 05, 2010	UIL Pep Rally
Saturday, November 06, 2010	District UIL Academic Meet - Gateway & Crockett Elementaries
Tuesday, November 09, 2010	Watch DOGS Program Enlistment Dad/Student Pizza Party Night
Thursday, November 18, 2010	Second Report Card
Friday, November 19, 2010	"It's Cool To Be Good" 2nd six weeks Good Citizens Assembly
Tuesday, November 23, 2010	Early Release
Monday, December 13, 2010	Attendance Committee Meets
Monday, December 13, 2010	Progress Reports Sent Out
Thursday, December 16, 2010	Good Behavior Reward Day Activity
Friday, December 17, 2010	Early Release
Thursday, January 20, 2011	3rd Report Card
Friday, January 21, 2011	"It's Cool To Be Good" 3rd six weeks Good Citizens Assembly
Friday, January 28, 2011	BIS Spelling Bee
Monday, February 07, 2011	Progress Reports Sent Out
Monday, February 21, 2011	Hutchinson County Spelling Bee (TBA)
Thursday, March 03, 2011	Fourth Report Card
Friday, March 04, 2011	"It's Cool To Be Good" 4th six weeks Good Citizens Assembly
Monday, March 07, 2011	TELPAS for LEP Students March 7 thru April 8
Friday, March 11, 2011	Early Student Release
Monday, March 28, 2011	Progress Reports Sent Out

Tuesday, April 05, 2011	First TAKS Math Test
Wednesday, April 06, 2011	First TAKS Reading Test
Thursday, April 21, 2011	Fifth Report Card
Thursday, April 21, 2011	"It's Cool To Be Good" Good Citizens Assembly
Thursday, April 21, 2011	Early Release
Thursday, April 28, 2011	TAKS Science Test
Monday, May 09, 2011	Progress Reports Sent Out
Tuesday, May 17, 2011	TAKS Math Retest
Wednesday, May 18, 2011	TAKS Reading Retest
Friday, May 20, 2011	"It's Cool to Be Good" 6th six weeks Good Citizens Assembly
Tuesday, May 24, 2011	Student Awards Assembly
Wednesday, May 25, 2011	Spring Reward Day: Play Day at Huber Park
Wednesday, June 08, 2011	Extended Year classes begins
Wednesday, June 29, 2011	Final Reading TAKS Retest

Needs Assessment

Summative Evaluation for 2009-10

Objective Accomplishments

TAKS Reading - Grade: 5

Analysis Group: All Students

Actual Performance for 2008-09	81%
Projected Annual Objective for 2009-10	82.8%
Actual Performance for 2009-10	96%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	60%
Projected Annual Objective for 2009-10	75%
Actual Performance for 2009-10	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	67%
Projected Annual Objective for 2009-10	78.5%
Actual Performance for 2009-10	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	71%
Projected Annual Objective for 2009-10	80.5%
Actual Performance for 2009-10	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 88%
 Projected Annual Objective for 2009-10 89%
 Actual Performance for 2009-10 98%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 83%
 Projected Annual Objective for 2009-10 86.5%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 47%
 Projected Annual Objective for 2009-10 70%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09 41%
 Projected Annual Objective for 2009-10 65.5%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09 70%
 Projected Annual Objective for 2009-10 80%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: 5

Analysis Group: All Students

Actual Performance for 2008-09 86%
 Projected Annual Objective for 2009-10 88%
 Actual Performance for 2009-10 93%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09 80%
 Projected Annual Objective for 2009-10 85%
 Actual Performance for 2009-10 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09 76%
 Projected Annual Objective for 2009-10 83%
 Actual Performance for 2009-10 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09 76%
 Projected Annual Objective for 2009-10 83%
 Actual Performance for 2009-10 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09 92%
 Projected Annual Objective for 2009-10 92.5%
 Actual Performance for 2009-10 94%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09 73%
 Projected Annual Objective for 2009-10 81.5%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09 53%
 Projected Annual Objective for 2009-10 71.5%
 Actual Performance for 2009-10 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09	47%
Projected Annual Objective for 2009-10	68.5%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09	78%
Projected Annual Objective for 2009-10	84%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: 5

Analysis Group: All Students

Actual Performance for 2008-09	78%
Projected Annual Objective for 2009-10	84%
Actual Performance for 2009-10	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2008-09	80%
Projected Annual Objective for 2009-10	85%
Actual Performance for 2009-10	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	61%
Projected Annual Objective for 2009-10	75.5%
Actual Performance for 2009-10	79%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2008-09	61%
Projected Annual Objective for 2009-10	75.5%
Actual Performance for 2009-10	82%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2008-09	85%
Projected Annual Objective for 2009-10	87.5%
Actual Performance for 2009-10	88%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2008-09	60%
Projected Annual Objective for 2009-10	75%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2008-09	26%
Projected Annual Objective for 2009-10	58%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Bilingual/ESL

Actual Performance for 2008-09	29%
Projected Annual Objective for 2009-10	59.5%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: At Risk

Actual Performance for 2008-09	61%
Projected Annual Objective for 2009-10	75.5%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

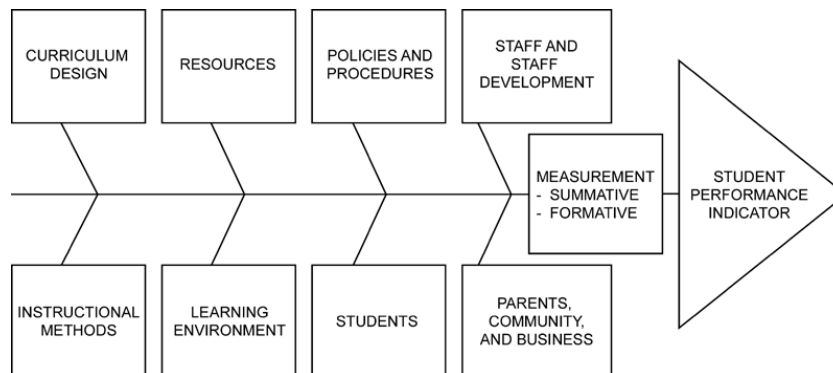
Needs Assessment Focus

Indicators Not Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Process Chart



Summative Evaluation for year 2010-11

Objective Accomplishments

TAKS Reading - Grade: 5

Analysis Group: All Students

Actual Performance for 2009-10	96%
Projected Annual Objective for 2010-11	96%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10	91%
Projected Annual Objective for 2010-11	91.5%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10	95%
Projected Annual Objective for 2010-11	95%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10	95%
Projected Annual Objective for 2010-11	95%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10	98%
Projected Annual Objective for 2010-11	98%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: 5

Analysis Group: All Students

Actual Performance for 2009-10	93%
Projected Annual Objective for 2010-11	94%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10	90%
Projected Annual Objective for 2010-11	90.5%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10	89%
Projected Annual Objective for 2010-11	89.5%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10	92%
Projected Annual Objective for 2010-11	92%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10	94%
Projected Annual Objective for 2010-11	94.5%
Actual Performance for 2010-11	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: 5

Analysis Group: All Students

Actual Performance for 2009-10 85%
 Projected Annual Objective for 2010-11 87.5%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2009-10 73%
 Projected Annual Objective for 2010-11 81.5%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2009-10 79%
 Projected Annual Objective for 2010-11 84.5%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2009-10 82%
 Projected Annual Objective for 2010-11 86%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2009-10 88%
 Projected Annual Objective for 2010-11 89%
 Actual Performance for 2010-11 NA
No Progress Rating Selected

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Objectives

Objective 1: Performance-Reading and Writing

The students in Borger ISD will demonstrate exemplary performance in the reading and writing of the English language.

Objective 2: Performance-Mathematics

The students in Borger ISD will demonstrate exemplary performance in the understanding of mathematics.

Objective 3: Performance-Science

The students in Borger ISD will demonstrate exemplary performance in the understanding of science.

Objective 4: Performance-Social Studies

The students in Borger ISD will demonstrate exemplary performance in the understanding of social studies.

District Goals

Goal 1: :Increase Student Achievement

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

Superintendents Goals:

- * Meet AYP
- * 100% of Subgroups pass TAKS
- * Increase ACT/SAT Scores
- * Increase percentage of students identified as "College Ready"
- * Develop motivation for staff and reward improvement
- * Hire highly qualified teachers with bonus pay for high need areas

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

Superintendent's Goals:

- * Upgrade security at all facilities (cameras, alarms, doors, etc.)
- * Security cameras on all route busses
- * Continue budgeting for school resource officers
- * Schedule adequate administrative and law enforcement personnel at school activities
- * Continue to develop district policies for board approval as required by law or local needs

Goal 3: Increase Management Efficiency

Qualified and highly effective personnel will be recruited, developed, and retained.

Superintendent's Goals

- * Review changes in academic requirements for promotion and graduation and hire employees as needed
- * Prepare program to grow our own teachers as needed in critical areas
- * Improve use of personnel in ISS and DAEP on all campuses

Goal 4: Improve Public Support and Confidence in Schools

Borger ISD will improve the communities support and confidence in the quality of the district and will make BISS the district of choice.

Superintendent's Goals:

- * Improve all state required assessments
- * Continue to improve communication with the community through the school website, cable channel, newspaper, and radio
- * Develop more campus involvement in the community

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.

Superintendent's Goals:

- * Competitive Salaries
- * Additional Benefits/Stipends
- * Incentive Pay
- * Develop more camaraderie between staff on each campus; campus to campus, and administration to campus

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.

Superintendent's Goals:

- * Develop and improve replacement schedules for all campus facilities and equipment
- * Review state requirements for academic and extracurricular facilities to provide optimum learning environments and comfort
- * Complete ALL bond package work

Goal 7: Parent Involvement

Parents will share with educators the responsibility of the education of their children

Superintendent's Goals:

- * Continue to build our adult ESL classes for parents
- * RSCC Program for Student Accountability will include a parent portal for contact with school staff
- * Increase parent communications with all media sources

Goal 8: A Well Balanced and Appropriate Curriculum

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

Superintendent's Goals:

- * Offer more teacher training on C-SCOPE
- * Continue to improve vertical alignment of curriculum
- * Add or delete course offerings based on state law or local needs

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well balanced and appropriate curriculum will be provided to all students.

Objective 5: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2: LEP will become Proficient in English

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Goal 3: Highly Qualified Staff

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4: Safe, Drug Free Learning Environments

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1: Safe and Orderly Environment

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2: Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3: Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4: Clear and Focused Mission

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5: Opportunity to Learn and Student Time on Task

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6: Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7: Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2: Ensure Planning is Incorporated

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3: Use Effective Methods

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: Support Regular Education Program

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7: Strategies for Parental Involvement

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8: Coordinate and Integrate Services and Programs

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I - Schoolwide Programs

Goal 1: Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

Goal 2: Student Opportunities

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
 - *strengthen the core academic program in the school;
 - *increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - *include strategies for meeting the educational needs of historically underserved populations;
- (iii)
 - *include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, personal finance education, and innovative teaching
 - the integration of vocational and technical education programs; and
 - *address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Goal 5: Professional Staff

Strategies to attract high-quality highly qualified teachers to high-need schools.

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Goal 8: Include Teachers in Decisions

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal 9: Identify and Assist with Student Difficulties

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Goal 10: Federal, State, and Local Programs

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

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

APPENDIX III

AEIS GRAPHS

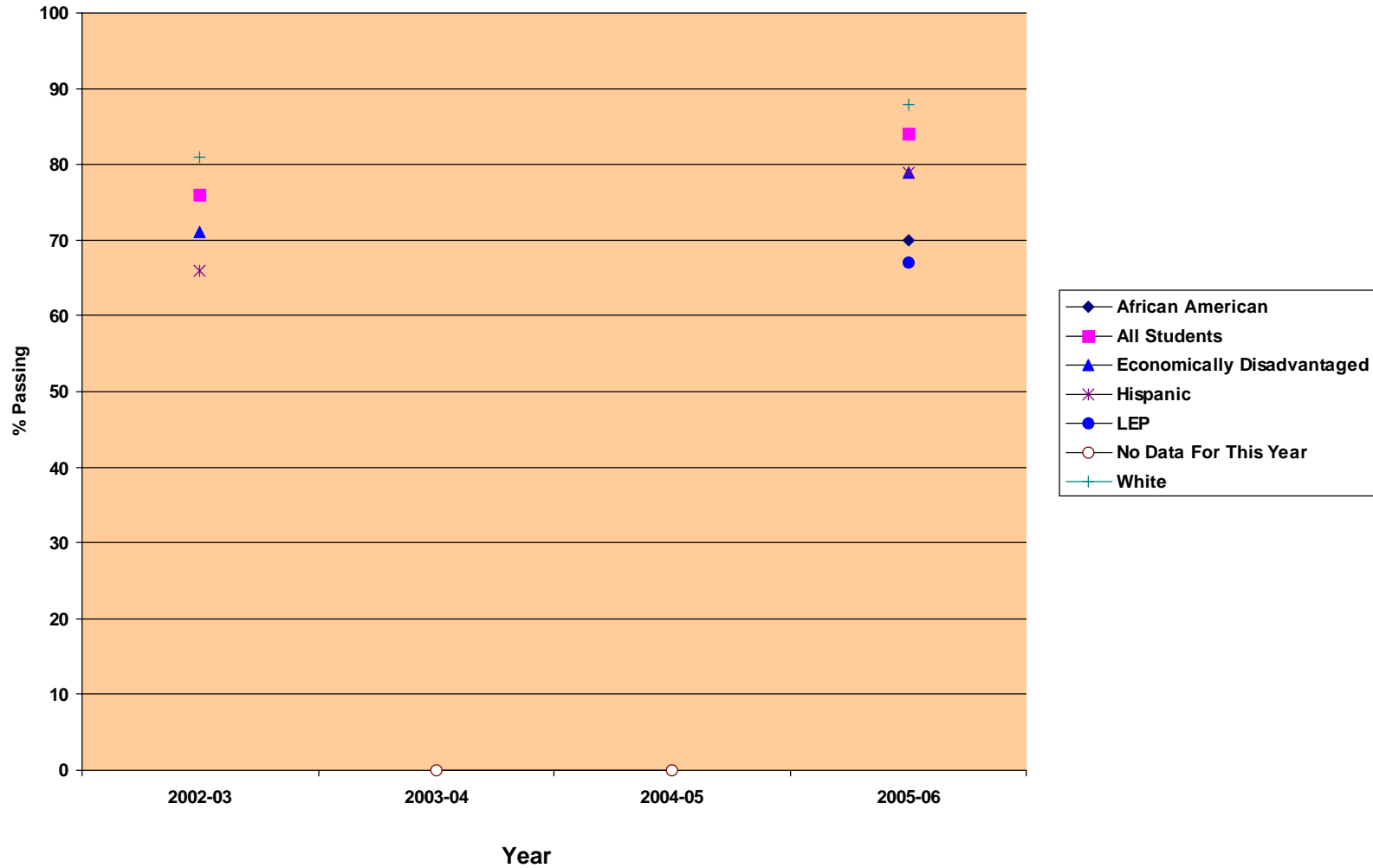
Report of TAKS Reading

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Reading.**

Report of TAKS Math

Graph of Current Performance by Analysis Group



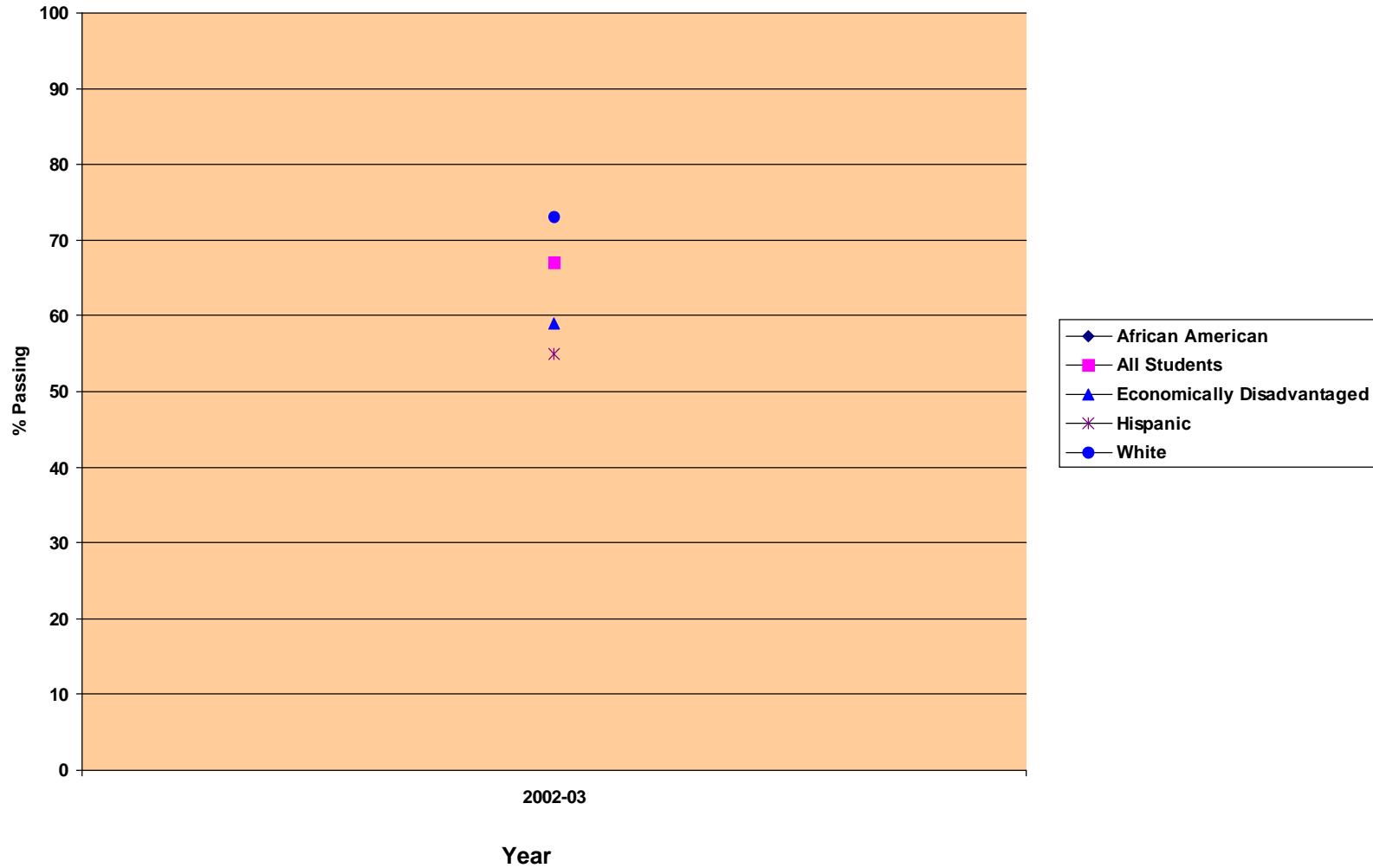
Report of TAKS Science

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Science.**

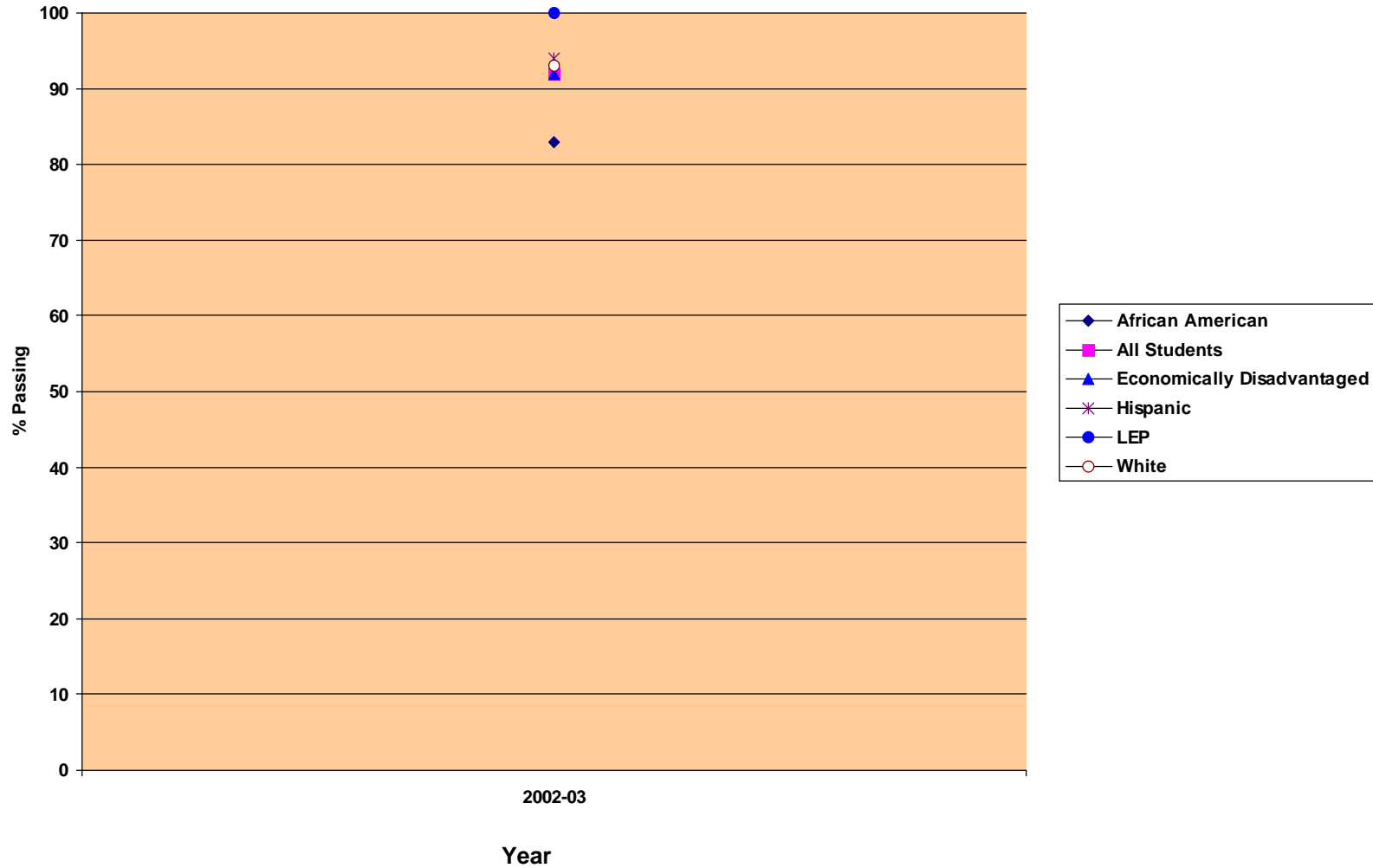
Report of TAKS Overall

Graph of Current Performance by Analysis Group



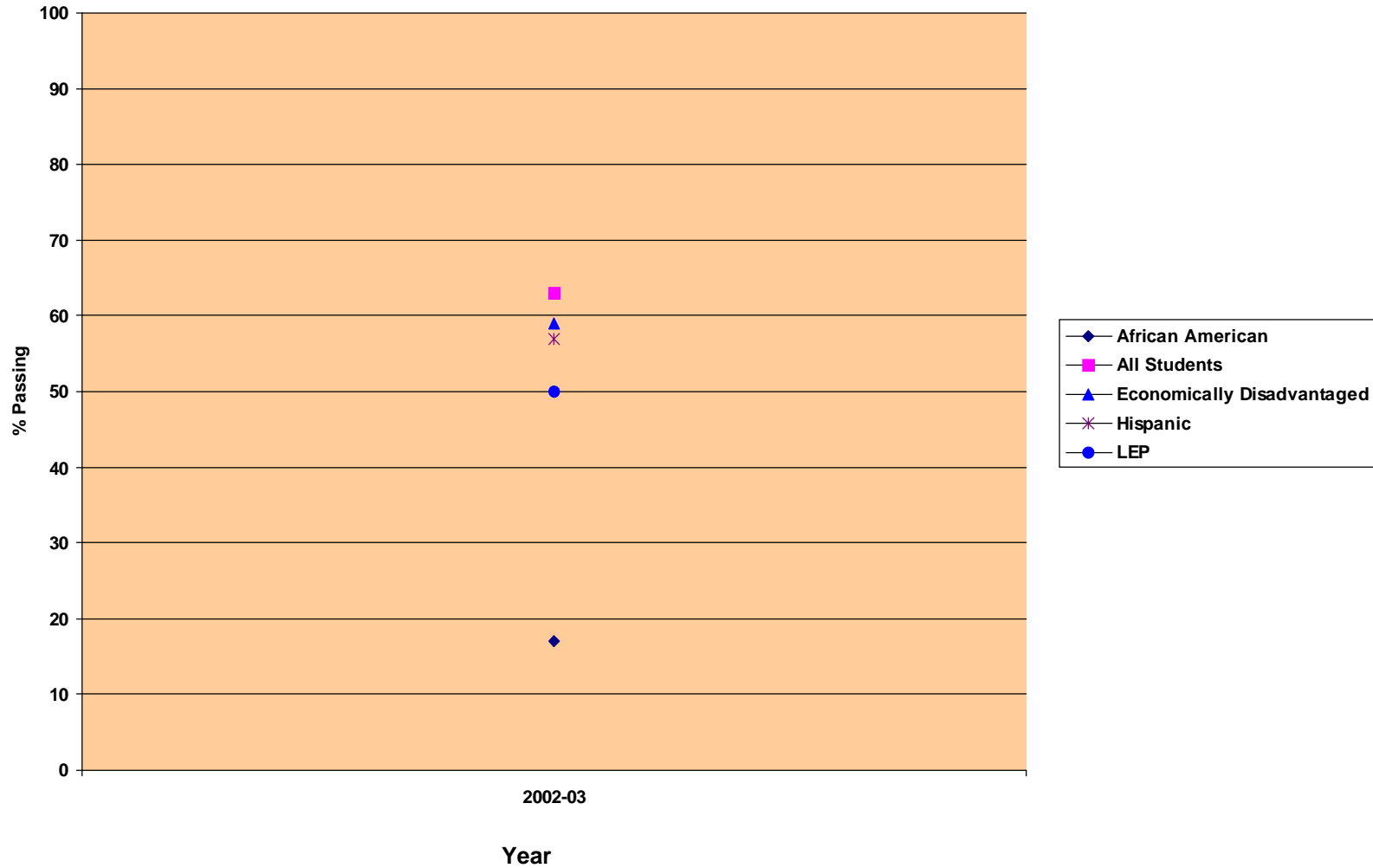
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



Report of SDAA II Math

Graph of Current Performance by Analysis Group



Report of SDAA II Writing

Graph of Current Performance by Analysis Group

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

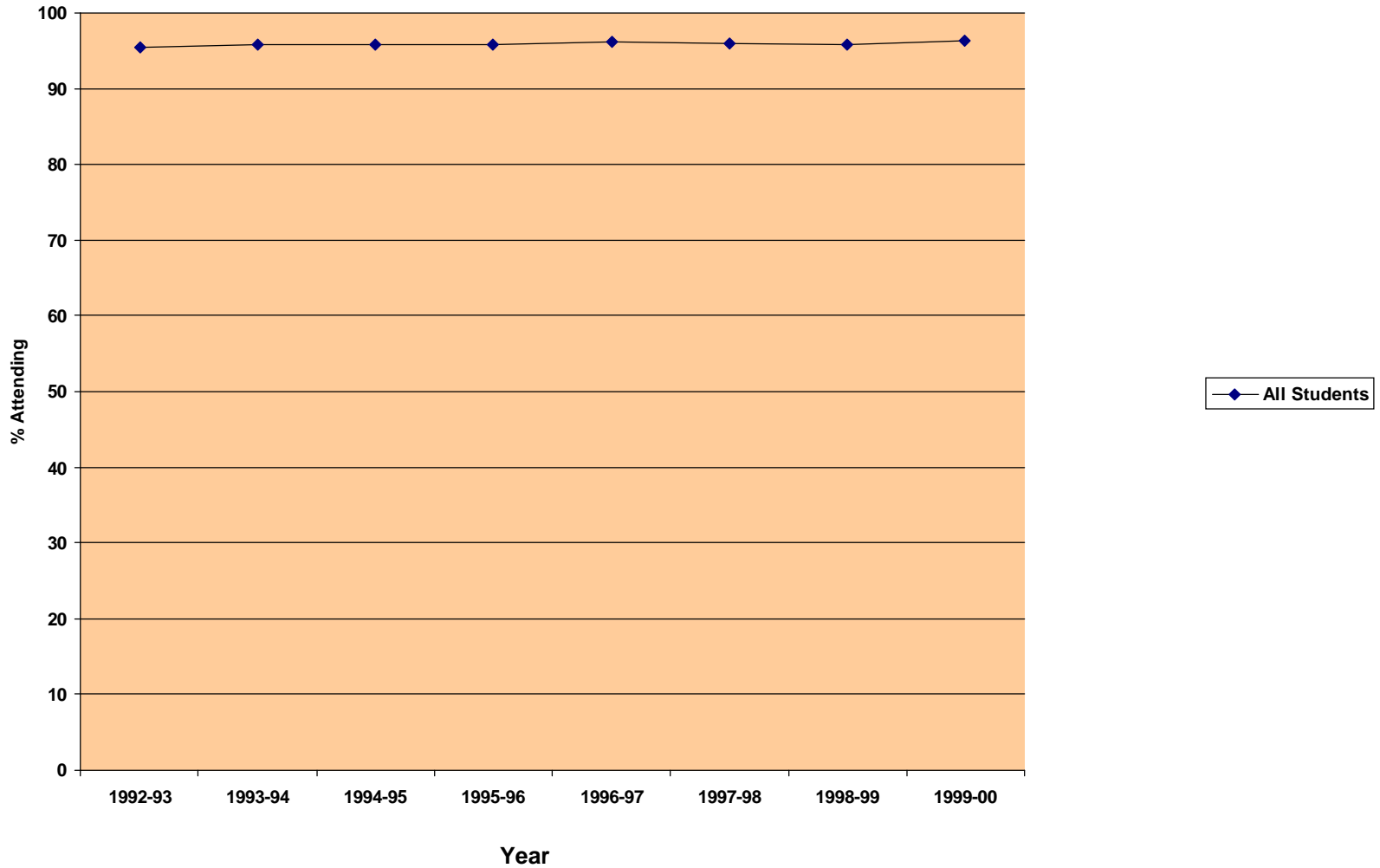
Report of SDAA II Overall

Graph of Current Performance by Analysis Group

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

Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Dropped Out (4-yr).**

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Taking
SAT/ACT.**

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Scoring At or
Above Criterion.**

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean SAT Scores.**

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**