

BORGER INTERMEDIATE

Campus Improvement Plan

2013/2014

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

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

Date Reviewed:

Date Approved:

BORGER INTERMEDIATE Site Base

| Name | Position |
|-------------------|-----------------------|
| Brown, Patti | District Professional |
| Butler, Priscilla | Classroom Teacher |
| Cooper, Judy | Classroom Teacher |
| Hatfield, Randal | Principal |
| Krug, Donna | Classroom Teacher |
| LaGrone, Cynthia | Community Member |
| Littlejohn, Cindy | Paraprofessional |
| Loucks, Kathrine` | Classroom Teacher |
| Newell, Cyndi | Classroom Teacher |
| Purcell, Melissa | Classroom Teacher |
| Rangel, Rosa | Classroom Teacher |
| Speed, Tia | Classroom Teacher |
| TBA, TBA | Parent |
| Thornton, Leigh | Classroom Teacher |
| Watson, Danielle | Counselor |

Comprehensive Needs Assessment

Borger Intermediate School - School Year 2013-2014

Data Sources Reviewed:

- Campus Improvement Committee Subcommittees Needs Assessment Reports
- Student Survey
- Teacher Survey
- Parent Survey
- 2012 AEIS Report
- 2013 STAAR Campus Report
- 2012 STAAR Campus Report
- 2012-2013 Campus Improvement Plan
- DMAC data
- Master Schedule
- Staff Duty Rosters
- Behavior records
- School budget

Demographics

What were the identified strengths?

- Stable teaching staff in core subjects
 - Relatively stable student population
 - Diversity in student population
 - Positive teacher to student ratio
- Daily average attendance above 96% most years

What were the identified needs?

- More ethnic/gender diversity among teaching staff (most teachers are female and non-Hispanic whites, while the student population is almost 40% Hispanic);
- Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, the learning disabled, and about inclusion with regard to these student groups.
- Over 57% of 2012-2013 BIS students are economically disadvantaged
- Average daily attendance dropped below 96% for the first time in several years. Several episodes of viruses and flu hit our student body and faculty this year.

What are the priorities

- Inclusion training for teachers of Hispanic and special education students including introduction to Sheltered Instruction
- Recruitment of Hispanic and/or male teachers and Spanish speaking support personnel

- Monitor the progress of economically disadvantaged students and provide assistance as needed. Continue to participate in the Snack Pack for Kids program and encourage parents to take advantage of free and reduced lunch programs
- Emphasize good attendance each six weeks by offering the opportunity for prizes to students and teachers with perfect attendance

Student Achievement

What were the identified strengths?

- Improvement in all areas of the STAAR from 2012 to 2013
- TEA awarded "Distinction Earned" to BIS for being in the top 25% of its cohort in Student Progress
- BIS ranked 5th out of the forty-one schools in its cohort in Student Progress
- Reading improved from 71% passing in 2012 to 88% passing in 2013 – 1% above the state average
- The passing rate in Math improved from 81% in 2012 to 89% in 2013 -2% above the state average
- The passing rate in Science went from 69% in 2012 to 71% in 2013 - 2% below the state average
- Accelerated instruction was organized by student expectations (SE) and involved 90% of teachers
- Targeted sub groups showed a dramatic improvement over 2012. Hispanic passing rates were 84% in reading and 83% in math. The passing rate for economically disadvantaged students was 86% in both math and reading.
- The number of students achieving Level III: Advanced Academic Achievement increased this year. 23% were level III in math, 20% were level III in Reading, and 19% were level III in Science

What were the identified needs?

- Special Ed students performed below their non-disabled classmates on the STAAR in reading, math, and science. This will need to be addressed.
- In 2015, the passing standard will increase for all subjects. Increasing standards call for increased rigor and higher level instruction and learning
- Though improvement in student achievement on the STAAR was noted, overall BIS was still one point below the state average in science.
- Although the number of students achieving Advanced Academic Achievement increased over last year, we believe our students can be challenged to do even better in 2014.

What are the priorities?

- Special Education students will be included, when appropriate, in math classes with non-disabled students. Special Ed and Regular Ed personnel will need training in inclusion for this to be successful.
- TEA released 2013 STAAR tests in August of this year. Close examination of these tests and the STAAR data from DMAC will need to be done to prepare students for the 2014 administrations of the STAAR with their increased standards
- Increase the number of students reaching Level III: Advanced Academic Achievement on each of the 2014 STAAR tests by 10% by providing challenging enrichment activities through BOOST classes
- PLCs will monitor student achievement each six weeks and develop virtual war rooms to track progress on mastery of student expectations (SE) and TEKS

School Culture and Climate

What were the identified strengths?

- BIS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging.
- Students are taught to treat each other with respect and to value the worth of each person.
- Teachers strive to meet the individual needs of students and treat them with respect and with dignity.
- Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.

- We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment.
- We set high standards for good behavior and for academic achievement. Many different methods are employed to produce both.
- Professional Learning Communities (PLCs) meet regularly to conduct group studies in order to improve instruction and to discuss individual and group student needs
- Good citizens are recognized each six weeks with the “Cool Kids Award” because it is cool to be good at BIS. This year 70 students were honored with this award
- The student survey about the school shows that most students want to achieve in school, believe the teachers and principal care about them and have high expectations for them, feel happy at school, want to pursue higher education, say their parents expect them to go to college, feel safe at school, have friends at school, and believe they could tell an adult if they were being bullied at school

What were the identified needs?

- There is not currently a good tracking system in place to monitor student progress, behavior, and motivation across the various teachers’ classrooms.
- PLCs accomplish some of this but time is limited and the focus is not on the whole child, but almost exclusively on student achievement on common assessments and decisions concerning improving instruction to facilitate improvement
- Contacts with parents are usually done by individual teachers without coordination with the other teachers.
- Many students exhibit a lack of motivation and little understanding about how they impact their own success
- Rewards are given for achievement, attendance, and good behavior but not enough promotion is done on a regular basis to remind the students about them. Competition needs to be stressed more.
- Bullying is a moderate concern of students, parents, and school personnel.
- Duty schedule hampers full participation in PLCs
- The student survey about the school shows that many students think school is boring, don’t get help on their school work from their parents, don’t access Study Island at home, and don’t feel that students treat each other with respect

What are the priorities?

- Reinstigate Teaming in some form as a way to more consistently monitor student progress and behavior in classrooms and manage parent contacts. The PLCs are a possible way this could be achieved.
- Develop duty rosters around PLC schedules so that PLC groups can meet all together – maybe an all on duty and all off duty schedule
- Institute a student motivation program. Example: Quantum Learning’s 8 Keys of Excellence and the Core Components
- Promote rewards and awards for scholarship, attendance, good behavior and good citizenship through consistent promotional activities including competitions between groups, locker tags, visual reminders (posters, flyers), School Announcement broadcasts, regular PA announcements, and classroom reminders by teachers

Staff Quality/Professional Development

What were the identified strengths?

- All teachers at BIS are highly qualified and hold certifications required to teach our students. One team serves LEP students whose parents have chosen to deny direct bilingual/ESL services. New Teachers will become ESL endorsed during the first semester. In addition, our aides are all TEA certified paraprofessionals with college education backgrounds
- Feedback regarding teacher performance is provided to teachers through PDAS evaluations and through formal and informal classroom observations
- The PDAS System also tracks continuing education of teachers and insures that there is continuous improvement.
- Professional development is based upon need. This is determined by desegregating data and identifying our areas of weakness. This year teachers have received training in working with ELL students, understanding students in poverty, Kilgo curriculum, Marzano group instructional activities, peer mentoring, professional learning communities, and technology

What were the identified needs?

- Request forms for professional development need to be simplified. They take too long to fill out which can deter teachers from taking advantage of training that they would like to attend and which would help achieve the goals of the school

- New teachers on campus and especially new teachers to the profession need to be mentored specific to the school. We have a rigorous schedule and it can be difficult to learn how it all works. We need to improve our new teacher mentoring
- We need and would like to do book studies in the PLCs that focus on improvement of instruction
- Our staff needs to focus on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning
- The teacher survey showed that they felt more attention needed to be given to their professional development

What are the priorities?

- Make a request to the BISD Central Administration that the Professional Development Request form be simplified and shortened in order to encourage more participation in relevant professional development activities
- Develop a new - New Teacher mentoring process for the school involving teachers and administrators that provides continuing assistance and guidance throughout the year
- Professional learning communities (PLC) will do studies which focus on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning. These studies will be based upon the identified needs of the students
- In August and September create individual and group professional development plans for the year in which teachers choose and participate in a number of relevant training opportunities

Curriculum, Instruction, Assessment

What were the identified strengths?

- Curriculum and instruction are driven by data collected from multiple assessments
- Teachers input data from 6 weeks test results into a Virtual War Room which helps teachers to track how students are performing. Teachers then meet in PLC groups to discuss what can be done to help the students to succeed
- Teachers are provided with one day each six weeks for resource calibration and collaborative lesson planning with other teachers in their subject area
- Students preparing for the second administration of the STAAR Math Test were provided with an average of 3.5 hours per day of intensive accelerated instruction and practice based generally on SE needing improvement. This included time spent in after school tutorials
- Students preparing for the second administration of the STAAR Reading Test were provided with an average of 3 hours per day of intensive accelerated instruction and practice generally based on SE needing improvement. This included time spent in after school tutorials
- Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher determine if instruction is adequately covering all required TEKS
- a variety of research based programs are utilized to provide instruction and assessment: Study Island (math, reading, science), Stem Scopes (science), Think Trough Math, Voyager Reading, V-Math, iStation (reading), Lonestar Rigor (math), ALEKS (math) in summer school
- An emphasis on 21st century learning skills can be seen through the incorporation of Smart Board lessons, document cameras, and student computers in the classrooms. Teachers have made an improved effort to increase the amount of technology used in lessons by having students create videos, word clouds, and complete web-quests.
- STAAR One was used to produce rigorous common assessments administered each six weeks. The rigor of the reading assessments appears to have helped students' skills to develop through the year as evidenced by improved STAAR scores in reading.
- Math teachers were able to finish covering all tested Student Expectations/TEKS over a month before the STAAR test in April, which allowed them to spend the weeks before the test reviewing

What were the identified needs?

- Scores on common assessments which tested the TEKS to be covered each six weeks reflect that the rigor of classroom instruction needs to be regularly increased to match the depth and complexity of the curriculum
- More challenging computer based STAAR preparation programs such as the ALEKS math program are needed in order to encourage higher order thinking and deeper understanding
- Accelerated instruction between the first and second administrations of the STAAR math and reading needs to be individualized more with respect to the specific SE.

This is difficult because there are just a few days available for planning and instruction

- Tutorials from the first day of school for students who were not successful on the STAAR Reading and Math tests in the fourth grade (and fifth grade for students who were retained)

What are the priorities?

- Continue providing core teachers one full day out of the classroom each six weeks for resource calibration and collaborative lesson planning with their subject area colleagues
- Utilize the ALEKS math program for supplemental math instruction and STAAR preparation
- Continue to utilize a variety of research based resources to provide instruction and assessment: Study Island reading, science), Stem Scopes (science), Think Trough Math, Voyager Reading, V-Math, iStation (reading), Lonestar Rigor (math)
- Continue to use the STAAR One test generator to develop rigorous assessments in all subjects from the beginning of the year
- Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments so that classroom instruction, tutorials, and accelerated instruction can be specific to student need
- Math and reading teachers need to be given a day out of the classroom to analyze STAAR data from the first administrations in April so that accelerated instruction can be more individualized according to specific SE before the second administrations in May
- After-school tutorials beginning in the first six weeks and continuing through all administrations of the STAAR tests

School Context and Organization

What were the identified strengths?

- High expectations for students.
- Strong student support structure in place.
- A campus level professional learning community that works to assist in student achievement.
- Collaborative campus level decision making process.
- Campus is situated on one hall for the most part allowing for a strong feeling of community among staff and students.
- A Parent survey had poor participation but those who did it expressed a high level of satisfaction with the school, the teachers, and its challenging academic expectations and classroom instruction.
- The teacher survey showed that teachers felt good about the school, the administration, the academic rigor, and the way children are cared for and nurtured.
- Teachers are provided 60 minutes per week for professional development. In addition, they are encouraged to participate in training events of their choosing.

What were the identified needs?

- More parental involvement.
- Many students are not aware of who our School counselor is and what she does
- Teacher/campus representatives to attend staff meetings with Administration Office when curriculum, assessment, and other important classroom matters are being discussed.
- Align duty with teams/ PLCs
- A professional learning community that works across grade levels to assist in student achievement
- Computer lab located on 5th grade hall to aid in access and in maintaining a safe and self-contained campus feel.

What are the priorities?

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

Technology

What were the identified strengths?

- Smart boards, document cameras, overhead projectors, three student computers and a teacher computer are in every core subject classroom
- Wireless access to the internet is in some classrooms
- Computer Tech on campus daily
- Availability to use a variety of educational software programs for instructional purposes, especially STAAR preparation (Study Island [math, reading, & science], Voyager Passport, V-math, I-Station, Think Through Math, Stem Scopes, various online support for curriculum instruction)

What were the identified needs?

- More student computers in each classroom
- Wireless access throughout the building
- New computers in the BIS computer lab (room 222) including the teacher's computer
- Many projectors need to be replaced/repaired/adjusted so that they can be utilized with the lights on in the classroom. In many classrooms the glare makes it necessary for the lights to be off in order for students to see what is being projected
- Document cameras are aging and are not sharp enough to be seen without turning off classroom lights, and even then it is often not enough

What are the priorities?

- Wireless Access throughout the building
- New computers installed in the computer lab
- Projectors in classrooms need to be working properly so that it is possible to leave the lights on while teaching

Family and Community Involvement

What were the identified strengths?

- Timely access to information is currently provided with a call-out phone system that informs parents of events that affect student/parent participation and involvement (bad weather, report cards, progress reports, school events)
- Hundreds attended Fiesta Night in October which highlighted our emphasis on cultural awareness. \$1400 was raised making it possible to sell yearbooks for just \$5.00 each.
- Our STAAR Picnic was a great success in September. More than 50% of parents came to eat lunch with their children and listen to an explanation of the Student Success Initiative (SSI).

What were the identified needs?

- Parents are an important part of BIS and we depend upon them to help us achieve our goals. We continue to see student success directly related to how involved a student's parents are in their children's education. The lack of parent involvement was often related to inadequate achievement and poor behavior for some students this past year.
- Parents need to be informed about the Student Success initiative to inform parents of the requirements of STAAR and SSI for 5th graders.

What are the priorities?

- BIS teachers and staff will seek to involve parents more in the progress of their children's academics and behavior by increased direct contact through phone calls and email, the regular distribution of campus publications, improved PTO meetings, and campus events directed toward parents which will provide relevant information and opportunities for parents to grow in their involvement

- BIS will conduct three Parent Night events during the year that will involve students, parents, and teachers. One of these nights will be our annual Fiesta Night.
- Invite parents to STAAR/SSI Picnic in September and give them information about the STAAR

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--|---|--|
| <p>1. Teachers will utilize the Kilgo Scope and Sequence to align curriculum and prepare students for the STAAR. In order for teachers to do this, they will have opportunity for training in components of Kilgo. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2)</p> | <p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p> | <p>Summer Training, Lesson Plans, Principal Obsrv</p> | <p>(F)CSCOPE Curriculum, (F)Federal Grants</p> | <p>Summative - Principal observations, lesson plan audits, teacher/principal conferences, results of the 2013 reading and math STAAR</p> |
| <p>2. Provide teachers with opportunities for professional development in research based instructional strategies to use in the reading, math, and science classrooms. (Title I SW: 1,2,3,4) (Target Group: All, ECD, LEP, SPED) (NCLB: 1,2)</p> | <p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p> | <p>each six weeks</p> | <p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments</p> | <p>Summative - Record of Professional Development activites individually and for the school.</p> |
| <p>3. Students who have a history of not being successful on state assessments and/or students who are not successful on regular common assessments/benchmarks in reading will be provided with interventions during the school day and/or during extended day instruction. (Title I SW: 2,9) (Target Group: H, ECD, LEP, SPED, 5th) (NCLB: 1,2)</p> | <p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p> | <p>Each six weeks begining the first day of school</p> | <p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (S)State Grants</p> | <p>Summative - Attendance rolls and lesson plan sheets for extended day reading classes</p> |
| <p>4. Reading, ELA, math, and science teachers will increasingly use technology such as Smartboards and the Study Island/iStation/Think Through Math computer lab to differentiate instruction in order to engage students more actively in the lessons taught. Science teachers will once again use STEMScopes for Science from Rice University to differentiate science instruction. (Title I SW: 1,2,3,4,6,8) (Target Group: All, H, ECD, ESL, LEP, SPED, AtRisk) (NCLB: 1,2,3,4,5)</p> | <p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p> | <p>Each Six Weeks</p> | <p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (S)State Grants</p> | <p>Summative - Principal observations, lesson plan audits, Study Island Reports</p> |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------|---|---|
| 5. Academic "BOOST" classes in reading, math, and science will be conducted during the last hour of each day. All students will participate in learning activities that are different from those used in regular classes. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1) | Principal, Teacher(s) | Each Six Weeks | (F)Federal Grants, (S)State Grants | Summative - STAAR Prep lesson plans and materials prepared by the reading teachers to be used in all classrooms and Principal observations |
| 6. Resources will be utilized to create and administer common benchmark assessments over the reading math, and science TEKS at the end of each six weeks. These will reflect the depth and complexity of the TEKS that have been taught. Results will be used to plan instruction and individual student interventions (Rtl) for the next six weeks. (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 1,2) | Teacher(s) | Each Six Weeks | (L)Local Taxes and State Per Capita Allotments | Summative - Teacher reports of results of the six weeks benchmark assessments in DMAC, Lesson Plan audits, principal/teacher conferences, and Rtl committee meeting minutes |
| 7. Students who have a history of not being successful on state assessments in math and/or students who are not successful on regular benchmarks in math and science may have extended day instruction provided to them. (Title I SW: 1,3,8,9) (Target Group: All, H, ECD, LEP, AtRisk, Dys) (NCLB: 1,2) | Core Subject Teachers, Director of Federal Programs and Instruction, Principal | ongoing | (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments | Summative - Attendance records of Extended day classes, minutes of Rtl meetings |
| 8. Reading, math and science knowledge and skills will be improved through the use of the Study Island/iStation/Think Through Math Lab. Each Math, reading, ELA, and science teacher will take his/her students to the lab four or five times per month for an average of 18 sessions per student. (Title I SW: 1,9,10) (Target Group: All, H, ECD, LEP, SPED, 5th) (NCLB: 1,2) | Campus Intstructional Technologist, Core Subject Teachers, Principal | Monthly, ongoing | (L)Local Taxes and State Per Capita Allotments | Summative - Weekly and monthly Study Island classes, ALEKS classes and individual student reports; Lesson Plan audits |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|---|---|
| 9. Address those Student Expectations which are identified as weaknesses by longitudinal historical data and target them early in the year by developing lesson plans which regularly spiral instruction for them throughout the year. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2) | Core Subject Teachers, Principal | Ongoing | (L)Local Taxes and State Per Capita Allotments | Summative - Lesson Plan audits; principal observations, PDAS |
| 10. Professional Learning Communities (PLCs) will study student data from universal screenings and from six weeks benchmarks and determine appropriate interventions for students based on individual needs. (Title I SW: 1,2,3,4,8,9) (Target Group: All, H, ECD) (NCLB: 1) | Principal, Teacher(s) | Ongoing | (F)Professional Development, (O)Access to Student Performance Data, (O)Campus Based Professional Development, (S)State Compensatory | Summative - PLC Minutes STAAR Results |
| 11. All teachers of core classes will be given the opportunity one day out of the classroom each six weeks to participate in "Treasure Hunt - Resource Calibration" meetings with other teachers teaching the same core subjects. They will utilize a variety of curriculum materials and a variety of other resources to cooperatively prepare high quality TEKS based lesson plans that are at the depth and complexity of the STAAR. (Title I SW: 1,8) (Target Group: All, 5th) (NCLB: 1,2) | Personnel Director, Principal, Teacher(s) | Each six weeks | (F)CSCOPE Curriculum, (F)KILGO Training and Resources, (O)Access to Student Performance Data, (O)Personnel, (O)Resource Calibration Instrument, (O)Teacher pedagogy, (S)Local Funds | Summative - Lesson Plan Audits District Calendar of Treasure Hunts |
| 12. PBM: All Core Teachers will begin implementing Sheltered Instruction methods (SIOP)and posting language goals (listening, speaking, reading, writing) in their rooms daily which they will incorporate into their instruction. (Target Group: LEP, 5th) | | | | Summative - |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------------|---|--|
| 13. Teachers will participate in professional development on lesson planning and instructional implementation to increase rigor and alignment to the depth and complexity of the TEKS (Title I SW: 1,3,4) (Target Group: All, 5th) (NCLB: 1) | Core Subject Teachers, Executive Director of Special Programs, Principal, Professional Educational Consultants | August through November | (F)Professional Development, (F)Title IIA Principal and Teacher Improvement | Summative - Professional Development Schedule Sign-in sheets PDAS Observations |
| 14. In order to improve their students' basic skills, math teachers will continue to use Singapore Math strategies in their instruction. (Title I SW: 1) (Target Group: All) (NCLB: 1) | Principal, Teacher(s) | August through May | (F)Title IIA Principal and Teacher Improvement | Summative - Lesson Plan Audits |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

Objective 2. Based upon student performance on the 2013 STAAR, Margaret Kilgo research, DMAC data in Reading, Math, and Science, universal screenings, six weeks common assessments, and the most current classroom information, Reading/ELA, math, and science teachers will develop and implement strategies to improve the academic strengths of students and add value to their learning. Differentiated Instruction strategies along with the ELPS (English Language Proficiency Standards) and SIOP (Sheltered Instruction Observation Protocol) strategies will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|------------------------------|--------------------------|
| 1. Because an effective plan for improving student learning and instruction will involve the use of technology(iStation,Study Island,Think Through Math,ALEKS etc.), BIS will continue to utilize a dedicated paraprofessional position for the operation and maintenance of our computer lab. (Title I SW: 1) (Target Group: All) (NCLB: 1,2) | Personnel Director, Principal, Superintendent(s) | August 2012 | (O)Personnel, (S)Local Funds | Summative - Staff Roster |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. | | | | |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2013-2014 school year.

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

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--------------------------------------|----------|--|---|
| 6. PBM: Professional development to strengthen the rigor of curriculum and instruction for English Language Learners will be provided by El Saber instructional consultants. (Title I SW: 1,3) (Target Group: LEP, 5th) (NCLB: 2) | Professional Educational Consultants | October | (F)Title IIA Principal and Teacher Improvement | Summative - Professional development calendar |

BORGER INTERMEDIATE

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

Objective 2. PBM: BIS will seek to provide more role models and language assistance to LEP students by establishing greater diversity among the faculty through the recruitment of Spanish speaking staff members.

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

BORGER INTERMEDIATE

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

Objective 1. Identifying and intervening with students in need.

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|------------------------|------------------------------|---|
| 7. The number of security cameras at BIS will be increased from two to seven, including a camera on the White Top area between the building and the gym. (Title I SW: 1) (Target Group: All, 5th) (NCLB: 4) | Principal | august through January | (O)Personnel, (S)Local Funds | Summative - Installation of cameras and DVR |

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|---------------------|---|---|
| 1. Enlist WATCH D.O.G.S. dads to volunteer at least one day per year to patrol inside and outside the school during the school day. (Title I SW: 1,6) (Target Group: All) (NCLB: 4) | Principal | August through May | (L)Agency Funds (ie: Student Activity Funds), (L)Local Projects | Summative - Watch DOGS participation records |
| 2. Choose ten students each six weeks to honor as Cool Kids (It's Cool to Be Good at School) good citizens. Designate those ten students as the "Student Council" for the next six weeks and conduct at least one meeting in which to advise the principal on how to improve the school environment for students. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Principal, Teacher(s) | October through May | (L)Agency Funds (ie: Student Activity Funds) | Summative - Records of Cool Kid presentations and student council minutes |

BORGER INTERMEDIATE

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

Objective 3. BIS will support children in need

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

BORGER INTERMEDIATE

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

Objective 3. BIS will support children in need

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------------|--|-------------------------------------|
| 6. Teachers will utilize past training in identifying and meeting the needs of economically disadvantaged, homeless, and severely impoverished students and then work together in their PLCs to plan intervention strategies specific to these needs. (Title I SW: 8,9,10) (Target Group: ECD, Migrant, AtRisk, 5th) (NCLB: 4) | Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s) | August In-Service and then ongoing | (F)Title I, (L)Local Projects, (O)Staff Time, (S)Local Funds | Summative - PLC agendas and minutes |

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|---|---|
| 6. Materials, supplies, and professional development activities will be utilized to increase parent involvement. (Title I SW: 4,6,10) (Target Group: All, 5th) | Principal, Teacher(s) | On-going | (F)Title IIA Principal and Teacher Improvement, (O)Personnel, (O)Staff Time | Summative - Budget Professional Development Records Parent sign-in sheets |

BORGER INTERMEDIATE

Goal 6. BIS Students Will Achieve An Average Daily Attendance of 97%.

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

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|---------------------|--|-------------------------------------|
| 1. The PLCs will establish meeting agendas, keep minutes, and develop short-term and long-range goals. (Title I SW: 1,4) (Target Group: All, H, ECD, LEP) (NCLB: 1) | Principal, Teacher(s) | Two times each week | (F)Professional Development, (F)Title I, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Staff Time | Summative - PLC agendas and minutes |
| 2. Professional learning communities (PLC) will do studies which focus on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning. These studies will be based upon the identified needs of the students. (Title I SW: 1,4) (Target Group: All, 5th) (NCLB: 1,2) | Principal, Teacher(s) | Ongoing | (F)Title I, (O)Campus Based Professional Development, (O)Staff Time | Summative - PLC agendas and minutes |

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

Objective 4. Provide Instructional coaching.

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. | | | | |

BORGER INTERMEDIATE

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

Objective 6. All teachers will receive training in Sheltered Instruction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-------------------|--|--|
| 1. PBM: Region 16 personnel will be utilized to train all of our teachers in Sheltered Instruction during August In-Service (Title I SW: 4) (Target Group: LEP, 5th) (NCLB: 2) | Director of Federal Programs and Instruction, ESC Educational Consultant, Principal | August 2013 | (F)Title IIA Principal and Teacher Improvement | Summative - In-Service schedule and sign-in sheets |
| 2. PBM: Judy Babcock will be contracted by BISD to provide sustained professional development through instructional coaching for sheltered instruction implementation. (Title I SW: 1,4) (Target Group: LEP, 5th) (NCLB: 2) | Director of Federal Programs and Instruction, Principal, Professional Educational Consultants, Teacher(s) | September - March | (F)Title III Bilingual / ESL, (O)Staff Time | Summative - Record of visits and consultations |

Borger Graduate Profile and BIS' Contribution

Borger Independent School District 12th Grade Graduate Profile

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

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

BIS will:

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

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

BIS will:

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

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

BIS will:

1. Ask students in reading class to set priorities in the classroom and to create and follow plans of action. They will be given a list of expectations to carry out during the week during focus periods and then be rewarded on Fridays if they accomplish them.
2. Expect students to read for 15 minutes at home each night and have an adult sign their log. When the log is full, they are to do book files and summarize their reading. When they complete a Book File, they earn a stamp on their Reading Bingo cards, and get a prize when they complete a Bingo.

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

BIS will:

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

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

BIS will:

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

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

BIS will:

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

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

BIS will:

1. Ask students and parents to participate in a “Mexican Market” night that incorporates product production, marketing, supply and demand,

product presentation, and entertainment. Students have to pick music to perform, decide which products to make and sell, price items, work on committees, and conduct the market on a designated night in October.

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

BIS will:

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

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

BIS will:

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

BISD Mission and Goals for 2013-2014

MISSION

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

GOALS

Goal 1. Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Goal 2. Borger ISD will increase student achievement by providing high quality professional development.

Goal 3. Borger ISD will strive to improve public support and confidence in schools.

Goal 4. Borger ISD will maintain a positive district culture.

Goal 5. Borger ISD will create and maintain a safe environment.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** 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.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.