

BORGER INTERMEDIATE

Campus Improvement Plan

2012/2013

*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: 10/11/12

Date Approved: 10/11/12

BORGER INTERMEDIATE

Goal 1. Borger Intermediate School will meet all state and federal accountability standards in the 2012-2013 school year.

Objective 1. Because individual assessment is an important indicator of quality teaching and successful learning, it is our goal to meet AYP in 2013 by having at least 93% of students within all student groups of Borger Intermediate School demonstrating academic knowledge and skills by meeting passing standards or achieve required improvement on the STAAR Reading and 92% on the STAAR Math. It is also our goal that 80% of all students sub-groups will meet passing standars on the STAAR Science.

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: 1,4) (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 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: ECD, LEP) (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. (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>

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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: 2,8) (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: 1,8,9) (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 her students to the lab four times per month for a total of 16 sessions per student. (Title I SW: 1,9) (Target Group: All, H, ECD, LEP, SPED) (NCLB: 1,2)	Campus Instructional Technologist, Core Subject Teachers, Principal	Monthly, ongoing	(L)Local Taxes and State Per Capita Allotments	Summative - Weekly and monthly Study Island class, and individual student reports; Lesson Plan audits

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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 CSCOPE 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) (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

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Goal 1. Borger Intermediate School will meet all state and federal accountability standards in the 2012-2013 school year.

Objective 2. Based upon student performance on the 2011 TAKS, Margaret Kilgo research, DMAC data in Reading, math, and science, universal screenings, six weeks benchmarks, 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 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, etc.), BIS will add a paraprofessional position this year dedicated to 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

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Goal 1. Borger Intermediate School will meet all state and federal accountability standards in the 2012-2013 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.				

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Goal 1. Borger Intermediate School will meet all state and federal accountability standards in the 2012-2013 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
No strategies defined.				

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Goal 2. 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. 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. Teachers of ESL and Biligual students will receive training in and use the ELPS, the Sheltered Instruction Method, and other scientifically proven strategies for succeessfully 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. 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. ESL students who are significantly below grade level in reading and math will receive instruction through the Voyager reading program and the VMath program. (Title I SW: 1,9) (Target Group: ESL) (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

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Goal 3. The RtI process (Response to Intervention) will be utilized to identify students who are in need of academic and behavioral interventions in order to be successful learners.

Objective 1. Identifying and intervening with students in need.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal screenings in math and reading will be conducted at the beginning of the year to identify students who are significantly below grade level academically and in need of interventions. (Title I SW: 1,9) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Principal	August and September	(L)Local Taxes and State Per Capita Allotments	Summative - copies of individual student screenings; 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 paraprofessional 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

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Goal 4. Maintain a Positive School Environment

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Stop Bullying Now! Take A Stand, Lend A Hand program to prevent bullying at BIS. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, School Nurse, SRO Officer, Teacher(s)	August through June	(L)Agency Funds (ie: Student Activity Funds)	Summative - Opening Day Activity Schedule, Assembly Schedule
2. 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
3. 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.
4. 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
5. 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
6. 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

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Goal 4. Maintain a Positive School Environment

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. We will participate in Red Ribbon Week activities including drug awareness materials and the community drug-free rally. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Instructional Services Coordinator, Principal, Teacher(s)	October	(F)Title I, (L)Local Projects, (O)Access to facilities, (O)Staff Time	Summative - Schedule of activities

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Goal 4. Maintain a Positive School Environment

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

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Goal 5. Improve Parental Involvement

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 Mexican Market Night, Study Island Night, PTO Meetings, 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	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

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Goal 6. Continue to Maintain an Average Daily Attendance above 96%

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The BIS staff will seek to enlist the support of parents by communicating the importance of attendance with regard to student success. (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

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Goal 7. 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, 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)	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. (Target Group: All)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	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 the District UIL Academic Meet in November. (Target Group: All)	Principal, Teacher(s)	August through November	(L)Local Taxes and State Per Capita Allotments	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

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Goal 7. 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
1. Provide more computers (mobile or desk top) in the classroom in order to increase student access. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Principal, Teacher(s)	Ongoing	(F)Federal Grants	Technology budget
2. Obtain new academic software 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) (NCLB: 1)	Director of Federal Programs and Instruction	Ongoing	(F)Federal Grants	Technology budget

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Goal 8. Borger Intermediate School 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. Each PLC will choose a book from the PLC Toolkit and all members will participate in a book study. During the book study, learning will be directly applied so that there is an improvement in teacher pedagogy. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	Ongoing	(F)Title I, (O)Campus Based Professional Development, (O)Staff Time	Summative - PLC agendas and minutes

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Goal 8. Borger Intermediate School 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
1. Teachers will receive 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) (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

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Goal 8. Borger Intermediate School 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
No strategies defined.				

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Goal 8. Borger Intermediate School 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
No strategies defined.				

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Goal 8. Borger Intermediate School 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.				

Comprehensive Needs Assessment

Borger Intermediate School
2012-2013 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; demographics; staff quality, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school context and organization; technology; and school culture and climate. Data sources for it are the Campus Improvement Committee Plan monitoring instruments, STAAR and TELPAS reports, the Adequate Yearly Progress Campus Data Table (Preliminary 2012 AYP Results), AEIS data, Rtl program assessment, teacher evaluations, discipline data, teacher surveys and interviews, and student and parent surveys.

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 can 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 bedrock values 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.

DEVELOPMENT

This needs assessment was developed through the collaborative efforts of faculty and community members of the Campus Improvement Committee. Subcommittees researched and compiled the data contained in the following reports and then their reports were used as the basis for the completed formal Comprehensive Needs Assessment.

DEMOGRAPHICS SUB-COMMITTEE REPORT

The following information was derived from the 2009-2010 and 2010-2011 AEIS campus reports and office records for this year.

Borger Intermediate enrollment for the past three years has been stable with enrollment of 196 in 2011, 201 in 2010 and in 201 in 2009. The breakdown of boys to girls this year is 96 boys and 100 girls. During the 2011-2012 school year there were 27 students in special education, 19 in gifted and talented, and 27 that are ESL. Seven of the students in special education are Hispanic, and one is African American. In the GT program, three of 19 are Hispanic and two of 19 are African American. All of the ESL students are Hispanic. In 2010-2011 there were 16 in ESL, 18 in GT, and 22 in special education. In 2009-2010 there were 19 in ESL, 18 in GT and 19 in special education. LEP students' TAKS scores increased for all tests, according to the 2009-2010 AEIS report, but decreased in reading and math in 2010-2011. TAKS M scores increased from 2010 to 2011. From 2009 to 2010, the TAKS M scores increased in math by 8%, but decreased in reading by 24%. TAKS M Science scores decreased from 53% to less than 1%.

Students have not exited from special programs and this is a pattern that has been prevalent for the past several years due to the high stakes testing. With more rigorous testing, the pattern is likely to remain and it will take more intensive interventions to see any exiting from special programs. We have provided afterschool tutorials this year in reading for At Risk students. Also, in the Bilingual education class the teacher has used the Voyager Reading program. In the special education setting, small reading groups were done and the math classes had no more than five students in them with a teacher and an aide.

According to our information from 2011-2012, 86 students were at risk. 57 of those were economically disadvantaged, 16 were in special education and 26 were identified as LEP.

Some of the students that were at risk were in more than one sub group. According to the 2010-2011 AEIS report 120 were at-risk and in 2009-2010 there were 90 at risk students. There are no migrant students on the Borger Intermediate School campus.

The staff demographics are teachers-14, professional support-one, administrator-one, and educational aides- 5.3. 13 of the teachers are white and one is Hispanic. All teachers have been female in the five year history of BIS, but there will be one male teacher in 2012-2013. The teacher/student ratio is 14.4:1.

STUDENT ACHIEVEMENT SUB-COMMITTEE REPORT

The student achievement data of Borger Intermediate School is disaggregated by AEIS and DMAC reports. These reports disaggregate the data by year, content area, and subpopulations. The AIES reports used covered the years of 2009—2011 while the DMAC reports covered 2010-2011. When looking over the data from these reports one observes varied results ranging from significant growth to mild decline from one year to the next. Student achievement is comparable in both AEIS and DMAC reports. When analyzing the AEIS Report data in the category of "All Tests" 2009-2010 disaggregated by ethnicity, socioeconomic status, gender, and special program, one notices student achievement growth in all sub populations, but the same category and subpopulations on the 2010-2011 report indicate growth in only two sub populations, African American students and Economically Disadvantaged students.

Based on the AEIS reports for 2009-2010, growth was most significant in math and reading. In this report there were also significant gains made in the area of economically disadvantaged students who earned commended scores in all content areas. In the AEIS report for 2010-2011 the most significant growth was noted in science. According to this same report there was substantial growth for African American students who met the standard in both math and science. Science teachers attribute the 2010-2011 science growth to students participating in a brief daily review that covered the 5th grade science standards. This daily review not only covered but also repeatedly reviewed the science standards throughout the year leading up to the science test.

BIS received Gold Performance Acknowledgement from TEA for comparable improvement on the TAKS Reading and commended performance levels on the TAKS Science as noted on the 2010-2011 AEIS report. Also, on the 2009-2010 AEIS report we received Gold Performance acknowledgement in Reading and Math.

Intervention programs at B.I.S. are Voyager/ Passport, Voyager/ V-Math, and Study Island. The Voyager programs are being used in the bilingual classes and in the lowest Tier 2 classes. The teachers in these classes report that all of their students are showing progress this year based on Voyager data. Concerning Study Island data, a report showing annual student growth is not available. Teachers indicated that Study Island appears to be a beneficial program that provides additional instruction and practice over 5th grade tested standards.

The AEIS reports indicate that longitudinal student achievement was stronger from 2009-2010 than from 2010-11. This conclusion is based on the 7% growth rate in the "All Tests" category on the 2009-2010 AEIS report compared to the 0% growth rate in the same category of the 2010-2011. (It should be noted that the 5th graders tested in 2011 also had lower than ordinary TAKS test scores in their third and fourth grade years. Therefore the lack of growth noted in the 2010-2011 AEIS report may be in part due to the low academic level of the 2011 group.)

Preliminary 2012 STAAR reports for BIS indicate that TEKS/SE mastery on the three tests (reading, math, and science) was comparable to other schools in Region 16 and the state as a whole. The results indicate that BIS and all schools in the state will be greatly challenged to improve mastery levels on the STAAR Reading and Math in the coming years.

AYP data indicates some areas of concern for BIS this year. According to the Preliminary 2012 AYP Results BIS met the AYP standard of 83% in all areas of the STAAR Math test but for the first time in its history did not meet the increased AYP standard of 87% on the STAAR Reading test in the areas of All Students (82%), Hispanic Students (73%), and Economically Disadvantaged Students (78%). With the AYP standard in Reading increasing to 92% in 2013, BIS teachers and staff must focus on improving instruction and learning for all students and especially for our economically disadvantaged students and our Hispanic students. Students in these sub groups who were not showing adequate progress in the regular educational process were our focus in after-school reading tutorials for several months during the 2011-2012 school year, but we obviously need to provide more effective instruction/learning in 2012-2013.

We will seek to accomplish this through professional development for the principal, teachers, and other staff members which focuses on the improvement of classroom instruction, assessment, data disaggregation, collaboration. We will also seek training for developing professional learning communities (PLC).

STAFF QUALITY, RECRUITMENT AND RETENTION SUB-COMMITTEE REPORT

The school was created 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 eight class periods, student lockers, tardy bells, expanded homework, and extra-curricular activities. There are 13 teachers assigned exclusively to the school and five other teachers including special education, GT, and dyslexia teachers are shared with the middle school and the elementary schools. Most staff members have several years of experience at the fifth grade level. The Principal is the only administrator while a counselor, an educational diagnostician, a special education counselor, a speech pathologist, and a Librarian are shared with the middle school. The remainder of the staff consists of four paraprofessionals and one office staff member. Four other Middle School paraprofessionals assist the Intermediate School at various times in the area of special education.

All teachers at BIS are highly qualified and hold the certifications required to teach students in the fifth grade. One team of teachers is ESL Certified and serves ESL students who are not served in the bi-lingual program because the parent has denied services. Our paraprofessionals are all college educated and do an excellent job. We do not have a problem with recruiting or retaining quality staff. Staff attendance and retention is excellent with very little turnover unless teachers retire.

At BIS, the most highly qualified staff members are assigned to work with the students with the highest needs. We follow RtI procedures and teach Tier 1, 2, and 3 classes in Math and Reading. ESL Certified teachers also work with the students who need extra help with language acquisition.

All follow-up data regarding teacher performance is provided to teachers by way of PDAS evaluations. The PDAS System also tracks continuing education of teachers and insures that there is continuous improvement. Professional development is decided based on need. This is determined by desegregating data and identifying our areas of weakness. We have attended ELL training, Kilgo, and technology training. Implementation is monitored by submitting request forms and by lesson plan evaluations to evaluate TEKS implementation. We feel that the request forms for professional development need to be simplified. They take a long time to fill out and that sometimes deters teachers from taking training that they would like to attend.

New teachers do not get assigned a mentor unless they are first year teachers. We feel that it would be beneficial for teachers that are new to our campus to be paired with another teacher. This would give them the chance to learn the routines and have someone to go to with questions about everyday activities and practices. Everyone supports new teachers but we think it would be nice to assign them a specific teacher for more support. We also feel that we need to go back to more traditional teaming practices to better track student achievement and support each other.

FAMILY AND COMMUNITY INVOLVEMENT SUB-COMMITTEE REPORT

Parental involvement improved this year and there were many parents willing to get involved in the school, especially with regard to our annual Fiesta Night sponsored by our Fine Arts teacher and her students. Watch D.O.G.S, a national movement that encourages fathers, grandfathers, uncles, and other significant male figures to students to volunteer at least one day per year to provide a male presence and help with security, has not been very effective at BIS for the past two years. Hopefully that will

change for the better this year with more emphasis.

The PTO is very supportive of the school but few parents and no teachers participate. The small number of parents involved has accomplished significant projects in the past. One successful project recently was paying for two cameras to be installed in the hallways of the school. Those cameras were used to improve student behavior and safety.

CURRICULUM, INSTRUCTION, AND ASSESSMENT SUB-COMMITTEE REPORT

Curriculum and instruction at Borger Intermediate School is directly driven by data collected from multiple student assessments. State testing results, such as the 2011 TAKS and 2012 STAAR, are disaggregated by student performance on TEKS when considering which standards were taught to their fullest and which ones need to be focused on more in each subject. Standards in which students scored low in the previous year are written at the bottom of the lesson plan template in order to remind teachers which areas need more attention. Results from six weeks tests are entered into DMAC, providing teachers with a way to track student progress on TEKS by individual, class, or specific subgroup. Students were given a baseline reading test at the beginning of the year, which helped to identify at what level a child should be reading and how much that child improved in reading over the 2011-2012 school year.

In order that teachers may continually improve the quality of their curriculum, TEKS from teacher lesson plans are collected from lesson plan audits which tally how many times each teacher teaches a TEK. This practice helps the teacher determine if the curriculum used is meeting all required grade level TEKS and helps to identify any areas in which supplemental resources may be needed.

Instruction in BIS classrooms is supported through multiple means. Students are taught academic vocabulary similar to what will be seen on STAAR tests. Academic vocabulary is then posted in each room along with each lesson's objective so that students know what they are expected to learn each day. The rigor with which instruction is presented in each class is increased by incorporating higher order thinking skills and multiple applications of technology. Student's individual modalities are also taken into consideration by the teacher when creating lessons. Support for students in need is best exhibited by the incorporation of a Tier 2 class for both math and reading, which gives lower level learners the opportunity to work at a slower pace and with materials appropriate to their ability. Mrs. Bridges also teaches a class for students who need more individualized instruction in specific courses.

Evidentiary support that these efforts are supporting quality curriculum, instruction and assessment at Borger Intermediate School can be seen on the student's baseline reading tests, which show that the majority of students increased in their reading ability over the 2011-2012 school year. While student's scores were low on six weeks exams in Science, Reading, and Math due to increased rigor, students showed growth in each area throughout the year.

Teachers felt that the Reading and Math curriculums were working well; however, Science teachers expressed concern that their curriculum materials may be outdated and felt that the amount of time taken to pull resources from multiple places could be reduced with the implementation of better curriculum materials.

TECHNOLOGY SUB-COMMITTEE REPORT

Our strengths in the area of technology are Smart Boards in core subject classrooms, some student computers in every classroom, document cameras, overhead projectors, teacher technology training, technology personnel on campus, and internet access. Instructional programs which utilize technology in classrooms are Study Island, Voyager Passport (reading), and V-Math. Other online sources for curriculum support are used by teachers, as well.

Our needs in the area of technology are many. After the retirement of our computer teacher in 2011 and subsequent budget cuts which led to that position being eliminated, there was not a staff member assigned to the computer lab. As a result, the equipment and software was not maintained with consistency. Several computers were inoperable for significant periods of time without administrators or technology staff being made aware of the problems. Because of these issues, we recommend that in 2012-2013 the district provide a staff position dedicated to overseeing and maintaining the computer lab.

There are also other needs we identified including the need for a separate lab for instruction and support other than the Study Island Lab; wireless access to internet in classrooms and labs; faster internet access; a COW with internet access for use in classrooms; Smart Board interactive clickers for the classrooms; a Smart Board in the Fine Arts classroom, more student computers in classrooms; new computers in the computer lab to replace those which do not work properly.

SCHOOL CONTEXT AND ORGANIZATION SUB-COMMITTEE REPORT

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. Data sources reviewed were the master schedule, duty rosters, evaluation of program support services. To determine needs in this area focus questions were used to guide the evaluation. Those questions and their answers are provided below.

Q: To what degree does the district/school support the organization and how?

A: The district requires six weeks assessments to measure academic growth.

A: At the campus level, teachers are giving support to students as needed to meet their individual needs. These include recess tutorials, STAAR tutorials, and Study Island.

Q: What does the data reflect about classes, schedules, and student/staff teams?

A: Students are given 50 minutes of instruction in Math and Science daily and 100 minutes in Reading

A: Class sizes vary. TIER 2 and 3 classes are kept smaller for more individualized assistance.

Q: How is adequate time devoted to subjects in which students perform poorly?

A: In the areas of low performance, teachers pull resources that will engage understanding of the content.

A: Teachers use recess, before and after school, Music and PE time to help assist students who are not mastering skills.

A: Smaller classes are provided for students who are working below grade level or struggling during the year in math and reading in order to provide more individualized assistance.

Q: How do teachers have a voice in decision making and school policies?

A: Most decisions are made collaboratively during staff meetings and/or individual meetings with our Principal in an informal setting.

Q: What role do teachers have in deciding what assessments will be used to evaluate individual students? or the program as a whole?

A: Through the professional ARD committees, teachers can make decisions on any assessment, modifications to meet the individual student's need.

A: Teachers and the principal cooperate to develop common assessments used each six weeks.

Q: Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

A: During weekly staff meetings information is discussed and decisions are made in a collaborative effort.

In addition, community and parent representatives are included on the Campus Improvement Committee and participate in discussions and decision making.

Q: What are the students', parents' and community perceptions of the school?

A: Parents and students generally express satisfaction with the quality of instruction, communication, and support.

Q: What do school expectations reveal?

A: BIS holds students to a high level of standards through increased rigor in instruction and assessment and are striving to eventually achieve the recognized status for the school. The reduced number of students on the honor roll is an indication of this.

Findings/Analysis: The following strengths and needs were identified

Strengths:

1. High expectations for students.
2. Strong student support structure in place.
3. Collaborative decision making process

Needs:

1. More parental involvement.
2. A professional learning community that works across grade levels to assist in student achievement.

SCHOOL CULTURE AND CLIMATE SUB-COMMITTEE REPORT

A school climate survey was conducted to review the factors in BIS that influence our students' overall success in the classroom. The surveys involved students and staff. The purpose of the survey is to be used in our school's annual plan for improvement.

We selected students for the survey according to these criteria:

Discipline Problems (8) Yes/No

1. You were taught to be a problem solver 6/2
2. You were challenged to do better 6/2
3. You were taught to have respect for everyone 6/2
4. You feel safe here at BISD 8/0
5. You feel responsible for your success in school 7/1
6. You were successful in 5th grade 7/1

Attendance Problems (7)

1. You were taught to be a problem solver 6/1
2. You were challenged to do better 6/1
3. You were taught to have respect for everyone 5/2
4. You feel safe here at BISD 5/2
5. You feel responsible for your success in school 6/1
6. You were successful in 5th grade 6/1

RTI Participants (7)

1. You were taught to be a problem solver 7/0
2. You were challenged to do better 7/0
3. You were taught to have respect for everyone 6/1
4. You feel safe here at BISD 4/2
5. You feel responsible for your success in school 6/1
6. You were successful in 5th grade 5/2

General Population (7)

1. You were taught to be a problem solver 5/2
2. You were challenged to do better 7/0
3. You were taught to have respect for everyone 6/1
4. You feel safe here at BISD 5/2
5. You feel responsible for your success in school 4/3

6. You were successful in 5th grade 6/1

Special Education Students(4)

1. You were taught to be a problem solver 2/2
2. You were challenged to do better 4/0
3. You were taught to have respect for everyone 4/0
4. You feel safe here at BISD 4/0
5. You feel responsible for your success in school 4/0
6. You were successful in 5th grade 4/0

Bilingual Program(6)

1. You were taught to be a problem solver 4/2
2. You were challenged to do better 5/1
3. You were taught to have respect for everyone 6/0
4. You feel safe here at BISD 5/1
5. You feel responsible for your success in school 4/2
6. You were successful in 5th grade 6/0

Overall results (39 responses):

1. You were taught to be a problem solver 28/11 72%
2. You were challenged to do better 35/ 4 90%
3. You were taught to have respect for everyone 33/6 85%
4. You feel safe here at BISD 31/8 71%
5. You feel responsible for your success in school 31/ 8 71%
6. You were successful in 5th grade 34/5 87%

Based on the data obtained from the student survey, critical thinking skills, safety, and self-motivation were the lowest.

The staff surveyed conveyed academic achievement, morale, and management were effective. Although the student survey indicated the students felt they were respectful and considerate of others (adults and peers), the staff had concerns and issues with student behaviors.

Parent Survey

An anonymous parent survey was conducted online during April. Parents received a letter from the school explaining the survey and how to access it online. The results of the survey are as follows:

1. How useful is the information this school gives you about the academic growth of your child?

- 40.0% Very useful
- 40.0% Moderately useful
- 20.0% Slightly useful

2. How satisfied are you with the overall quality of instruction at Borger Intermediate? answered question5

- 60.0% Extremely satisfied
- 20% Moderately satisfied
- 20% Neither satisfied nor dissatisfied 20.0%

3. How concerned are you about bullying at Borger Intermediate?

- 0% Extremely concerned
- 40% Very concerned
- 20.0% Moderately concerned

20.0% Slightly concerned
20.0% Not at all concerned

4. How often do you use the school's website to check your child's progress at Borger Intermediate?
20% Extremely often
80.0% Very often

5. How quickly do teachers at Borger Intermediate respond to questions from parents?
20% Extremely quickly
60% Very quickly
20.0% Moderately quickly

6. How regularly does your child get the help he or she needs from teachers at Borger Intermediate?
20% Extremely regularly
60% Very regularly
20.0% Moderately regularly

7. How much does Borger Intermediate help its students achieve their potential?
40% A great deal
20.0% A lot
40.0% A moderate amount

8. How caring is the administrative staff at this school?
40% Extremely caring
40.0% Very caring
20.0% Slightly caring

9. How clear are the methods used to measure your child's schoolwork at Borger Intermediate?
20% Extremely clear
40.0% Very clear
20.0% Moderately clear
20.0% Slightly clear

10. How well does Borger Intermediate consider the individual needs of students?
20% Extremely well
40.0% Very well
20.0% Moderately well
20.0% Slightly well

The strengths and needs of our school in the area of school culture and climate are:

Strength: Recess Time-Out Log

Need: Report for quick documentation when a repetitive behavior incident occurs in classrooms. Teaming can collect and log information on the computer for more effective documentation for improved communication with parents about student issues.

Strength: Standards for Student Conduct in place

Need: Display and reinforce student expectations (poster from student handbook).

Strength: Fun Day reward for good behavior during the year

Need: Criteria for fun day reward to be posted in hallways and in student handbooks throughout the year

Strength: Administrative support

Need: Teachers should not be allowed to place students in the hallway to alleviate classroom disruptions. Discipline issue will be sent to the office to avoid missing instructional time and hallway distractions.

Strength: Availability of materials

Need: Uniform documented consequence for no materials/supply

Strength: Appropriate time provided between classes for restroom breaks

Need: A system to track students who are consistently asking to leave during class instead of using time provided. Teaming could track usage by students if everyone turned in weekly hall passes.

Strength: Students have been consistently showing work in lab.

Strength: Recess consequences

Need: More effective monitoring (being in classroom instead of sitting on wall) and application of Fun Day penalties.

Strength: Available counseling

Need: School counselor can promote agendas (i.e., respect and cooperation) via direct service activities with students. Both small group and classroom guidance activities can be designed to promote respect for differences and interaction among students, teachers, subs, and adults.

Strength: Personal Locker Tags

Need: Return to team identification for individual recognition and team coherence

Prioritized Needs for 2012-2013

NEED #1 The implementation of the STAAR will be in its second year. Preliminary science scores were above the state average for the first time in several years. Our students exhibited some success in math and mixed success in reading scoring one percentage point below the state averages in both. However, two groups of our students did not make adequate progress in reading and fell below AYP expectations. Therefore, we must continue to improve classroom instruction in order to improve student learning by implementing “best practices” such as those recommended by the Marzano Research Lab, including emphasizing lesson previews, specific lesson introductory activities, posting and using student learning goals, chunking learning in small segments, regular benchmark assessments, Study Island, iStation, etc. STAAR I will be used to develop benchmarks at the depth and complexity of the STAAR assessments. We will also contract with Region 16 to provide professional development opportunities for our staff in order to improve the quality of instruction in classrooms.

Data Sources: 2012 Preliminary AYP Reports; DMAC data; Lesson Plan Audits; Walk-Throughs

Funding Sources: Title I, Region 16 contracts, Local budget funding; Educational Grants

NEED #2 Our instruction in Reading was not effective enough for our Hispanic and economically disadvantaged student groups to exhibit adequate progress on the STAAR Reading. As a result, for the first time in our history, BIS did not make adequately yearly progress (AYP) as a school. Therefore, at the beginning of the school year, we will identify students in those groups who did not meet fifth grade passing standards on the STAAR reading and math in the fourth grade, and using DMAC data, plan specific interventions to be carried out throughout the school year which will target TEKS/SE for each student. A goal pyramid was developed containing specific steps to be taken in order for BIS to meet AYP this year. In addition, the academic progress of all students in these groups will be closely monitored throughout the year and students who show signs of inadequate progress will be included in these interventions as needed.

Data Sources: 2012 Preliminary AYP Reports; DMAC data; Common Assessments; Screening Tests;

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

NEED #3 BIS continues to need to address those Student Expectations (SE) which are identified as weaknesses by longitudinal TAKS/STAAR data and target them specifically in classroom instruction. 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. We will continue to utilize the scope and sequence developed by Kilgo Consulting Inc. and the curriculum materials developed for CSCOPE. We will also use Voyager/Passport reading and math, Study Island, and iStation. In addition, we will provide one day of planning time each six weeks for ELA, Math, and Science teachers to meet and develop quality lesson plans and materials to be used in each classroom. They will be encouraged to use the materials listed above and to research other quality teaching materials through the internet.

Data Source: DMAC longitudinal TAKS data, Margaret Kilgo Scope and Sequence, Lesson Plan Audits, CSCOPE
Funding Source: Title I, local budget funds, Federal funds

NEED #4 Parents are an important part of BIS and we depend upon them to help us achieve our goals. Parent involvement improved in 2011-2012 over the previous year, but 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 evident in the inadequate achievement and behavior for some students this past year. In a survey, some parents expressed that they did not fully understand academic expectations with respect to grades. Therefore, this year 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.

Data Sources: Teacher/Parent Contact Logs, School Calendar, Parent Sign-in Sheets, School Announcements
Funding Sources: Title I, Title II, local budget funds, school activity funds, PTO donations

NEED #5 BIS no longer has a technology teacher. In 2011-2012 there was not a staff member assigned to the computer lab. As a result, the equipment and software was not maintained with consistency. Several computers were inoperable for significant periods of time without administrators or technology staff being made aware of the problems. Study Island and iStation are very important supplemental learning tools for the improvement of student learning in reading math and science classes and it is important that our lab be functioning at a high level. Because of these issues, we recommend that in 2012-2013 the district provide a staff position dedicated to overseeing and maintaining the computer lab. In addition, the school will obtain new copiers to handle the increased usage due to the production of high quality teaching materials.

Data Source: BISD Budget; BIS Staff Roster
Funding Sources: Title I; Federal Funds; Local Budget Funds

NEED #6 BIS special education students and ELS/Bilingual students achieved at a higher rate of success on state assessments in reading, math, and science, and on the TELPAS than in previous years. This was due to a heightened focus on the progress of these students and specific interventions done to address their needs. Teachers will continue to increase the rigor rate and communicate to students higher expectations for learning. Through professional development activities, teachers will continue to be trained in the use of Balanced Literacy materials. In addition they will improve the skill necessary to disaggregate longitudinal STAAR/TAKS data and use that data to design lesson plans to more effectively target those student expectations identified as weaknesses. We utilize Study Island and Voyager materials to as a means of raising levels of Bilingual and ESL student learning .

Data Source: DMAC's Longitudinal TAKS data, AEIS reports, teacher evaluations, District TAKS data, The Campus Improvement Committee's Sub-Committee on Special Needs of Specific Populations report

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

NEED # 7 Professional development is essential in order for staff members to grow in their pedagogical knowledge and skills. In order to improve instruction and learning Professional learning communities (PLC) will be implemented this year. Each staff member will be involved in a professional learning group in which specific goals will be established and achieved. These goals will be based upon the identified needs of the students. "The PLC Toolkit" will be the primary source of materials which we will use with our PLCs.

Because of the growing number of economically disadvantaged students in our school and the lack of adequate yearly progress that student group achieved in reading in 2011-2012, our staff will also participate in professional development concerning "Students in Poverty" in order to help us understand their social, academic, and

economic needs and develop and implement specific plans to meet those needs.

Data Source: The Campus Improvement Committee's Staff Quality, Recruitment, And Retention Sub-Committee Report, Teacher Evaluations, PLC minutes, Preliminary AYP Reports

Funding Sources: Title I; Title II, Federal Funds; Local Budget Funds

NEED #8 There is a new focus on the prevention of bullying at school and new laws that require schools to provide bullying prevention initiatives. This year BIS will implement new bullying reporting procedures, investigations, and responses. Bullying reports will be investigated fully and interventions will be provided for those who are victims and those who are perpetrators in order to reduce bullying at BIS this year. Counseling will be offered through the school counselor for all students involved in bullying incidents.

Discipline procedures will be implemented which will focus on rewards for good behavior through Cool Kid Good Citizen Rewards and the Fun Day activities. Students and parents will be given explicit guidelines for requirements for participation in both programs. Hopefully these will enhance our bullying prevention initiative by offering all students a positive alternative to bullying.

Data Source: Discipline records, The Campus Improvement Committee's Sub-Committee's reports

Funding Source: Title I, local budget funds, Student Activity Fund

2012 AYP TAKS Equivalency with 2013 and 2014 Goal

Performance Results	Number		Pct		2013 Goal	2014 Goal*
	Met TAKS Std	Number Taking	Met Std			
<u>Reading</u>						
All Students	150	178	84%		94%	100%
African Amer*	6	6	100%		94%	100%
Hispanic	50	67	75%		94%	100%
White	91	102	89%		94%	100%
Econ Disadv	78	97	80%		94%	100%
Special Ed*	7	10	70%		94%	100%
LEP*	12	21	57%		94%	100%
Bilingual*	4	6	67%		94%	100%
ESL*	5	10	50%		94%	100%
<u>Mathematics</u>						
All Students	161	177	91%		93%	100%
African Amer*	5	6	83%		93%	100%
Hispanic	61	66	92%		93%	100%
White	92	102	90%		93%	100%
Econ Disadv	91	96	91%		93%	100%
Special Ed*	7	9	78%		93%	100%
LEP*	20	21	95%		93%	100%
Bilingual*	6	6	100%		93%	100%
ESL*	9	10	90%		93%	100%

* Totals not included in campus accountability ratings

NCLB requires 100% of students to meet all passing standards in 2014

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 2012-2013

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 2012/2013 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.

BORGER INTERMEDIATE Site Base

Name	Position
Ashford, Jim	District Professional
Bridges, Rita	Classroom Teacher
Butler, Priscilla	Classroom Teacher
Cooper, Judy	Classroom Teacher
Grover, Kacee	Parent
Hatfield, Randal	Principal
Head, Cindy	Classroom Teacher
Krug, Donna	Classroom Teacher
LaGrone, Cynthia	Community Member
Littlejohn, Cindy	Paraprofessional
Loucks, Kathrine`	Classroom Teacher
Newell, Cyndi	Classroom Teacher
Oeleis, Racheal	Classroom Teacher
Purcell, Melissa	Classroom Teacher
Rangel, Rosa	Classroom Teacher
Speed, Tia	Classroom Teacher
Thornton, Leigh	Classroom Teacher
Watson, Danielle	Counselor
Webster, Chery	Classroom Teacher