

BORGER INTERMEDIATE

Campus Improvement Plan

2017/2018

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

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

Date Reviewed: 09/13/17

DMAC Solutions ®

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Date Approved: 09/13/17

10/16/2017

BORGER INTERMEDIATE Site Base

| Name | Position |
|------------------|-------------------------|
| Boyd, Jordan | Classroom Teacher |
| Brown, Patti | District Professional |
| Cooper, Judy | Classroom Teacher |
| Downs, Brianna | Parent |
| Duso, Carl | Business Representative |
| Kaake, Kacie | Classroom Teacher |
| Mcclendon, Misti | Classroom Teacher |
| Montague, Audrea | Classroom Teacher |
| Wilson, Kim | Classroom Teacher |
| Wilson, Lori | Classroom Teacher |

Comprehensive Needs Assessment

Borger Intermediate School - Comprehensive Needs Assessment
School Year 2017-2018

Data Sources Reviewed:

- 2017 Campus Accountability Summary
- 2017 Campus Student Achievement Data Table
- Campus Improvement Committee Subcommittees Needs Assessment Reports
- Student Survey
- Teacher Survey
- Parent Survey
- TAPR
- 2016-2017 Campus Improvement Plan
- DMAC data
- Master Schedule
- Staff Duty Rosters
- Behavior records
- School Budget

Area Reviewed Summary of Strengths

What were the identified strengths? Summary of Needs

What were the identified needs? Priorities

Demographics

- Gifted and Talented Program (PEAK) population has remained steady. There are 16 students in the program.
- A much higher percentage of students with disabilities are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms
- Student population has remained steady. This year student population increased to 213.
- Diversity in student population
- Positive teacher to student ratio
- Teaching staff has had several changes in personnel and in teaching assignments the past three years which requires increased training, mentoring, and monitoring
- More ethnic/gender diversity among teaching staff (most teachers are female and non-Hispanic whites, while the student population is almost 50% Hispanic);
- Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, Dyslexia, the learning disabled, and about inclusion with regard to these student groups.
- Over 60% of BIS students are economically disadvantaged
- Average daily attendance has been above 97% for the first time in the past three years. • Assign mentors to new teachers providing continuing assistance and guidance throughout the year. Work collaboratively with central administration and the district's new teacher mentoring program.
- Monitor the progress of economically disadvantaged students and provide academic assistance as needed.
- Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs
- Continue to emphasize good attendance each six weeks by offering the opportunity for prizes to students and teachers with perfect attendance.

- Work with the districts Human Resource office to improve the Recruitment of highly qualified Hispanic and/or male teachers and Spanish speaking support personnel when available
- Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress.

Student Achievement

- TEA recognized BIS for having "Met Standard" with two Distinctions: Top 25% in Student Progress and top 25% Percent Closing Performance Gaps
 - The 80% passing rate on the 2017 STAAR in 5th grade Reading was 1% below the state average but 20% higher than the same students scored in 4th grade.
 - The 91% passing rate on the 2017 STAAR in 5th grade Math was 10% above the state average and 38% higher than the same students scored in 4th grade.
 - Accelerated instruction was organized by student expectations (SE) and involved over 90% of teachers
 - The passing rate on the STAAR Reading for Hispanic students to date is 74%.
 - The STAAR Reading passing rate for economically disadvantaged students to date is 73%.
 - The STAAR Reading passing rate to date for Sped students was 78%.
 - From the first administration of the STAAR Reading to the second administration, the passing rate increased from 64% to 80% for all students.
 - 65% of all students who passed the STAAR reading met or exceeded their progress measures. • The student survey about the school shows that most believe teachers expect them to do their best (99%), want to go to college (97%), say learning is important (99%), believe school rules are clear (96%), can tell an adult if they are bullied (85%), say their family wants them to do well in school (99%)
 - Teachers and staff will continue to implement the instructional plan found in the books, The Fundamental 5 and Classroom Instruction That Works. New teachers will be educated in this area.
 - Special Education students will continue to be included, when appropriate, in math and science classes with non-disabled students. Special Ed and Regular Ed personnel will receive continuing education in inclusion.
 - Increase the number of students reaching Master Level on each of the 2018 STAAR tests by 10% by providing challenging enrichment activities in each class as well as during BOOST classes.
 - Teacher Liaisons have been added for each core subject and will monitor student achievement each six week through bi-weekly meetings with team
- We will continue to provide a focus on our Hispanic population in order to increase STAAR scores in Science.
All science teachers are now ESL certified in order to better server our Hispanic students with differentiated instruction in science.

School Culture and Climate

- The student survey about the school shows that most believe teachers expect them to do their best (99%), want to go to college (96%), say learning is important (98%), believe school rules are clear (94%), can tell an adult if they are bullied (83%), say their family wants them to do well in school (99%)
- Rewards for perfect attendance are creating awareness among students and parents. The number of students with perfect attendance continues to increase.
- BIS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging.
- Students are taught to treat each other with respect and to value the worth of each person.
- Teachers strive to meet the individual needs of students and treat them with respect and with dignity.
- Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.
- We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment.
- We set high standards for good behavior and for academic achievement. Many different methods are employed to produce both.
- Good citizens are recognized each six weeks with the "Cool Kid Award" and sunglasses. They are awarded with first to lunch, video game day, and movie day.
- Classroom set of IPADS and teacher IPADS are used to increase student involvement and keeping the teachers in the power zone.
- Instructional assistants are dedicated to core area to enhance student success.
- An after school Drama club was created to increase student social interactions and self-confidence.
- The Drama club performed a play for the upcoming 4thgrade as an introduction to 5th grade
- The student survey about being "able to tell an adult if they are bullied" (83%) be addressed

- Bullying is always a concern and even though we have not had major issues with it, we need to remain vigilant and proactive in preventing it from happening.
- School climate has an impact on new teachers. We are striving to promote collaboration and a learning community that is conducive to quality teacher retention.
- Because there was an over whelming desire to participate in the Drama club, **Chess club was added in order to** promote important learning activities beyond the classroom.
- Providing a safe and supportive school environment that fosters the knowledge, skills and dispositions for students to develop into socially responsible individuals.

Staff Quality/Professional Development

- In 2016-17 teachers received training in and implemented Fundamental 5, Kilgo scope and sequence, professional learning communities (PLCs), Webbs Depth of Knowledge, ELL, and Google apps.
- Our most qualified teachers are assigned to work with our students who exhibit the greatest academic needs.
- All teachers at BIS are highly qualified and hold certifications required to teach our students. In addition, our instructional assistants are all TEA certified paraprofessionals with college education backgrounds.
- Feedback regarding teacher performance is provided to teachers through T-TESS evaluations and through formal and informal classroom observations.
- The T-TESS 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.
- We need to do book studies in the PLCs that focus on improvement of instruction
- Request forms for professional development need to be simplified. They take too long to fill out which can deter teachers from taking advantage of training that they would like to attend and which would help achieve the goals of the school
- New teachers on campus and especially new teachers to the profession need to be mentored specific to the school. We have a rigorous schedule and it can be difficult to learn how it all works.
- Our staff needs to continue focusing on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning
- New teachers need the opportunity to observe their mentor teachers while they are teaching and vise versa.
- Continue to implement, The Fundamental 5 – The formula for Quality Instruction by Cain and Laird, and **Classroom Instruction That Works by McRel**
- Ensure that all core subject teachers are ESL certified.
- In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities
- Tammy Hatfield and Melisa Purcell will provide support for BIS ELA and Math teachers.

Curriculum, Instruction, Assessment

- Curriculum and instruction are driven by data collected from multiple assessments
- Scores on common assessments which test the TEKS to be covered each six weeks reflect increased rigor and which the depth and complexity of the curriculum.
- ZAP (Zeroes Aren't Permitted) has been effective and should continue to be used to insure student success.
- Teachers then meet in PLC groups two times each week to discuss what can be done to help the students to succeed.
- Teachers are provided with one day each six weeks for resource calibration and collaborative lesson planning with other teachers in their subject area.
- Students preparing for the second administration of the STAAR Math Test were provided with an average of 3.5 hours per day of intensive accelerated instruction and practice based generally on SE needing improvement. This included time spent in after school tutorials
- Students preparing for the second administration of the STAAR Reading Test were provided with an average of 3 hours per day of intensive accelerated instruction and practice generally based on SE needing improvement. This included time spent in after school tutorials
- Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher

determine if instruction is adequately covering all required TEKS

- A variety of research based programs are utilized to provide instruction and assessment: Study Island (reading, science), Aleks Math, and Stem Scopes (science),
- An emphasis on 21st century learning skills can be seen through the incorporation of Smart Board lessons, document cameras, and **ipads** in the classrooms. Teachers have made an improved effort to increase the amount of technology used in lessons by having students create videos, word clouds, and complete web-quests.
- STAAR One is used to produce rigorous common assessments administered each six weeks. The rigor of the reading assessments has helped students' skills to develop as evidenced by improved STAAR scores in reading.
- Math teachers finish covering all tested Student Expectations/TEKS over a month before the STAAR test, which allows them to spend the weeks before the test reviewing
- New baseline assessments to use throughout the year to monitor progress and plan instruction are needed.
- Create six weeks assessments that are rigorous and reflect the depth and complexity of the TEKS
- Provide 1 to 5 teacher and assistant/student ratio in core reading and math classes for students who were the least successful on their 4th grade STAAR tests.
- Provide accelerated instruction between the first and second administrations of the STAAR math and reading that is individualized with respect to the specific SEs needing to be re-taught.
- Provide accelerated instruction from the first six weeks of school for students who were not successful on the STAAR Reading and Math tests in the fourth grade (and fifth grade for students who were retained)
- Utilize the STAAR Maker software to create six weeks common assessments that are rigorous and reflect the depth and complexity of the TEKS.
- A online Lesson Plan Template has been developed and teachers are now using it. TEKS audits are done easily and instantly.
- Zeroes Aren't Permitted (ZAP) will continue this year to help students be successful academically.
- Accelerated Instruction after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests.
- Accelerated Instruction would more likely be individualized according to specific SE before the second administrations in May if teachers were given a day out of the classroom to analyze STAAR data from the first administrations in April.
- Continue providing core teachers one full day out of the classroom each six weeks for resource calibration and collaborative lesson planning with their subject area colleagues
- Continue to utilize a variety of research based resources to provide instruction, assessment, and STAAR preparation: Study Island reading, (science), Stem Scopes (science)
- 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.

School Context and Organization

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

- The school counselor needs to be more visible on campus by visiting classrooms and informing students about what she/he does and how she/he can help them.
- We recommend that professional learning communities that work across grade levels to assist in student achievement be established.
- Have the counselor visit classes at the beginning of the year and introduce herself/himself and the services she/he provides to students, parents, and teachers.
- Continue to involve a BIS teacher (or teachers) as campus representatives at district level administration meetings when campus liaisons from other campuses are invited.

Technology

- The majority of classroom projectors were replaced/repared/adjusted to correct the glare issue when lights were on in classrooms.
- A mobile iPad lab for teacher/student use is available to be checked out from library for use in the classrooms.
- All core subject teachers were provided with an iPad.
- Wireless access to the internet is available throughout the school.
- The BIS computer lab is equipped with newer computers.
- Smart boards, document cameras, overhead projectors, three student computers and a teacher computer are in every core subject classroom
- Computer Tech on campus daily
- A variety of educational software programs for instructional purposes, especially STAAR preparation (Study Island [reading, & science], **ALEKS Math** various online support for curriculum instruction) is available to use.
- Software programs are not always provided in Spanish. This would be helpful for new students who do not have English language skills. Need Spanish Study Island in Science.
- Science department **now has** access to Stem Scopes. It's also Bilingual. Vocabulary is vital in Stem Scopes and we use it in station labs every year.
- Monthly PLC meetings to focus on sharing and gaining current information about using teacher iPads
- We now have ipads with software in Spanish for core subject areas.

Family and Community Involvement

- Extracurricular programs continue to draw parent and community support with well-attended Veterans Day musical programs. We had our first ever drama club formed this year where students worked on literacy skills through drama.
- A record high attendance of Fiesta Night was instrumental in raising over \$3000. This was achieved by asking parents to work alongside their children in 30-minute activity shifts that served as fundraisers. Follow-up letters, written by students, thanked businesses and parents for their contributions toward the success of Fiesta Night.
- 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)
- BIS teacher representatives attended PTO meetings so that the support from teachers continued throughout the year.
- Parents are an important part of BIS and we depend upon them to help us achieve our goals. We continue to see student success directly related to how involved parents choose to be in their children's education. The lack of parent involvement is often related to a student's inadequate achievement and inappropriate behavior.
- Involve more community business and professional leaders by inviting them to speak to classes.
- We need to find creative ways to recognize parents and community members who volunteer for the school.
- Communication between the school and parents can always improve. The SchoolWay app has been introduced to improve communication between school and home, but

it has received limited use by both teachers and parents. Incentives to use SchoolWay app in the form of contests, drawings, etc. may need to be explored.

- Parents' needs as they seek to support the challenges their child faces in fifth grade must be addressed early in the school year and acknowledged throughout the school year.
- Parent questionnaires will be an intrinsic part of all parent involvement activities, beginning with New Year/Open House events, post extracurricular performances, etc. Consistent feedback from parents will provide a foundation for better communication in the future.

- Develop a "Wall of Fame" for those people who volunteer in exceptional ways for the school. In addition, parents and community members who contribute to the overall success of BIS will be honored with a luncheon, entry on the Wall of Fame, or some other visible means of appreciation.
- Invite members of Leadership Bergr to come to the school and discuss community involvement and their professional activities. In addition, a liaison between school and community members will create a contact list of businessmen and women, local government representatives, etc. for teachers to access in planning guest speaker events.
- BIS teachers and staff will continue to involve parents more in the progress of their children's academics and behavior by increased direct contact through phone calls and email, the regular distribution of campus publications, improved PTO meetings, and campus events directed toward parents which will provide relevant information and opportunities for parents to grow in their involvement
- BIS will conduct Parent Night events during the year that will involve students, parents, and teachers. A meet and greet event should be scheduled early in the school year, apart from the New Year event, that allows parents and teachers to meet in a friendly, relaxed environment such as an outdoor cookout.

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BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2017-2018 school year.

- Objective 1.** Because individual assessment is an important indicator of quality teaching and successful learning, it is our goal to achieve the “Met Standard” Accountability Rating from the Texas Education Agency by meeting the required scores on the Performance Index Summary in Student Achievement, Student Progress, and Closing Performance Gaps; earning “Distinction” in at least two of three applicable indices; and meeting 100% of System Safeguard Indicators.
- Objective 2.** Based upon student performance on the 2017 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 (The Fundamental 5) along with the ELPS (English Language Proficiency Standards) will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.
- Objective 3.** Staff will receive professional development to support the delivery of relevant and rigorous curriculum.
- Objective 4.** Instructional technologies and programs will be used to promote effective instruction and interventions.

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

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

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

- Objective 1.** Identifying and intervening with students in need.

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
- Objective 2.** Involve Students, Teachers, Parents, and the Community in producing a positive School Climate
- Objective 3.** BIS will support children in need
- Objective 4.** Borger ISD will meet the needs of foster students.

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

BORGER INTERMEDIATE

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.

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

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

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.

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

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.

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.

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

Objective 4. Provide Instructional coaching.

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

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

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

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2017-2018 school year.

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

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

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

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------------|---|--|
| 9. Professional Learning Communities (PLCs) will study student data from universal screenings and from six weeks benchmarks and determine appropriate interventions for students based on individual needs. CSF: Increase the Use of Quality Data to Drive Instruction (Title I SW: 1,2,3,4,8,9) (Target Group: All, H, ECD) | 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 |
| 10. All teachers of core classes will be given three days at the beginning of the year and one additonal day in January 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) | Personnel Director, Principal, Teacher(s) | Each six weeks | (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 |
| 11. PBM: All Core Teachers will utilize ELPS in lesson planning and post language goals (listening, speaking, reading, writing) in their rooms daily incorporating them into their instruction. (Target Group: LEP, 5th) (CSFs: 1) | Assistant Principal(s), Principal, Teacher(s) | August through May | (O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)Personnel | Summative - Principal Observations and evaluations Lesson Plan Audits |
| 12. 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) | 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 |
| 13. In order to improve Hispanic students' Science STAAR test scores students will be in more BOOST classes for science. (Title I SW: 1,2,3,4,8,9) (Target Group: All) | Principal, Teacher(s) | August through May | (F)Title IIA Principal and Teacher Improvement | Summative - Lesson Plan Audits |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------------|---|--|
| 14. Reading, ELA, math, and science teachers will increasingly use technology such as Smartboards and the Mobile iPad Lab, and the Study Island/iStation/Think Through Math, ALEKS computer lab to differentiate instruction in order to engage students more actively in the lessons taught. (Title I SW: 1,3) (Target Group: All) | Director of Federal Programs and Instruction, Director of Technology, Principal, Special Education Teachers | August through May | (F)Federal Grants, (S)Local Funds, (S)State Grants | Summative - Principal observations, lesson plan audits, software program reports |
| 15. The campus is implementing and monitoring a teacher IPAD program in tested subjects to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classroom. | Director of Federal Programs and Instruction, Director of Technology, Principal | November through May | (L)Local SSA (Shared Services Arrangement) | Summative - Principal Observations Budget Expenditures |
| 16. BIS teachers will continue to use Zeroes Aren't Permitted (ZAP) to encourage student learning. Students who do not turn in assignments when due will be asked to stay after school and complete the work. (Title I SW: 9) (Target Group: All, 5th) | Assistant Principal(s), Core Subject Teachers, Principal | August through May | (O)Personnel, (S)Local Funds | Summative - Daily ZAP roster |
| 17. So that Accelerated Instruction can be individualized according to specific SE before the second administration of the STAAR Reading in May, teachers will be provided the time to analyze STAAR data for students who failed to meet the passing standard on the first administration of the STAAR and plan appropriate intervention strategies. (Title I SW: 9) | Core Subject Teachers, Principal, Special Education Teachers | April | (O)Educator Lesson Plans, (O)Staff Time, (S)Local Funds | Summative - AESOP Records |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2017-2018 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------|--------------------------|--|
| 18. An online Lesson Plan Template has been developed and will be utilized by teachers to develop lesson plans and track SE frequency. TEKS audits can done easily and instantly so the teacher can plan more instruction effectively and ensure that all TEKS are taught in a timely way and covered adequately in preparation for STAAR testing. (Title I SW: 1,2,9) | Assistant Principal(s), Principal, Teacher(s) | August through May | (O)Educator Lesson Plans | Summative - Lesson Plan Audits Principal Observations PDAS Evaluations |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2017-2018 school year.

Objective 2. Based upon student performance on the 2017 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 (The Fundamental 5) along with the ELPS (English Language Proficiency Standards) will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------|-------------------------------------|---|
| 1. Because an effective plan for improving student learning and instruction will involve the use of technology(iStation,Study Island,Think Through Math, 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) | Personnel Director, Principal, Superintendent(s) | August 2012 | (O)Personnel, (S)Local Funds | Summative - Staff Roster |
| 2. BIS will use DMAC assessment program to access student academic data in math, reading, and science. (Title I SW: 1,9) (Target Group: All, 5th) | Director of Technology, Principal, Superintendent(s), Teacher(s) | November - May | (O)Personnel, (S)State Compensatory | Summative - Testing Calendar Assessment Data Intervention Plans Principal Observations |

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2017-2018 school year.

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

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

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2017-2018 school year.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------|----------------|--|
| 1. Utilize student computers and the mobile iPad lab in each core classroom in order to increase student access to intervention and enrichment programs. CSF: Increased Learning Time (Title I SW: 1,2) (Target Group: All, 5th) | 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) | Dyslexia specialist | August through May | | Dyslexia class schedule and record of attendance |

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------------------|--|---|
| 1. ESL students in all core classes will be taught by highly qualified teachers with ESL endorsements. (Title I SW: 1,3) (Target Group: LEP) | Core Subject Teachers, Director of Federal Programs and Instruction, Personnel Director, Principal | Ongoing | (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments | Summative - Record of teaching certificates; campus master schedule |
| 2. PBM: Teachers of ESL and Bilingual students will receive training in and use the ELPS, and other scientifically proven strategies for successfully teaching LEP students. (Title I SW: 1,3,4) (Target Group: LEP) | 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) | 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) | Director of Federal Programs and Instruction, Principal, Teacher(s) | ongoing beginning in October | (F)Federal Grants | Summative - iStation progress reports, principal observations, STAAR results |
| 5. PBM: ESL/Bilingual students who are significantly below grade level in reading and math will receive instruction through the iStation reading program, Study Island, and ALEKS programs. (Title I SW: 1,9) (Target Group: ESL, 5th) | Director of Federal Programs and Instruction, Principal, Teacher(s) | beginning in September and ongoing | (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments | Summative - Voyager and VMath progress reports, Rtl meeting minutes, principal observations |

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------|--|---|
| 6. PBM: Professional development to strengthen the rigor of curriculum and instruction for English Language Learners will be provided by El Saber instructional consultants. (Title I SW: 1,3) (Target Group: LEP, 5th) | Professional Educational Consultants | October | (F)Title IIA Principal and Teacher Improvement | Summative - Professional development calendar |
| 7. Provide educational software Programs in Spanish for Hispanic students who are non-English speakers. (Title I SW: 1,2,9) (Target Group: H, LEP) | Director of Federal Programs and Instruction, Director of Technology, Principal | on going | (F)Title I, (L)Local Projects, (S)Local Funds | Summative - Budget Expenditures |
| 8. Supplemental IPADS for the Bilingual classroom. These are to be used in the bilingual classes only to supplement instruction and provide support for bilingual students. | Assistant Principal(s), Assistant Superintendent(s), Principal, Teacher(s) | Ongoing | (F)Title III Bilingual / ESL | |

BORGER INTERMEDIATE

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

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

BORGER INTERMEDIATE

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

Objective 1. Identifying and intervening with students in need.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------------------|---|--|
| 1. Universal screenings in math and reading will be conducted at the beginning of the year to identify students who are significantly below grade level academically and in need of interventions. (Title I SW: 1,9) (Target Group: All) | Core Subject Teachers, Principal | August and September | (L)Local Taxes and State Per Capita Allotments | Summative - copies of individual student screenings; Rtl committee meeting minutes |
| 2. Students who have a history of not being successful on state assessments in math and reading and who are two or more grade levels behind academically will be eligible for participation in the Voyager Reading program and the VMath Math program. (Title I SW: 1,9) (Target Group: All) | Core Subject Teachers, Director of Federal Programs and Instruction, Principal | August and September, then ongoing | (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments | Summative - Rtl Meeting minutes and Voyager and VMath student progress reports |
| 3. Students who have scored significantly below the passing standards on state assessments in reading and math in the third and fourth grades will receive interventions in regular math and reading classes with small enrollments, and with both a regular teacher and a paraprofessional who is a certified teacher so that they may receive more individualized assistance. CSF: Improve Academic Performance (Title I SW: 1,3,9) (Target Group: All) | 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) | 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) | Principal, Teacher(s) | September through May | (O)Personnel, (O)Staff Time | Summative - PLC minutes and action plans |

BORGER INTERMEDIATE

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

Objective 1. Identifying and intervening with students in need.

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------------|---|---|
| 1. Provide bullying prevention training to all persons on campus to whom students may report bullying, including the Principal, teachers and paraprofessionals, the School Nurse, the School Counselor, and the School Resource Officer. (Title I SW: 1) (Target Group: All) | 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) | 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) | Campus Intstructional 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) | 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) | 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) | Instructional Services Coordinator, Principal, School Nurse, SRO Officer, Teacher(s) | October | (F)Title I, (L)Local Projects, (O)Access to facilities, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time | Summative - Schedule of activities |
| 7. The number of security cameras at BIS will be increased from five to seven. (Title I SW: 1) (Target Group: All, 5th) | Principal | August through January | (O)Personnel, (S)Local Funds | Summative - Installation of cameras and DVR |

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------------------|-------------------------------------|---------------------------------------|
| <p>8. BIS will institute a student motivation program such as Character counts in order to encourage responsible behavior through intrinsic motivation and elf-discipline. According to last year's student survey, there needs to be an emphasis on helping students learn to treat each other with respect. CSF: Improve School Climate (Title I SW: 1)</p> | <p>Assistant Principal(s), Counselor(s), Principal, SRO Officer, Teacher(s)</p> | <p>October through May</p> | <p>(O)Personnel, (S)Local Funds</p> | <p>Summative - Calendar of Events</p> |
| <p>9. BIS now has a buzzer system to allow visitors in the building.</p> | | <p>ongoing</p> | | <p>Summative -</p> |

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

Objective 3. BIS will support children in need

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------------|--|---|
| 1. BIS will participate in the Borger Snack Pack for Kids Program by identifying students in need, by helping pack the food, and by distributing the food to the students at school. (Title I SW: 1,2,9,10) (Target Group: ECD, Migrant, 5th) | Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s) | November thru May | (L)Local Projects, (O)Access to facilities, (O)Staff Time | Snack Pack distribution records |
| 2. BIS will utilize community assistance to provide school supplies to students who are not able to purchase them. (Title I SW: 1,2,10) (Target Group: ECD, Migrant, 5th) | 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) | 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) | 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) | Counselor(s), Teacher(s) | October | (O)No Associated Cost | Summative - Schedule of counselor visits to classrooms |
| 6. Teachers will utilize past training in identifying and meeting the needs of economically disadvantaged, homeless, and severely impoverished students and then work together in their PLCs to plan intervention strategies specific to these needs. (Title I SW: 8,9,10) (Target Group: ECD, Migrant, AtRisk, 5th) | 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 4. BIS Will Maintain a Positive and Safe School Environment That Supports Learning

Objective 4. Borger ISD will meet the needs of foster students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------|----------------------------|-------------|
| 1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 10) (Target Group: All) | Instructional Services Coordinator, Superintendent(s) | December 2016-May 2017 | (F)Title I, (S)Local Funds | Formative - |

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|---|---|
| 1. Conduct Parent Nights in which parents are invited to the campus for various activities, training, and presentations, etc., such as Fiesta Night, Study Island Night, PTO Meetings, Singapore Math Night for Parents, and others. (Title I SW: 1,6) (Target Group: All, ECD, LEP) | 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) | Principal, Teacher(s) | September and October | (L)Local Taxes and State Per Capita Allotments | Summative - Record of schedules and parent sign-in sheets |
| 3. 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) | 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 |
| 4. 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) | Parent Involvement Coordinators | Ongoing | (F)Title I | Summative - Parent Involvement activities |
| 5. 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 |
| 6. BIS will use the School Announcement call-out system and the SchoolWay phone app for notifying parents and community members about events and parent involvement activities at the school. (Title I SW: 1,6) (Target Group: All, 5th) | Assistant Principal(s), Communications Coordinator, G/T Lead Teacher, Parent Involvement Coordinators, Principal, Superintendent(s), Teacher(s) | August - May | (S)Local Funds | Summative - Log of School Announcement messages Log of SchoolWay messages |
| 7. BIS will develop a "Wall of Fame" by which outstanding volunteers will be honored with their photos displayed on the entrance hall wall. (Title I SW: 6) (Target Group: All, 5th) | Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s) | October through May | (O)Staff Time, (S)Local Funds | Summative - Display of photos on the wall. |

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 |
|--|--|---------------------|---------------|---------------------------------------|
| 8. BIS will develop a Community Leaders Forum for the purpose of letting our students meet and interact with a variety of business and community leaders. We will do this by inviting these leaders to come to the school and share their stories about what they do in their professions and in the community. (Target Group: All, 5th) | Parent Involvement Coordinators, Principal, Teacher(s) | October through May | (O)Staff Time | Summative - School Calendar of Events |

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------------------------|--|--|
| 1. The BIS staff will seek to enlist the support of parents by communicating the importance of attendance with regard to student success. CSF: Increase Family and Community Engagement (Title I SW: 1,6,9) (Target Group: All) | Principal, Teacher(s) | August through May | (L)Local Taxes and State Per Capita Allotments | Summative - Records of parent contacts and letters; Attendance Committee records, Handbook |
| 2. Every day, BIS office staff will contact by phone the parents of absent students when parents do not contact the school about absences. (Title I SW: 1,6,9) (Target Group: All) | 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) | Principal, Teacher(s) | Fall of 2011 through May 2012 | (L)Local Taxes and State Per Capita Allotments | Summative - Attendance Committee Meeting minutes |
| 4. BIS administration will work closely with the BISD Attendance Officer and with the county Justices of the Peace to help parents who are not complying with attendance laws understand the importance of doing so. Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress. (Title I SW: 1,6) (Target Group: All) | 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 chance to pick a prize from a punch board. Students with perfect attendance will also get a treat from the cafeteria. (Title I SW: 1,6) (Target Group: All, 5th) | Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s) | | (S)Local Funds | Summative - Record of attendance and prize awards. |
| 6. Students with fewer than 5 absences for the year will get to take a field trip at the end of the year. | Assistant Principal(s), Principal | Sept.May | | Summative - |

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------|---------------------------------------|---|
| 2. Provide academic software such as the ALEKS, Study Island, IStation, and think-Through Math that will allow BIS students access to higher level differentiated instruction in computer applications as well as reading, math and science. (Title I SW: 1) (Target Group: All, 5th) | Director of Federal Programs and Instruction, Superintendent(s) | Ongoing | (F)Federal Grants | Summative - Technology budget |
| 3. Provide wireless internet access throughout the building. (Title I SW: 1,10) (Target Group: All, 5th) | 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) | 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) | Principal, Teacher(s) | Ongoing | (F)Title I, (O)Campus Based Professional Development, (O)Staff Time | Summative - PLC agendas and minutes |
| 3. Request that Central Administration study the possibility of establishing vertical PLCs in math and reading that will involve multiple grade levels and schools. (Title I SW: 1,2,4,10) | Director of Federal Programs and Instruction, Principal | January | (O)Staff Time | Summative - District Calendar PLC agendas and minutes |
| 4. Assign mentors to new teachers providing continuing assistance and guidance throughout the year for the purpose improving instruction and retaining new teachers in the district. Work collaboratively with central administration and the district's new teacher mentoring program. (Title I SW: 1,4) | Assistant Principal(s), Director of Federal Programs and Instruction, Personnel Director, Principal, Teacher(s) | Monthly August through May | (O)Staff Time | Summative - Principal observations Principal/Mentor Conferences PDAS Summative Evaluations |
| 5. In order to improve the pedagogical knowledge and skills of teachers to improve instruction and learning this year we will study the books, The Fundamental 5 – The formula for Quality Instruction by Cain and Laird, and McRel trainings (Title I SW: 4) | Assistant Principal(s), Director of Federal Programs and Instruction, Principal, Teacher(s) | August through May | (F)Title IIA Principal and Teacher Improvement, (O)Staff Time | Summative - PLC Minutes and agendas |
| 6. Appraisal system has been changed from PDAS to T-TESS, teachers participate in goal setting meetings. | Assistant Principal(s), Assistant Superintendent(s), Principal, Teacher(s) | Ongoing | | Summative - |

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

- Goal 8.** BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.
- Objective 3.** Provide systematic and sustained professional development through instructional leadership coaching.

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

BORGER INTERMEDIATE

- Goal 8.** BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.
- Objective 4.** Provide Instructional coaching.

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

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

BORGER INTERMEDIATE

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

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

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

Borger Graduate Profile and BIS' Contribution

Borger Independent School District 12th Grade Graduate Profile

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

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

BIS will:

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

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

BIS will:

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

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

BIS will:

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

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

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

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

BIS will:

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

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

BIS will:

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

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

BIS will:

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

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

BIS will:

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

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

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

BIS will:

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

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

BIS will:

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

BISD Mission and Goals for 2016-2017

MISSION

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

GOALS

Goal 1: Increase Student Achievement

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

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

Objective B - Maintain Promotion Standards

Objective C– BISD will meet Satisfactory Standard for STAAR

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

Objective E – Increase average Scale Scores on the STAAR

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

Objective G - Dual Credit

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

Goal 2: Provide a Safe Environment

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

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

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

Objective B: Enhance Teacher Quality

Goal 4: Improve Public Support and Confidence in Schools

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

Goal 5: Create a Positive District Culture

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

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

Goal 6: Provide Facilities-to-Standard Program

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

Objective A: Condition / Appearance

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

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

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