Borger Intermediate School

Campus Improvement Plan

2007-08

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

Borger Intermediate School Belief Statements

1	Every child is a learner and can be taught.
2	The most important skill a child needs to learn is how to think (how to use reason).
3	Students must be challenged academically in order for them to reach their potentials.
4	Good teaching is student centered and takes into account how students learn.
5	Effective teachers are dedicated, enthusiastic, and knowledgeable.
6	Valuing the individual and empathy are vital aspects of an effective school.
7	Learning is a life long process.
8	It is very important to teach patriotism and the meaning of responsible citizenship.
9	Respect and appreciation for different cultures is important for a productive and peaceful society.
10	Children and adults are entitled to a safe environment.
11	Faith and family are important to this community.
12	Parent involvement and community support help create a successful learning environment.
13	Open communication among the school community empowers individuals.
14	Shared decision making creates a sense of ownership and pride in the school.
15	Encouraging volunteerism is an important aspect of education.

Borger Intermediate School

Mission Statement

The mission of Borger Intermediate School is to provide a safe, nurturing, and academically challenging environment in which students may be prepared for a lifetime of responsible, productive citizenship.

2007-2008 NEEDS ASSESSMENT

1. Because an aligned curriculum is vital if schools are going to prepare their students for the academic challenges they will encounter throughout their scholastic careers, we will more completelyl implement the Curriculum Collaborative, now known as CSCOPE, and utilize the in order to teach our students the knowledge and skills for which they will be held accountable.

2. Using the INova System to disaggregate TAKS data in 2006-2007 helped us identify and provide accelerated instruction to many students who were previously unsuccessful and/or likely to be unsuccessful on state math assessments. The interventions done with these students resulted in significant improvements in Math TAKS scores. Therefore, we will continue utilize the INOVA System to identify students in need of accelerated education in both math and reading, targeting their individual areas of academic strengths in order to add value to their learning.

3. BIS Students with limited English proficiency and economically disadvantaged students continue to meet TAKS passing standards in reading and science at a much lower percentage than their non-LEP and non-economically disadvantaged peers. We will implement corrective measures designed specifically to meet the academic needs of these students.

4. In 2007, BIS Science TAKS scores were again much lower than scores in math and reading in all sub groups. Although BIS Science TAKS scores were above the state average, we believe our students ought to be able to score as well in science as they do in math and reading. We will, therefore, improve our preparation of students for the Science TAKS in 2007-2008 and encourage parents to join with us in making success on the Science TAKS a priority for all of our students.

5. Fathers and father figures are vital in the lives of our students. However, fathers historically have not been very involved in the educational lives of their children. Therefore, BIS will implement a program called Watch D.O.G.S. that will encourage the fathers and father figures of our students to volunteer to spend at least one full day per year at school, providing assistance, security, and support to their students and all the students and teachers in the school.

Goal 1:

In the area of student achievement, at least 80% of the students of Borger Intermediate School will demonstrate academic knowledge and skills by meeting passing standards on each area of the TAKS and, when applicable, the TELPAS (Texas English Language Proficiency Assessment System).

Correlates with:

District Objectives

1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies

Hot Topics

1) Superintendent's Goal #1	2) Superintendent's Goal #2	3) Superintendent's Goal #3	4) Superintendent's Goal #4
5) Superintendent's Goal #5			

District Goals

1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum

State Goals

1) Performance - English	2) Performance - Mathematics	3) Performance - Science

State Objectives

2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			

NCLB/ESEA Goals and Indicators

1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			

Effective School Correlates

1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

Title I - Schoolwide Programs

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

Indicator: TAKS Reading

Grade: 5	**Current Performance** ACCOUNTABILITY DATA		**Desired Performance** LONG TERM STATE OBJECTIVES		**Desired Performance** ANNUAL OBJECTIVES	
Group	**Rate**	**Year**	**Rate**	**Year**	**Rate**	**Year**
All Students	89 %	2007	≥ 95 %	2012-13	≥ 90.2 %	2008
African American	82 %	2007	≥ 95 %	2012-13	≥ 84.6 %	2008
Economically Disadvantaged	85 %	2007	≥ 95 %	2012-13	≥ 87 %	2008
Hispanic	85 %	2007	≥ 95 %	2012-13	≥ 87 %	2008
White	92 %	2007	≥ 95 %	2012-13	≥ 92.6 %	2008

Indicator: TAKS Math

Grade: 5	**Current Performance** ACCOUNTABILITY DATA		**Desired Performance** LONG TERM STATE OBJECTIVES		**Desired Performance** ANNUAL OBJECTIVES	
Group	**Rate**	**Year**	**Rate**	**Year**	**Rate**	**Year**
All Students	91 %	2007	≥ 95 %	2012-13	≥ 91.8 %	2008
African American	91 %	2007	≥ 95 %	2012-13	≥ 91.8 %	2008
Economically Disadvantaged	89 %	2007	≥ 95 %	2012-13	≥ 90.2 %	2008
Hispanic	87 %	2007	≥ 95 %	2012-13	≥ 88.6 %	2008
White	94 %	2007	≥ 95 %	2012-13	≥ 94.2 %	2008

Indicator: TAKS Science

Grade: 5	**Current Performance** ACCOUNTABILITY DATA		**Desired Performance** LONG TERM STATE OBJECTIVES		**Desired Performance** ANNUAL OBJECTIVES	
Group	**Rate**	**Year**	**Rate**	**Year**	**Rate**	**Year**
All Students	72 %	2007	≥ 90 %	2012-13	≥ 75.6 %	2008
African American	55 %	2007	≥ 90 %	2012-13	≥ 75 %	2008
Economically Disadvantaged	67 %	2007	≥ 90 %	2012-13	≥ 75 %	2008
Hispanic	64 %	2007	≥ 90 %	2012-13	≥ 75 %	2008
White	78 %	2007	≥ 90 %	2012-13	≥ 80.4 %	2008

Strategies

Goal 1 - Strategy 1	Increase Reading Scores on TAKS

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; All Reading Teachers

Leader Progress Report Dates:

Mr. Hatfield, Mrs. Badeen, Mrs. Butler, Mrs. Kimble, Mrs. Rangel
Each Six Weeks

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

Brief Description:

Based upon the INOVA TAKS data and SDAA II data from 2007 and current classroom information, Language Arts teachers will develop and implement strategies to improve the reading strengths of students and add value to their learning.

Evaluation Benchmark:

Improved performance on the 2008 TAKS Scores in Reading

Resources Required:

LPAC Committee

Administrative Staff

ARD Committee

BISD Technology Depart.

Campus Admin. Staff

Central Office

Classroom Equipment

Computers

Counselor

District Admin. Staff

FTE's Required:

Number of FTE's: 2.33

Fully Comp. Ed Funded

Cost: $98,007.00

Source of Funds:

None

Amount

$0.00

$0.00

Goal 1 - Strategy 1   Increase Reading Scores on TAKS

District Coordinator

504 Committee

Learning Lab

Transportation Dept.

Mentor Volunteers

Outside Consultant

Parent Inv. Coordinators

SBDM/CIC Committee

School Facilities

School Library

Staff

Teachers

Teaching Aids

Teaching Manipulatives

Instructional Aides

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Teachers will utilize CSCOPE Curriculum to align curriculum and prepare students for the TAKS	Teachers; Mr. Hatfield	08/27/2007	to	07/02/2008	Lesson Plans, Principal Observations, PDAS
Utilize INOVA System to target students for acceleration programs	ASSISTeams and Language Arts Teachers	10/04/2007	to	05/29/2008	ASSISTeam Reports and 2008 TAKS Data
Data Desagregation of Previous TAKS/SDAA II Reading Scores	Language Arts Teachers/ASSISTeams	08/27/2007	to	07/02/2008	Principal meetings with ASSISTeams and 2008 TAKS Data
Daily TAKS Focuses in the classrooms	All Teachers	09/04/2007	to	05/29/2008	Lesson Plans and Principal Observations
Extended Day TAKS Classes	Language Arts	10/15/2007	to	05/23/2008	Weekly Schedule

Goal 1 - Strategy 1   Increase Reading Scores on TAKS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
	Teachers, Mr. Hatfield				
Professional Development Activities	Reading Teachers; Mr. Hatfield	08/27/2007	to	05/28/2008	PD Schdule and 2008 TAKS Data
Cooperative Highlighting & Justifying	All Language Arts Teachers	08/27/2007	to	06/30/2008	2008 TAKS Data
Kagan Cooperative Learning Techniques	All Language ArtsTeachers	08/27/2007	to	06/30/2008	Lesson Plans, PDAS, and Principal Observations
Individualized TAKS Lessons	Language Arts Teachers	08/27/2007	to	07/02/2008	2008 TAKS Data
Targeted TAKS Reviews	Language Arts Teachers	08/27/2007	to	06/27/2008	Lesson Plans, 2008 TAKS Data
Utilize the Homeroom classes to review TAKS objectives regularly.	All Teachers	08/27/2007	to	05/13/2008	Lesson Plans, Principal Observations
Benchmark Reading Tests each six weeks	Language Arts Teachers and Mr. Hatfield	10/22/2007	to	05/29/2008	Test Results
DevelopTest Taking Skills	All Teachers	08/27/2007	to	05/29/2008	2008 TAKS Scores
University Interscholastic League Academic Competition	Mr. Hatfield; UIL Event Coaches	09/04/2007	to	11/02/2007	Participation and Contest Results

Goal 1 - Strategy 2   Increase Math Scores on TAKS

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Math Teachers

Leader Progress Report Dates:

Mr. Hatfield, Mrs. Biggs, Ms. Cooper, Mrs. Butler, Mrs. Rangel
Each Six Weeks

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

Brief Description:

Utilizing INOVA TAKS data and SDAA II data from 2007 and current classroom information, math teachers will develop and implement strategies to improve student strengths and add learning value to students.

Evaluation Benchmark:

Improved performance on the 2008 TAKS scores in Math

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Classroom Equipment	Number of FTE's: 2.20	None	$0.00
School Library	Fully Comp. Ed Funded		$0.00
School Nurse	Cost: $109,256.00		
Staff			
Summer School Teachers			
Teachers			
Teaching Manipulatives			
Transportation Dept.			
Administrative Staff			
ARD Committee			
Attendance Officer			
School Facilities			
Central Office			

Goal 1 - Strategy 2   Increase Math Scores on TAKS

SBDM/CIC Committee

Computers

Counselor

District Admin. Staff

District Coordinator

Instructional Aides

Learning Lab

Library

LPAC Committee

Parent Inv. Coordinators

Public Library

Campus Admin. Staff

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Use INOVA Data System to disagregate 2008 TAKS scores and SDAA II data to disagregate SDAA II scores, and plan acceleration programs and activities.	Math Teachers and ASSISTeams	08/27/2007	to	07/02/2008	2008 Taks Data
Regularly use TAKS Focuses in the classrooms	All Teachers	08/27/2007	to	05/29/2008	Lesson Plans and Principal Observations
TAKS Region 16 Workshops and Campus Professional Development Activities	Math Teachers	08/27/2007	to	05/28/2008	Attendance Certificates
Extended Day TAKS Classes and Summer School TAKS Classes	Math Teachers	08/27/2007	to	05/28/2008	2008 TAKS Data
Individualized TAKS Lessons	Math Teachers	08/27/2007	to	07/02/2008	2008 TAKS Data
Utilize Homeroom classes to review TAKS objectives weekly	All Teachers	08/27/2007	to	05/28/2008	2008 TAKS Scores

Goal 1 - Strategy 2   Increase Math Scores on TAKS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Benchmark Math TAKS Tests each six weeks	Math Teachers	10/22/2007	to	05/28/2008	Test Scores
Develop Test Taking Skills	All Teachers	08/27/2007	to	07/02/2008	TAKS Scores
MLS Extended Day Math Labs involving regular ed., special ed., and bi-lingual ed. students	Math Tutors	10/08/2007	to	05/28/2008	TAKS Scores
Kagan Cooperative Learning Techniques	All Teachers	08/27/2007	to	05/28/2008	Lesson Plans, Principal Observation, and TAKS Scores
University Interscholastic League Academic Competition	Mr. Hatfield; UIL Event Coaches	09/04/2007	to	11/02/2007	Contest Results

Goal 1 - Strategy 3   Increase Science Scores on TAKS

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; 5th Grade Science Teachers

Leader Progress Report Dates:

Mr. Hatfield, Mrs. Krug, Mrs. Massick
Each Six Weeks

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

Brief Description:

Based upon the TAKS data from 2007 and current classroom information, Science teachers will develop strategies to improve the strengths of students and add value to their learning.

Evaluation Benchmark:

80% of BIS students meet passing standard on the 2008 Science TAKS

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: 2.00	None	$0.00
Staff	Fully Comp. Ed Funded		$0.00
School Library	Cost: $80,342.00		
School Facilities			
Outside Consultant			
District Coordinator			
Counselor			
Computers			
Classroom Equipment			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation

Goal 1 - Strategy 3   Increase Science Scores on TAKS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Regularly use TAKS Focuses	All Teachers	08/27/2007	to	04/30/2008	2008 TAKS Scores
TAKS Science Workshops: Region 16 or other conferences and workshops	Mr. Hatfield; 5th Science Teachers	09/05/2006	to	03/01/2007	TAKS/LDAA Scores
TAKS Tutorials	5th Grade Science Teachers	10/09/2006	to	04/19/2007	TAKS/LDAA Scores
Data Desegregation of Previous TAKS Science Scores	5th Grade Science Teachers;	08/21/2006	to	04/19/2007	TAKS/LDAA Scores
Review and reteach (if necessary) elementary science TEKS	Science Teachers	08/21/2006	to	04/19/2007	TAKS/LDAA Scores
Individualized TAKS review	Science Teachers	04/19/2007	to	04/19/2007	TAKS/LDAA Scores
Learning Lab	Learning Lab Personnel	08/21/2006	to	04/19/2007	TAKS/LDAA Scores
Develop the student's understanding and use of Science vocabulary	Science Teachers	08/21/2006	to	04/19/2007	TAKS/LDAA Scores
Utilize the Homeroom classes to review TAKS objectives weekly.	Homeroom Teachers	11/06/2006	to	04/19/2007	TAKS/LDAA Scores
Practice Science TAKS Test	Science Teachers	10/09/2006	to	04/02/2007	TAKS/LDAA Scores
Test Taking Skills	Science Teachers	08/21/2006	to	06/27/2007	TAKS/LDAA Scores
Kagan Cooperative Learning Techniques	All Teachers	08/21/2006	to	06/27/2007	TAKS/LDAA Scores
University of Interscholastic League Academic Competition	Mr. Hatfield; UIL Event Coaches	09/05/2006	to	11/03/2006	TAKS/LDAA Scores

Goal 1 - Strategy 4   Improved Scores on the TELPAS

There are no Indicators/Objectives that support this Strategy

Leader(s):
Mr. Hatfield; Mrs. Rangel

Leader Progress Report Dates:
Mr. Hatfield, Mrs. Rangel
Each Six Weeks

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

NEW INITIATIVE

Brief Description:
Based on the TELPAS data from 2007 and current reading classroom information, the Bi-Lingual teacher will develop and implement strategies to improve the strengths of Bi-Lingual/ESL students and add value to their learning.

Evaluation Benchmark:
Improved performance on the 2008 TELPAS

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
School Library	Number of FTE's: 0.17	None	$0.00
School Facilities	Fully Comp. Ed Funded		$0.00
LPAC Committee	Cost: $9,373.00		
Instructional Aides			
Computers			
Central Office			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Daily scheduled Bi-Lingual classes for LEP students	Mr. Hatfield; Mrs. Rangel	08/27/2007	to	05/29/2008	Master Schedule
Collaboration with regular classroom teachers: Observation Protocol	Mrs. Rangel/Teachers	10/01/2007	to	04/30/2008	2007-2008 TOP

Goal 1 - Strategy 4   Improved Scores on the TELPAS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Utilize TELPAS release tests by aligning questions with student levels	Mrs. Rangel	08/27/2007	to	04/30/2008	2008 TELPAS Scores
Data Desegregation of previous TELPAS/RPTE scores	Mrs. Rangel	08/27/2007	to	05/29/2008	2008 TELPAS Scores
Develop Test Taking Skills	Mrs. Rangel	08/27/2007	to	05/29/2008	2008 TELPAS Scores
Individualized TELPAS reviews	Mrs. Rangel	08/27/2007	to	04/30/2008	2008 TELPAS Scores
Daily Learning Lab Assistance	Learning Lab Personnel	08/27/2007	to	05/29/2008	Learning Lab Logs
Practice TELPAS Opportunities	Mrs. Rangel	08/27/2007	to	04/30/2008	2008 TELPAS Scores
Use of Computer Programs: COW, Clickers, Internet learning	Mrs. Rangel	08/27/2007	to	05/29/2008	Check-out Log

Goal 2: In the area of school climate, Borger Intermediate School will be characterized by respect, safety, order, empathy, and open communication.

Correlates with:

District Objectives

1) Performance-Reading and Writing   2) Performance-Mathematics   3) Performance-Science   4) Performance-Social Studies

Hot Topics

1) Superintendent's Goal #1   2) Superintendent's Goal #2   3) Superintendent's Goal #3   4) Superintendent's Goal #4
5) Superintendent's Goal #5

District Goals

1) Increase Student Achievement   2) Provide a Safe Environment   3) Increase Management Efficiency   4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture   6) Provide Facilities-to-Standard Program   7) Parent Involvement   8) A Well Balanced and Appropriate Curriculum

State Goals

1) Performance - English   2) Performance - Mathematics   3) Performance - Science   4) Performance - Social Studies

State Objectives

2) Student Potential   3) Dropout Prevention   4) Curriculum   5) Prepare Students
6) School Personnel   7) Student Performance   8) School Environment   9) Instructional Techniques

NCLB/ESEA Goals and Indicators

1) Students will Reach High Standards   2) LEP will become Proficient in English   3) Highly Qualified Staff   4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School

Effective School Correlates

1) Safe and Orderly Environment   2) Climate of High Expectations for Success   3) Instructional Leadership   4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task   6) Frequent Monitoring of Student Progress   7) Home-School Relations

Title I - Schoolwide Programs

1) Needs Assessment   2) Student Opportunities   3) Instructional   4) Professional Development
5) Professional Staff   6) Parental Involvement   7) Student Transition to Elementary Programs   8) Include Teachers in Decisions

9)	Identify and Assist with Student Difficulties	10)	Federal, State, and Local Programs

Strategies

Goal 2 - Strategy 1	Safety at Borger Middle School

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Mrs. Watson; ASSISTeams

Leader Progress Report Dates:

Mr. Hatfield, teachers and staff

Ongoing 2007-2008

Brief Description:

Borger Intermediate School will be a safe and nurturing place for all teachers and students with increased empathy among students and staff.

Evaluation Benchmark:

Through lessons led by Mrs. Watson, we will see a 10% decrease the number of dsicipline referrals for interpersonal conflicts.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
District Admin. Staff	Number of FTE's: None	Safe and Drug Free	$850.00
Administrative Staff	Fully Comp. Ed Funded	Local Revenue	$2,400.00
ARD Committee	Cost: $500.00		$3,250.00
Borger City Government			
BPD Resource Officer			
Campus Admin. Staff			
Central Office			
Classroom Equipment			
Community Volunteers			
Computers			
504 Committee			
Custodial/Maint. Dept.			
Teaching Manipulatives			
Instructional Aides			
Learning Lab			

Goal 2 - Strategy 1   Safety at Borger Middle School

LPAC Committee

Parent Inv. Coordinators

SBDM/CIC Committee

School Facilities

School Library

Summer School Teachers

Teachers

Counselor

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BIS Student Handbooks Distributed to Students and Parents	Mr. Hatfield; Teachers, Mrs. Mizar	10/15/2007	to	05/23/2008	Signed Parent/Student Forms

BISD Student Code of Conduct
  *Given to Students and Parents
  * Available in Principal's Office
	Mr. Hatfield; Teachers	08/27/2007	to	05/29/2008	Signed Parent/Student Forms

Principal, Teachers and Aides on duty at locations before and after school.	All School Staff	08/27/2007	to	07/02/2008	Duty Roster
Communication of disciplinary infractions and consequences to parents and teachers	Mr. Hatfield; Mrs. Mizar	08/27/2007	to	05/29/2008	Peims Data
Zero Tolerance for Violence	All School Staff Members; School Resource Officer	08/27/2007	to	05/29/2008	Peims Data
Utilize BISD/BPD School Resource Officer (SRO)	Mr. Hatfield, Officer Jordan	08/27/2007	to	05/29/2008	Peims Data
Safe and Drug-Free Schools & Communities Programs * Red Ribbon Week	Mr. Hatfield; Mrs. Denton, Teachers and staff	08/27/2007	to	05/29/2008	Schedule of Activities
Crisis Management	All School Staff	08/16/2007	to	05/29/2008	Plan Implementation

Goal 2 - Strategy 1   Safety at Borger Middle School

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
* Staff Training * Implementation of Plan	Members				All School Drills
Reporting of Child Abuse and Neglect	All BIS Staff Members	08/27/2007	to	05/29/2008	CPS Responses
Apply Texas Behavior Support Initiative (TBSI) Training	Mr. Hatfield; Mrs. Butler; Mrs. Bridges	08/17/2007	to	05/29/2008	CPI and TBSI Training Certification
Staff development in policies and management	Mr. Hatfield; Mrs. Rotramel	08/16/2007	to	05/29/2008	In-Service Schedule
Implementation of the Watch D.O.G.S. program	Mr. Hatfield, Mrs. Krug, Staff	10/08/2007	to	05/29/2008	Roster of fathers and father figures involved

Goal 2 - Strategy 2   BMS: A Caring Environment

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Mrs. Watson; ASSISTeams

Leader Progress Report Dates:

Mr. Hatfield
Ongoing 2007-2008

Brief Description:

Because all students need, and respond to, nurturing relationships provided by empathic peers and adults, BIS will seek to provide a caring environment for all students.

Evaluation Benchmark:

An improvement in student behaviors related to interpersonal relationships.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: 0.10	Camp. Activity Fund Budget	$2,000.00
School Nurse	Fully Comp. Ed Funded		$2,000.00
School Library	Cost: $5,141.00		
School Facilities			
Mentor Volunteers			
Learning Lab			
District Admin. Staff			
Counselor			
Central Office			
BMS Booster Club			
ARD Committee			
Administrative Staff			
504 Committee			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation

Student/Teacher Involvement
  *School supplies
  *Canned Food Drive
	All School Staff Members	08/27/2007	to	05/29/2008	Records of giving

Goal 2 - Strategy 2   BMS: A Caring Environment

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
*Just for Kids Fund					
Counseling Services * Suicide Prevention * Conflict Resolution * Social Issues	Mrs. Watson; Mr. Hatfield	08/27/2007	to	05/29/2008	Counseling Program Log
Maintain Medical Personnel * Scoliosis Screening * Vision/Hearing Screening * Shot Clinics for Immunizations * Faculty Wellness Program	Mrs. Horst, R.N.	08/27/2007	to	05/29/2008	Nurse's Log School Calendar
Academic TEAMING	ASSISTeam Members	08/27/2007	to	05/29/2008	ASSISTeam Records
Referrals to Helping Agencies	Nurse Horst; Mr. Hatfield; Mrs. Watson	08/27/2007	to	05/29/2008	Nurses Log Counseling Records

Goal 2 - Strategy 3   Communication at BIS

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield, Teachers and staff

Leader Progress Report Dates:

Mr. Hatfield, Teachers and staff

Ongoing 2007-2008

Brief Description:

Borger Intermediate School will promote productive collaboration between parents, teachers, and students to enable student success.

Evaluation Benchmark:

75% of BIS parents will attend at least one campus event in 2007-2008.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: None	BIMS Booster Club	$5,000.00
Teachers	Fully Comp. Ed Funded		$5,000.00
School Facilities	Cost: None		
SBDM/CIC Committee			
Parent Inv. Coordinators			
Counselor			
Computers			
Classroom Equipment			
Central Office			
BMS Booster Club			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Teacher/Principal Conferences, Faculty Meetings	Mr. Hatfield; Staff	08/27/2007	to	05/29/2008	School Calendar
CSOPE Planning	Mr. Hatfield, Teachers	08/16/2007	to	05/29/2008	School Calendar
BIMS Booster Club now known as the	PTO Executive	08/27/2007	to	05/29/2008	Schedule of Meetings

Goal 2 - Strategy 3   Communication at BIS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BIMS PTO (Parent Teacher Organization)	Committee				and Events
Attack the TAKS Student/Parent Picnics to Desiminate Student Success Initiative (SSI) information	Mr. Hatfield and Teachers	10/03/2007	to	10/04/2007	Calendar
New Years Party - Back to School Night	Mr. Hatfield; Teachers	08/23/2007	to	08/23/2007	Parent Sign-in Records
TEAM Leader meetings with Principal	Mr. Hatfield; ASSISTeam Leaders	08/27/2007	to	05/29/2008	Principal's Teacher Conference Log
Campus Improvement Committee	Mr. Hatfield; Committee Members	08/16/2007	to	05/29/2008	CIC Minutes
Distribution of the BIS Student Handbook	Mr. Hatfield; Teachers	08/27/2007	to	05/29/2008	Parent/Student Forms
BISD Network E-Mail	Staff; BISD Technology	08/16/2007	to	05/29/2008	File of e-mails
Faculty Meetings BIS/BISD	Mr. Hatfield	08/16/2007	to	05/30/2008	School Calendar
Parent/Teacher Report Card Conference Day	Mr. Hatfield; Teachers	10/11/2007	to	10/11/2007	Sign-In Logs
Bi-Lingual Handouts of school communications	Mr. Hatfield; Mrs. Linares; Mrs. Rangel	08/27/2007	to	05/29/2008	File of All School/Parent Communications
Borger Intermediate School Website	Mr. Hatfield, Teachers, Tech. Department	08/27/2007	to	05/29/2008	

Goal 2 - Strategy 4   BIS Student and Staff Morale

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Teachers and staff

Leader Progress Report Dates:

Mr. Hatfield, Teachers and staff

Ongoing 2007-2008

Brief Description:

The Borger Intermediate School staff will strive to maintain postitive attitudes throughout the year.

Evaluation Benchmark:

A majority of teachers express satisfaction with morale on the end of year survey..

A majority of students express satisfaction with their school situation during feedback opportunities.

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: None	Camp. Activity Fund Budget	$2,100.00
School Facilities	Activity Fund	BIMS Booster Club	$5,000.00
SBDM/CIC Committee	Cost: $1,000.00		$7,100.00
Counselor			
Classroom Equipment			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Campus Improvement Meetings	SBDM/CI Committee	08/16/2007	to	05/29/2008	CIC Minutes
ASSISTeam Incentive Awards * Honor Roll * Good Citizens "Cool To Be Good" Assemblies *Annual Awards Assembly	ASSISTeams	08/27/2007	to	05/29/2008	ASSISTeam Records
Faculty Celebrations * Special Meals * Wedding/Baby Celebrations * Retirement Receptions * Birthday Parties	Mr. Hatfield;Teachers	08/27/2007	to	05/30/2008	School Calendar

Goal 2 - Strategy 4   BIS Student and Staff Morale

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation

Pep Rallies
  * Football
  * Homecoming
  * UIL Participants
	Mr. Hatfield	08/27/2007	to	05/29/2008	Calendar

BIMS Booster Club (PTO) Teacher Appreciation Events
  * Fall and Spring Luncheon
  * TAKS Snacks
  * Treats in Lounge
	BIMS PTO Executive Board	08/27/2007	to	05/29/2008	PTO Minutes

Boxtops for Education	Mr. Hatfield, Ms. Winegar, Teachers	11/01/2007	to	05/29/2008	Record of Boxtops Collected Check from General Mills
Awards Assembly: This assembly recognizes the accomplishments of our students academically, athletically, musically, and socially.	Mr. Hatfield: Teachers	05/27/2008	to	05/27/2008	Calendar

Goal 3:

In the area of student achievement, Borger Intermediate School will recognize and meet the special needs of specific populations evidenced by these students demonstrating progress on report cards and state assessment instruments.

Correlates with:

District Objectives

1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies

Hot Topics

1) Superintendent's Goal #1	2) Superintendent's Goal #2	3) Superintendent's Goal #3	4) Superintendent's Goal #4
5) Superintendent's Goal #5			

District Goals

1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum

State Goals

1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies

State Objectives

2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques

NCLB/ESEA Goals and Indicators

1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			

Effective School Correlates

1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

Title I - Schoolwide Programs

1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions

9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs

Strategies

Goal 3 - Strategy 1	Dyslexia

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield, Mrs. Watson

Leader Progress Report Dates:

Mr. Hatfield, Teachers
Each Six Weeks

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

Brief Description:

The Dyslexia Program at Borger Intermediate School includes one-on-one tutoring to help Dyslexic students utilize the strategies they have learned in the regular classroom, TAKS tutorials, and modifications and other techniques used by the classroom teachers to help Dyslexic students implement these strategies in core content classes.

Evaluation Benchmark:

PEIMS
100% of teachers document use of modifications for their Dyslexia students.
TAKS Tests

NEW INITIATIVE

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: None	None	$0.00
Teachers	Local Funds		$0.00
Supplies	Cost: None		
School Facilities			
Instructional Aides			
Counselor			
Computers			
Central Office			
Campus Admin. Staff			
Administrative Staff			
504 Committee			

Goal 3 - Strategy 1   Dyslexia

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Modifications for Dyslexic students in the regular classroom.	Classroom Teachers	08/27/2007	to	05/29/2008	Teacher Documentation
Implementation of strategies learned by students with the assistance of the classroom teacher.	All Classroom Teachers	08/27/2007	to	05/29/2008	Teacher Documentation
Diagnostic Evaluation of Students Referred by Teachers for identification of dyslexic students.	Mrs. Nichols, Mr. Hatfield; ASSISTeams	08/27/2007	to	05/29/2008	ASSISTeam Records

Goal 3 - Strategy 2   At-Risk

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield, ASSISTeams

Leader Progress Report Dates:

Mr. Hatfield, Teachers, Counselor
Each Six Weeks

On going 2006-2007

Brief Description:

The Borger Intermediate School Staff will strive to meet the needs of all students, especially those oficially identified as "At-Risk," by continuously monitoring their academic progress and their response to intervention (RTI).

Evaluation Benchmark:

Report Cards
Improved TAKS Scores in all subjects
Improved Retention Rate
10% reduction in the number of at-risk students

Resources Required:

Teaching Manipulatives

School Library

School Facilities

Parent Inv. Coordinators

Learning Lab

Instructional Aides

Counselor

Computers

Community Volunteers

Classroom Equipment

Administrative Staff

FTE's Required:

Number of FTE's: 0.85

Fully Comp. Ed Funded

Cost: $36,248.00

Source of Funds:

Camp. Activity Fund Budget

BIMS Booster Club

	Amount
Camp. Activity Fund Budget	$2,000.00
BIMS Booster Club	$5,000.00
	$7,000.00

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Academic TEAMS monitoring student performance	Mr. Hatfield, ASSISTeams	08/27/2007	to	05/29/2008	
Parental Involvement	Hatfield; Loftis; Linares	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 2   At-Risk

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
*BIMS PTO					
Identification and participation in programs using RTI Guidelines * 504 * Special Education * ESL/Bi-Lingual	ASSISTeams	08/27/2007	to	05/29/2008	
Utilization of Computer Technology * COW * Clickers * Internet	BISD Technology	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 3   Bilingual Education

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield, Mrs. Rangel

Leader Progress Report Dates:

Mr. Hatfield and Mrs. Rangel
On going 2007-2008

Brief Description:

BIS will seek to close the academic achievement gap between LEP students and English speaking students by offering regular tutorials and TAKS tutoring based upon their strengths and weaknesses.

Evaluation Benchmark:

PEIMS Data
Documentation of ESL Modifications
Documentation that 50% of LEP students participated in tutorials or extended day activities.
Reading Proficiency Test in English (RPTE)
LPAC Committee Review

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: 0.20	None	$0.00
School Library	Fully Comp. Ed Funded		$0.00
School Facilities	Cost: $9,373.00		
Parent Inv. Coordinators			
Outside Consultant			
LPAC Committee			
Instructional Aides			
Computers			
Community Volunteers			
Community Speaker			
Classroom Equipment			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation

LPAC (Language Proficiency Assessment Committee) Committee
  * Placement Meeting
  * Annual Review
	Mrs. Rangel	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 3   Bilingual Education

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
ESL Modifications in the Bi-Lingual Classroom	Mrs. Rangel	08/27/2007	to	05/29/2008	
Parental Involvement * Parent Conference Day	Mrs. Rangel; Mr. Hatfield	10/05/2007	to	10/11/2007	
Collaboration between Bi-Lingual Teacher and Regular Classroom Teachers	Mrs. Rangel; All Teachers	08/27/2007	to	05/29/2008	
Daily Scheduled Bi-Lingual Classes for LEP Students	Mr. Hatfield; Mrs. Rangel;	08/27/2007	to	05/29/2008	

Use of Computer Programs
  * Clickers
  * COW
  * Intenet
  * Rosetta Stone
	Mrs. Rangel; Mrs. Gallaspy; BISD Techology	08/27/2007	to	05/29/2008	

Peer Tutoring: Reading Buddies for Crockett Students	Mrs. Rangel	08/27/2007	to	05/29/2008	
Collaboration between the Bi-Lingual Teacher and the Special Education Teachers	Mrs. Rangel and Mrs. Butler	08/27/2007	to	05/29/2008	
Ethnic Role Models	Mr. Hatfield; Mrs. Rangel	08/27/2007	to	05/29/2008	

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

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mrs. Marshall; Mr. Hatfield

Leader Progress Report Dates:

Mrs. Marshall, Teachers
Each Six Weeks

On-going
2007-2008

Brief Description:

BIS will encourage gifted and talented students to reach their full potential by providing educational opportunities outside the regular curriculum.

Evaluation Benchmark:

Performance on the 2008 TAKS at the commended level.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: 0.20	None	$0.00
Teachers	Fully Comp. Ed Funded		
Supplies	Cost: $14,938.00		$0.00
School Library			
School Facilities			
Parent Support			
Outside Consultant			
Counselor			
Computers			
Community Speaker			
Classroom Equipment			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Scheduled Weekly Classes	Mrs. Marshall	08/27/2007	to	05/29/2008	
Development of Critical Thinking Skills	Mrs. Marshall	08/27/2007	to	05/29/2008	

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

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Teaching techniques that address the students' individual learning styles.	Mrs. Marshall	08/27/2007	to	05/29/2008	

Enrichment Opportunities
  * Field Trips
  * In-house Cultural Events
	Mrs. Marshall	08/27/2007	to	05/29/2008	

Kagan Cooperative Learning Techniques	Mrs. Marshall	08/27/2007	to	05/29/2008	
Parent Advocacy Group: ACE	Mrs. Marshall	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 5   Title I

There are no Indicators/Objectives that support this Strategy

Leader(s):
Mr. Hatfield; ASSISTeams

Leader Progress Report Dates:
Mr. Hatfield

Ongoing 2007-2008

Brief Description:
Borger Intermediate School teachers will use intervention programs that assist students in developing academic skills, particularly in math, science, and reading.

Evaluation Benchmark:
TAKS Performance, Report Cards, and Retention Rates

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teaching Manipulatives	Number of FTE's: None	Camp. Activity Fund Budget	$2,000.00
Teachers	Fully Comp. Ed Funded		$2,000.00
Supplies	Cost: $37,895.00		
School Library			
School Facilities			
Parent Inv. Coordinators			
Mentor Volunteers			
Learning Lab			
Instructional Aides			
Counselor			
Computers			
Classroom Equipment			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Coordination of TEKS instruction to TAKS objectives.	Classroom Teachers	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 5   Title I

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Serving students campus wide with Title I funds to improve achievement.	BIS Staff	08/27/2007	to	05/29/2008	
Instructional Aides to provide individual student support.	Mr. Hatfield	08/27/2007	to	05/29/2008	
During school tutorials and extended day classes for students needing individual support	Classroom Teachers	08/27/2007	to	05/29/2008	
ASSISTeams to monitor student achievement	ASSISTeam teachers	08/27/2007	to	05/29/2008	
Use of Computer Programs and Technology *COW *Clickers * Internet	Teachers and Mrs. Gallaspy	08/27/2007	to	05/29/2008	
Kagan Cooperative Learning Techniques	All Teachers	08/27/2007	to	05/29/2008	
University Interscholastic League Academic Competion	Mr. Hatfield; Event Coaches	09/04/2007	to	11/02/2007	

Goal 3 - Strategy 6   Parent Involvement

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Mrs. Linares; Mr. Loftis, ASSISTe

Leader Progress Report Dates:

Mr. Hatfield
Ongoing 2007-2008

Brief Description:

Since students generally achieve greater success when their parents are involved in their school and in their school work, the Borger Intermediate School staff will provide opportunities for parents to participate in the academic decision making process for their students.

Evaluation Benchmark:

50% of parents will attend at least one meeting to discuss their child's academic progress.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
State Resources	Number of FTE's: None	BIMS Booster Club	$5,000.00
School Library	Fully Comp. Ed Funded		$5,000.00
School Facilities	Cost: $23,112.00		
Parent Inv. Coordinators			
Outside Consultant			
LPAC Committee			
Counselor			
Computers			
Community Volunteers			
Classroom Equipment			
ARD Committee			
Administrative Staff			
504 Committee			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Parent Conference Day	Mr. Hatfield; Teachers	10/11/2007	to	10/11/2007	
ARD Meetings: Admission, Review, and	Mr. Hatfield; Mrs. Cole;	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 6   Parent Involvement

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Dismissal for placement, review, and discussion of special education students' academic progress.	Teachers				
LPAC Meetings for placement, review, and discussion of LEP students' academic progress.	Mrs. Rangel; Mr. Hatfield	08/27/2007	to	05/29/2008	
ASSISTeam and Parent Conferences to discuss student academic or behavior problems.	ASSISTeams; Teachers	08/27/2007	to	05/29/2008	
BIMS PTO Meetings	BIMS Booster Club Executive Committee	08/27/2007	to	05/29/2008	
Section 504 Meetings for placement, review, and discussion of the 504 students' academic progress.	Mr. Hatfield; Teachers	08/27/2007	to	05/29/2008	
Communication between parents and teachers * Phone calls * Progress reports * Report Cards	Teachers and Mr. Hatfield	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 7   Educational Support

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; ASSISTeams; Counselor

Leader Progress Report Dates:

Mr. Hatfield

Ongoing
2007-2008

Brief Description:

The Borger Intermediate School Staff will use a variety of strategies and programs to improve student success.

Evaluation Benchmark:

Improved TAKS performance and decreased retention rates

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Manipulatives	Number of FTE's: 1.00	None	$0.00
Teachers	Fully Title Funded		$0.00
Supplies	Cost: $25,448.00		
School Library			
School Facilities			
LPAC Committee			
Learning Lab			
Instructional Aides			
Counselor			
Classroom Equipment			
ARD Committee			
Administrative Staff			
504 Committee			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Learning Lab to provide individualized	Mrs. Bridges and	08/27/2007	to	05/29/2008	

Goal 3 - Strategy 7   Educational Support

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
support for all students in core academic subjects including special education students in Science and Social Studies	Learning Lab Aides				
Bi-lingual program for 5th grade LEP students.	Mrs. Rangel	08/27/2007	to	05/29/2008	
Implementation of modifications for special education, 504, and LEP students in the regular classroom.	All Teachers	08/27/2007	to	05/29/2008	
Training for staff on techniques and strategies that have proven successful for special education, 504, and LEP students.	Mr. Hatfield	08/27/2007	to	05/29/2008	

Goal 4:

In the area of student development, Borger Intermediate School will provide opportunities for student participation in a variety activities in order to enhance skills in the areas of technology, physical development and health, music, theater, visual art, and academics.

Correlates with:

District Objectives

1) Performance-Reading and Writing	2) Performance-Mathematics	3) Performance-Science	4) Performance-Social Studies

Hot Topics

1) Superintendent's Goal #1	2) Superintendent's Goal #2	3) Superintendent's Goal #3	4) Superintendent's Goal #4
5) Superintendent's Goal #5			

District Goals

1) Increase Student Achievement	2) Provide a Safe Environment	3) Increase Management Efficiency	4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture	6) Provide Facilities-to-Standard Program	7) Parent Involvement	8) A Well Balanced and Appropriate Curriculum

State Goals

1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies

State Objectives

2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques

NCLB/ESEA Goals and Indicators

1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			

Effective School Correlates

1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

Title I - Schoolwide Programs

1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development

5)	Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9)	Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 4 - Strategy 1	Student Technology Opportunities at BIS

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Mrs. De Loe

Leader Progress Report Dates:

Mrs. De Loe
Ongoing 2007-2008

Brief Description:

Borger Intermediate School students will have the opportunity for instruction in the various uses of computer technology by providing students with Computer Literacy classes.

Evaluation Benchmark:

Report by Mrs. DeLoe

Resources Required:

Teachers

Staff

School Library

School Facilities

Computers

Classroom Equipment

BISD Technology Depart.

FTE's Required:

Number of FTE's: 0.75

Fully Comp. Ed Funded

Cost: $32,436.00

Source of Funds:

None

Amount

$0.00

$0.00

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
C. O. W. (Computers on Wheels): 75% of the teachers will use this system in the classroom at least once during the year	Mr. Hatfield, Mrs. Gallaspy, Classroom Teachers	08/27/2007	to	05/29/2008	Checkout Records Teacher Lesson Plans
Internet for Research: 90% of students will do a project that requires gathering information from the Internet.	Classroom Teachers; Mrs. De Loe	08/27/2007	to	05/29/2008	Lesson Plans
Computer Lab: All students will participate	Mrs. De Loe	08/27/2007	to	05/29/2008	Lesson Plans

Goal 4 - Strategy 1   Student Technology Opportunities at BIS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
in Computer Literacy classes teaching skills in basic computer program.					Peims
Clickers/CPS: 50% of the teachers will use this technology in their classroom.	Mrs. Gallaspy: All Teachers	08/27/2007	to	05/29/2008	Lesson Plans Checkout Log

Goal 5: In the area of student performance, student attendance will be 96% or higher.

Correlates with:

District Objectives

1) Performance-Reading and Writing
2) Performance-Mathematics
3) Performance-Science
4) Performance-Social Studies

Hot Topics

1) Superintendent's Goal #1
2) Superintendent's Goal #2
3) Superintendent's Goal #3
4) Superintendent's Goal #4
5) Superintendent's Goal #5

District Goals

1) Increase Student Achievement
2) Provide a Safe Environment
3) Increase Management Efficiency
4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture
6) Provide Facilities-to-Standard Program
7) Parent Involvement
8) A Well Balanced and Appropriate Curriculum

State Goals

1) Performance - English
2) Performance - Mathematics
3) Performance - Science
4) Performance - Social Studies

State Objectives

2) Student Potential
3) Dropout Prevention
4) Curriculum
5) Prepare Students
6) School Personnel
7) Student Performance
8) School Environment
9) Instructional Techniques

NCLB/ESEA Goals and Indicators

1) Students will Reach High Standards
2) LEP will become Proficient in English
3) Highly Qualified Staff
4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School

Effective School Correlates

1) Safe and Orderly Environment
2) Climate of High Expectations for Success
3) Instructional Leadership
4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress
7) Home-School Relations

Title I - Schoolwide Programs

1) Needs Assessment
2) Student Opportunities
3) Instructional
4) Professional Development
5) Professional Staff
6) Parental Involvement
7) Student Transition to Elementary Programs
8) Include Teachers in Decisions

9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs

Strategies

Goal 5 - Strategy 1	Attendance Initiative and Compulsory Attendance

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; All Teachers

Leader Progress Report Dates:

Mr. Hatfield
Each Six Weeks

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

Brief Description:

The Borger Intermediate School staff will comply with district policies for the strict enforcement of the state attendance laws in order to minimize gaps in learning that result from poor attendance by students.

Evaluation Benchmark:

96% Attendance Rate

Resources Required:	FTE's Required:	Source of Funds:	Amount
Administrative Staff	Number of FTE's: None	Camp. Activity Fund Budget	$1,600.00
Teachers	Activity Fund		$1,600.00
Staff	Cost: $500.00		
School Facilities			
SBDM/CIC Committee			
Parent Inv. Coordinators			
Juvenile Probation Office			
Justice of the Peace			
Counselor			
BPD Resource Officer			
Attendance Officer			

Goal 5 - Strategy 1   Attendance Initiative and Compulsory Attendance

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Attendance Motivation Activities	Mr. Hatfield; Teachers	08/27/2007	to	05/29/2008	Calendar; Lesson Plans
Team Recognition Incentives	ASSISTeams	08/27/2007	to	05/29/2008	ASSISTeam Records
Home visits by Attendance Officer beginning with "No Shows."	Mr. Hatfield; Mr. McWilliams	08/27/2007	to	05/29/2008	Attendance Officer Log
PDAS Teacher Self-Report on what the teacher does to encourage good attendance.	Teachers on PDAS	09/17/2007	to	10/31/2007	TS-R
Non-Attendance Conference with Parents	Attendance Committee	09/04/2007	to	05/29/2008	Committee Minutes
Compliance with state attendance guidelines	Mr. Hatfield; Mrs. Mizar; Mr. McWilliams	08/31/2007	to	05/29/2008	PEIMS

Non-Compliance Plan
  a. Phone Calls from Principal and Teachers
  b. Warning Letters
  c. Visists From Truant Officer
  d. Aggressive Judicial Action
	Mr. Hatfield, Mr. McWilliams	08/31/2007	to	05/29/2008	Attendance Records

Collaboration with County Justice of the Peace Courts	Judge Irwin; Mr. Hatfield	08/27/2007	to	05/29/2008	PEIMS Data
Attendance Committee Meetings to determine attendance credit.	Mr. Hatfield; Attendance Committee;Mrs. Huff	12/03/2007	to	05/29/2008	Committee Minutes
Summer School	Mr. Hatfield; Attendance Committee	06/02/2008	to	06/30/2008	Committee Minutes

Goal 5 - Strategy 2   Parental Support

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; ASSISTeams; Parent Inv

Leader Progress Report Dates:

Mr. Hatfield, ASSISTeams

Ongoing 2007-2008

Brief Description:

The BIS staff will seek to enlist the support of parents by communicating the importance of attendance with regard to student success.

Evaluation Benchmark:

Documentation of Parent/Teacher Conferences
Letters to Parents When Attendance falls below 90%

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teachers	Number of FTE's: None	BIMS Booster Club	$5,000.00
School Library	BMIS Booster		
School Facilities	Cost: $500.00		$5,000.00
Parent Inv. Coordinators			
Counselor			
Computers			
Community Volunteers			
BMS Booster Club			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
BIMS Booster Club (PTO)	PTO Executive Committee	08/27/2007	to	05/29/2008	
Home Visits by Parent Involvement Coordinators	Parent Inv. Coordinators	08/27/2007	to	05/29/2008	
Work with parents on study skills/academics/social skills/absenteeism	Teachers	08/27/2007	to	05/29/2008	

Goal 5 - Strategy 2   Parental Support

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
Teacher Phone Contact	ASSISTeam Teachers	08/27/2007	to	05/29/2008	
Parent/Teacher Conferences	Mrs. Mizar; Teachers;	08/27/2007	to	05/29/2008	
Providing bi-lingual translation of school information.	Mrs. Linares; Mr. Hatfield	08/27/2007	to	05/29/2008	

Goal 5 - Strategy 3   Student Support

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Homeroom Teachers

Leader Progress Report Dates:

Mr. Hatfield

8/27/07-10/5/07
10/8/07-11/9/07
11/12/07-12/21/07
1/3/08-2/15/08
2/18/08-4/11/08
4/14/08-5/29/08

Brief Description:

The Faculty and Staff of Borger Intermediate School will develop a variety of incentives to encourage student attendance.

Evaluation Benchmark:

96% Attendance Rate

NEW INITIATIVE

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
None	Number of FTE's: None	None	$0.00
	None		$0.00
	Cost: None		

Timeline

Goal 6: In the area of student performance: the student retention rate will be less than 3%.

Correlates with:

District Objectives

1) Performance-Reading and Writing
2) Performance-Mathematics
3) Performance-Science
4) Performance-Social Studies

Hot Topics

1) Superintendent's Goal #1
2) Superintendent's Goal #2
3) Superintendent's Goal #3
4) Superintendent's Goal #4
5) Superintendent's Goal #5

District Goals

1) Increase Student Achievement
2) Provide a Safe Environment
3) Increase Management Efficiency
4) Improve Public Support and Confidence in Schools
5) Create a Positive District Culture
6) Provide Facilities-to-Standard Program
7) Parent Involvement
8) A Well Balanced and Appropriate Curriculum

State Goals

1) Performance - English
2) Performance - Mathematics
3) Performance - Science

State Objectives

2) Student Potential
3) Dropout Prevention
4) Curriculum
5) Prepare Students
6) School Personnel
7) Student Performance
8) School Environment
9) Instructional Techniques
10) Technology

NCLB/ESEA Goals and Indicators

1) Students will Reach High Standards
2) LEP will become Proficient in English
3) Highly Qualified Staff
4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School

Effective School Correlates

1) Safe and Orderly Environment
2) Climate of High Expectations for Success
3) Instructional Leadership
4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress
7) Home-School Relations

Title I - Schoolwide Programs

1) Needs Assessment
2) Student Opportunities
3) Instructional
4) Professional Development
5) Professional Staff
6) Parental Involvement
7) Student Transition to Elementary Programs
8) Include Teachers in Decisions

| 9) | Identify and Assist with Student Difficulties | 10) | Federal, State, and Local Programs |

Strategies

Goal 6 - Strategy 1	Strategies to Decrease Retention

There are no Indicators/Objectives that support this Strategy

Leader(s):	**Brief Description:**	**Evaluation Benchmark:**
Mr. Hatfield; ASSISTeams	The Borger Intermediate School staff will develop and utilize strategies to ensure that BIS students make adequate academic progress, including passing the TAKS in reading and math, so that they may be promoted annually.	Maintain a retention rate below 3%.
Leader Progress Report Dates:		
Mr. Hatfield		
Ongoing 2007-2008		

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Instructional Aides	Number of FTE's: None	BIMS Booster Club	$5,000.00
BPD Resource Officer	Fully Comp. Ed Funded	Camp. Activity Fund Budget	$1,600.00
CHAMPS Personnel	Cost: None		$6,600.00
Classroom Equipment			
Community Speaker			
Community Volunteers			
Administrative Staff			
Counselor			
Teaching Manipulatives			
Justice of the Peace			
Juvenile Probation Office			
Learning Lab			
Parent Inv. Coordinators			
School Facilities			
Teachers			

Goal 6 - Strategy 1   Strategies to Decrease Retention

Computers

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
ASSISTeams monitor student academic and behavioral progress and apply intervention strategies to help them succeed.	Team Teachers	08/27/2007	to	05/29/2008	ASSISTeam Records
Accelerated Reading and Math Program in Summer School, specifically directed toward TAKS success.	Mr. Hatfield; Teachers	06/02/2008	to	06/30/2008	Summer School Records TAKS Scores
Optional and Mandatory Extended Day, Week, Year	Mr. Hatfield; Teachers	08/27/2007	to	06/30/2008	
Supervised In School Suspension (ISS) where work is completed and incorrect work is corrected.	Mr. Hatfield; Learning Lab Personnel	08/27/2007	to	05/29/2008	PEIMS Data

Goal 6 - Strategy 2   Strategies to Decrease Retention

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; ASSISTeams

Leader Progress Report Dates:

Mr. Hatfield

Ongoing 2007-2008

Brief Description:

The Teachers of Borger Intermediate School will utilize a variety of tutorial strategies and extended day classes to assist students who are not showing adequate progress as reflected on three week progress reports and six weeks report cards.

Evaluation Benchmark:

Maintain a retention rate below 3%.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
None	Number of FTE's: None	None	$0.00
	None		$0.00
	Cost: None		

Timeline

Goal 7: In the area of staff development, Borger Intermediate School will provide teachers and staff opportunities for participation in professional development that will enhance knowledge in curriculum, technology, academic acceleration, student discipline, classroom management, collaboration, best practices and education issues in general.

Correlates with:

District Objectives

1)	Performance-Reading and Writing	2)	Performance-Mathematics	3)	Performance-Science	4)	Performance-Social Studies

Hot Topics

1)	Superintendent's Goal #1	2)	Superintendent's Goal #2	3)	Superintendent's Goal #3	4)	Superintendent's Goal #4
5)	Superintendent's Goal #5						

District Goals

1)	Increase Student Achievement	2)	Provide a Safe Environment	3)	Increase Management Efficiency	4)	Improve Public Support and Confidence in Schools
5)	Create a Positive District Culture	6)	Provide Facilities-to-Standard Program	7)	Parent Involvement	8)	A Well Balanced and Appropriate Curriculum

State Goals

1)	Performance - English	2)	Performance - Mathematics	3)	Performance - Science

State Objectives

2)	Student Potential	4)	Curriculum	5)	Prepare Students	6)	School Personnel
7)	Student Performance	8)	School Environment	9)	Instructional Techniques		

NCLB/ESEA Goals and Indicators

2)	LEP will become Proficient in English	3)	Highly Qualified Staff	4)	Safe, Drug Free Learning Environments

Effective School Correlates

1)	Safe and Orderly Environment	2)	Climate of High Expectations for Success	3)	Instructional Leadership	4)	Clear and Focused Mission

Title I - Schoolwide Programs

1)	Needs Assessment	3)	Instructional	4)	Professional Development	5)	Professional Staff
8)	Include Teachers in Decisions	10)	Federal, State, and Local Programs				

Strategies

Goal 7 - Strategy 1	In Service Training

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Teachers

Leader Progress Report Dates:

Mr. Hatfield

Ongoing 2007-2008

Brief Description:

All teachers will attend in-service training sessions to stay current in teaching methods, curriculum, and the use of technology.

Evaluation Benchmark:

All core teachers' lesson plans will reflect the application of Best Practices, the CSOPEcurriculum and the use of new software..

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Teachers	Number of FTE's: None	None	$0.00
Staff	Fully Comp. Ed Funded		$0.00
School Facilities	Cost: None		
Computers			
Central Office			
BISD Technology Depart.			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
INOVA: ASSISTeam teachers will use this program to disaggregate testing information from 2007.	Mr. Hatfield; Ms. Cooper; Mrs. Biggs	10/01/2007	to	05/28/2008	Tutorial groups
Microsoft Office 2007: All staff will be trained on the various attributes of the Office 2007 program.	BISD Technology Personnel	09/04/2007	to	05/29/2008	Completion Reports
Clickers: All new teachers will be trained to	BISD Technology	08/15/2007	to	08/24/2007	

Goal 7 - Strategy 1   In Service Training

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
use the clicker system in their classroom.	Personnel				
Computer On Wheels (COW): new teachers will be trained on the use of the COW in their classroom.	BISD Technology Personnel	08/15/2007	to	05/28/2008	
Win-School E-Class Grades: new teachers will be trained in the set up and use of Gradebooks	Mrs. Hickman; Mrs. Reeves	08/15/2007	to	05/29/2008	
Faculty Meeting: Review the teacher handbook	Mr. Hatfield	08/16/2007	to	08/16/2007	Meeting Agenda
All Teachers will be trained on the CSCOPECurriculum.	Mr. Hatfield	08/16/2007	to	08/24/2007	In-Service Schedule

Goal 7 - Strategy 2   Educational Technology at BIS

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Teachers

Leader Progress Report Dates:

Mr. Hatfield
Ongoing
2007-2008

Brief Description:

The Borger Middle School staff will use educational software to document discipline, grades, attendance, and student information.

Evaluation Benchmark:

100% of the staff will use these software programs.

NEW INITIATIVE

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	$0.00
Staff	Local Funds		$0.00
School Library	Cost: $250.00		
School Facilities			
Computers			
Central Office			
BISD Technology Depart.			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
WinSchool: E-Class Grades and E-Class Attendance: All teachers will use this program to report student grades and take daily attendance.	Mrs. Mizar; Teachers	08/27/2007	to	05/29/2008	
WinSchool: This program will be used to create the school, the students, and the teachers schedules.	Mr. Hatfield; Mrs. Mizar	08/01/2007	to	08/24/2007	
Principal will use this technology to	Mr. Hatfield	08/27/2007	to	05/29/2008	

Goal 7 - Strategy 2   Educational Technology at BIS

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
document discipline infractions and notify parents of those infractions.					
Aesop: BIS staff will use this system to report their personal absence from duty.	All staff	08/16/2007	to	05/29/2008	

Goal 7 - Strategy 3   Professional Growth

There are no Indicators/Objectives that support this Strategy

Leader(s):

Mr. Hatfield; Mrs. Nichols

Leader Progress Report Dates:

Mr. Hatfield
 On going

2007-2008

Brief Description:

Teachers will have the opportunity to participate in professional development activities that will enhance their knowledge of their subject area and allow them to grow as professional educators.

Evaluation Benchmark:

All teachers will participate in daily professional development activities throughout the year and other appropriate workshops and trainings through the district and Region 16.

Resources Required:	**FTE's Required:**	**Source of Funds:**	**Amount**
Transportation Dept.	Number of FTE's: None	None	$0.00
Teachers	Not Specified		$0.00
Staff	Cost: None		
School Library			
School Facilities			
Outside Consultant			
Computers			
Central Office			
BISD Technology Depart.			
Administrative Staff			

Timeline

Activity	Person(s) Responsible	Start Date	to	End Date	Evaluation
PDAS: All teachers will be evaluated by the Principal using the PDAS.	Mr. Hatfield	09/17/2007	to	04/25/2008	

APPENDIX I

SHARED DECISION MAKING COMMITTEE

PLAN IMPLEMENTATION AND DEVELOPMENT LOG

NEEDS ASSESSMENT

SUMMATIVE EVALUATION

2007-08 Shared Decision Making Committee

Position	Name	Subject/Grade	Contact Information	Signature
Classroom Teacher	Theresa Badeen	Language Arts		
Classroom Teacher	Judy Biggs	Math		
Classroom Teacher	Alayne Bradshaw	P.E./Health		
Classroom Teacher	Rita Bridges	Learning Lab		
Classroom Teacher	Priscilla Butler	Sp Ed Language Arts/Math		
Classroom Teacher	Judy Cooper	Math		
Classroom Teacher	Cindy Head	Social Studies		
Classroom Teacher	Jacque Kimble	Language Arts		
Classroom Teacher	Kirsten Massick	Science		
Classroom Teacher	Donna Krug	Science		
Classroom Teacher	Rosa Rangel	Bilingual		
Classroom Teacher	Betty Reeves	Music/Theatre Arts		
Classroom Teacher	Virginia Winegar	Social Studies		
Principal	Randal Hatfield		Continuing	
Non-Classroom Professional Staff	Danielle Watson, Counselor		Continuing	
Paraprofessional	Karen Mizar		Continuing	
Community Representative	Unfilled		2008	
Parent	Kim Perez		2007-2008	
District Level Professional	Dewey De Loe		Continuing	
Business Representative	Danny Holt		2009	

Campus Improvement Plan Plan Implementation and Development Log	
Date	**Purpose**
Thursday, August 16, 2007	ASSISTeam Training - Student Support Team Principles Applied to Borger Intermediate School.
Thursday, August 16, 2007	Teacher In-Service: Faculty Meeting (Teacher Handbook)
Thursday, August 23, 2007	Faculty In-Service: Technology Training
Thursday, August 23, 2007	New Years Party: Parent / Teacher Conferences
Friday, August 24, 2007	Faculty In-service: CSCOPE Curriculum Training
Monday, September 17, 2007	Progress Reports Sent Out
Wednesday, October 03, 2007	Attack the TAKS Picnic for Discoverers
Thursday, October 04, 2007	Attack the TAKS Picnic for Explorers
Thursday, October 11, 2007	Parent / Teacher Conference Day/First Report Card
Friday, October 12, 2007	"It's Cool To Be Good" Good Citizens Assembly
Monday, October 22, 2007	Red Ribbon Drug Free Schools Week
Tuesday, October 23, 2007	Watch DOGS Program Enlistment Pizza Party Night
Monday, October 29, 2007	Progress Reports Sent Out
Thursday, November 01, 2007	Canned Food Drive Begins
Thursday, November 01, 2007	UIL Pep Rally
Friday, November 02, 2007	District UIL Academic Meet - Frank Phillips College
Thursday, November 15, 2007	Second Report Card
Friday, November 16, 2007	"It's Cool To Be Good" Good Citizens Assembly

Monday, December 03, 2007	Progress Reports Sent Out
Friday, December 07, 2007	Attendance Committee Meets
Wednesday, December 19, 2007	Reward Day Activity - Morley Theater
Thursday, January 10, 2008	Third Report Card
Friday, January 11, 2008	"It's Cool To Be Good" Good Citizens Assembly
Monday, January 28, 2008	Progress Reports Sent Out
Thursday, January 31, 2008	BIS Spelling Bee
Thursday, February 21, 2008	Fourth Report Card
Friday, February 22, 2008	"It's Cool To Be Good" Good Citizens Assembly
Tuesday, February 26, 2008	Hutchinson County Spelling Bee
Friday, February 29, 2008	Scoliosis Check
Tuesday, March 04, 2008	TAKS Reading Test
Thursday, March 06, 2008	Math Fair for 5th grade
Monday, March 10, 2008	Progress Reports Sent Out
Monday, March 10, 2008	RPTE for LEP Students
Tuesday, April 08, 2008	TAKS Math Test
Thursday, April 17, 2008	Fifth Report Card
Friday, April 18, 2008	"It's Cool To Be Good" Good Citizens Assembly
Wednesday, April 30, 2008	TAKS Reading Retest
Thursday, May 01, 2008	TAKS Science Test
Monday, May 05, 2008	Progress Reports Sent Out
Tuesday, May 13, 2008	TAKS Math Retest

Appendix I

Wednesday, May 14, 2008	Crockett 4th Grade Visit
Friday, May 23, 2008	Good Citizens Bowling Party
Friday, May 23, 2008	"It's Cool To Be Good" Good Citizens Assembly
Monday, May 26, 2008	Spring Reward Day: Play Day
Tuesday, May 27, 2008	Talent Show
Wednesday, May 28, 2008	Awards Assembly
Thursday, May 29, 2008	Sixth Report Card

Needs Assessment

Summative Evaluation for 2006-07

Objective Accomplishments

TAKS Reading - Grade: 5

Analysis Group: All Students   **Explanation of Performance**

Actual Performance for 2005-06   92%
Projected Annual Objective for 2006-07   93%
Actual Performance for 2006-07   89%
No Progress Rating Selected

Analysis Group: African American   **Explanation of Performance**

Actual Performance for 2005-06   71%
Projected Annual Objective for 2006-07   74.8%
Actual Performance for 2006-07   82%
No Progress Rating Selected

Analysis Group: Economically Disadvantaged   **Explanation of Performance**

Actual Performance for 2005-06   87%
Projected Annual Objective for 2006-07   87.6%
Actual Performance for 2006-07   85%
No Progress Rating Selected

Analysis Group: Hispanic   **Explanation of Performance**

Actual Performance for 2005-06   86%
Projected Annual Objective for 2006-07   86.8%
Actual Performance for 2006-07   85%
No Progress Rating Selected

Analysis Group: White   **Explanation of Performance**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95.8%
Actual Performance for 2006-07	92%

No Progress Rating Selected

Analysis Group: Special Ed.   **Explanation of Performance**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: LEP   **Explanation of Performance**

Actual Performance for 2005-06	50%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: Male   **Explanation of Performance**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: Female   **Explanation of Performance**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: Bilingual/ESL   **Explanation of Performance**

Actual Performance for 2005-06	50%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: At Risk   **Explanation of Performance**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: GT   **Explanation of Performance**

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA

No Progress Rating Selected

Analysis Group: Title I   **Explanation of Performance**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA

No Progress Rating Selected

TAKS Math - Grade: 5

Analysis Group: All Students   **Explanation of Performance**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92.6%
Actual Performance for 2006-07	91%

No Progress Rating Selected

Analysis Group: African American   **Explanation of Performance**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	91%

No Progress Rating Selected

Analysis Group: Economically Disadvantaged   **Explanation of Performance**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	89%

No Progress Rating Selected

Analysis Group: Hispanic   **Explanation of Performance**

Actual Performance for 2005-06   85%
Projected Annual Objective for 2006-07   86%
Actual Performance for 2006-07   87%
No Progress Rating Selected

Analysis Group: White   **Explanation of Performance**

Actual Performance for 2005-06   95%
Projected Annual Objective for 2006-07   95.2%
Actual Performance for 2006-07   94%
No Progress Rating Selected

Analysis Group: Special Ed.   **Explanation of Performance**

Actual Performance for 2005-06   99%
Projected Annual Objective for 2006-07   99.2%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: LEP   **Explanation of Performance**

Actual Performance for 2005-06   56%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Male   **Explanation of Performance**

Actual Performance for 2005-06   93%
Projected Annual Objective for 2006-07   93.4%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Female   **Explanation of Performance**

Actual Performance for 2005-06   90%
Projected Annual Objective for 2006-07   90.2%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Bilingual/ESL   **Explanation of Performance**

Actual Performance for 2005-06   56%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: At Risk   **Explanation of Performance**

Actual Performance for 2005-06   71%
Projected Annual Objective for 2006-07   74.8%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: GT   **Explanation of Performance**

Actual Performance for 2005-06   99%
Projected Annual Objective for 2006-07   99.2%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Title I   **Explanation of Performance**

Actual Performance for 2005-06   92%
Projected Annual Objective for 2006-07   92.6%
Actual Performance for 2006-07   NA
No Progress Rating Selected

TAKS Science - Grade: 5

Analysis Group: All Students   **Explanation of Performance**

Actual Performance for 2005-06   70%
Projected Annual Objective for 2006-07   80%
Actual Performance for 2006-07   72%
No Progress Rating Selected

Analysis Group: African American   **Explanation of Performance**

Actual Performance for 2005-06   61%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   55%
No Progress Rating Selected

Analysis Group: Economically Disadvantaged   **Explanation of Performance**

Actual Performance for 2005-06   62%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   67%
No Progress Rating Selected

Analysis Group: Hispanic   **Explanation of Performance**

Actual Performance for 2005-06   61%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   64%
No Progress Rating Selected

Analysis Group: White   **Explanation of Performance**

Actual Performance for 2005-06   73%
Projected Annual Objective for 2006-07   85%
Actual Performance for 2006-07   78%
No Progress Rating Selected

Analysis Group: Special Ed.   **Explanation of Performance**

Actual Performance for 2005-06   29%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   NA
No Progress Rating Selected

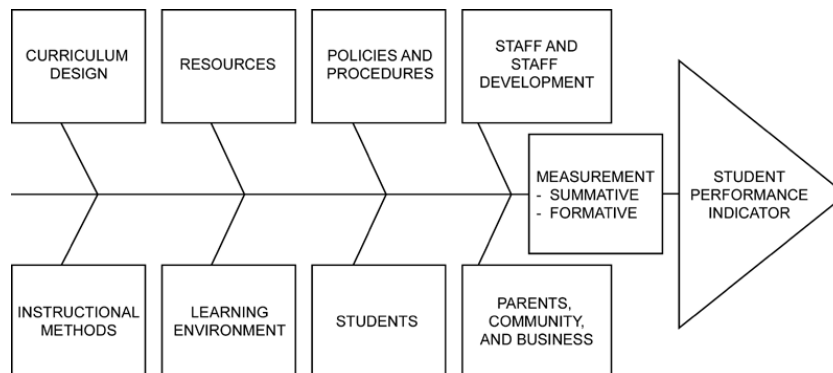**Analysis Group: LEP**   **Explanation of Performance**

Actual Performance for 2005-06   13%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Male   **Explanation of Performance**

Actual Performance for 2005-06   69%
Projected Annual Objective for 2006-07   80%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Female   **Explanation of Performance**

Actual Performance for 2005-06   71%
Projected Annual Objective for 2006-07   80%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Bilingual/ESL   **Explanation of Performance**

Actual Performance for 2005-06   13%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: At Risk   **Explanation of Performance**

Actual Performance for 2005-06   33%
Projected Annual Objective for 2006-07   70%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: GT   **Explanation of Performance**

Actual Performance for 2005-06   99%
Projected Annual Objective for 2006-07   99%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Analysis Group: Title I   **Explanation of Performance**

Actual Performance for 2005-06   70%
Projected Annual Objective for 2006-07   80%
Actual Performance for 2006-07   NA
No Progress Rating Selected

Needs Assessment Focus

Indicators Not Rated	Priority Rating	Satisfaction Rating
1 (AEIS) Mean Scores of SAT/ACT	NR	NR
2 (AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3 (AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4 (AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5 (AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6 (AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7 (AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8 (AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9 (AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10 (AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11 (AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12 (AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13 (AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14 (AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15 (AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16 Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17 Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18 Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19 Percent of students passing ENGLISH II EOC Examination	NR	NR

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

Appendix I

Process Chart

Summative Evaluation for year 2007-08

Objective Accomplishments

TAKS Reading - Grade: 5

Analysis Group: All Students   **Explanation of Performance**

Actual Performance for 2006-07   89%
Projected Annual Objective for 2007-08   90.2%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: African American   **Explanation of Performance**

Actual Performance for 2006-07   82%
Projected Annual Objective for 2007-08   84.6%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: Economically Disadvantaged   **Explanation of Performance**

Actual Performance for 2006-07   85%
Projected Annual Objective for 2007-08   87%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: Hispanic   **Explanation of Performance**

Actual Performance for 2006-07   85%
Projected Annual Objective for 2007-08   87%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: White   **Explanation of Performance**

Actual Performance for 2006-07   92%
Projected Annual Objective for 2007-08   92.6%
Actual Performance for 2007-08   NA
No Progress Rating Selected

TAKS Math - Grade: 5

Analysis Group: All Students   **Explanation of Performance**

Actual Performance for 2006-07   91%
Projected Annual Objective for 2007-08   91.8%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: African American   **Explanation of Performance**

Actual Performance for 2006-07   91%
Projected Annual Objective for 2007-08   91.8%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: Economically Disadvantaged   **Explanation of Performance**

Actual Performance for 2006-07   89%
Projected Annual Objective for 2007-08   90.2%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: Hispanic   **Explanation of Performance**

Actual Performance for 2006-07   87%
Projected Annual Objective for 2007-08   88.6%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: White   **Explanation of Performance**

Actual Performance for 2006-07   94%
Projected Annual Objective for 2007-08   94.2%
Actual Performance for 2007-08   NA
No Progress Rating Selected

TAKS Science - Grade: 5

Analysis Group: All Students   **Explanation of Performance**

Actual Performance for 2006-07   72%
Projected Annual Objective for 2007-08   75.6%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: African American   **Explanation of Performance**

Actual Performance for 2006-07   55%
Projected Annual Objective for 2007-08   75%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: Economically Disadvantaged   **Explanation of Performance**

Actual Performance for 2006-07   67%
Projected Annual Objective for 2007-08   75%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: Hispanic   **Explanation of Performance**

Actual Performance for 2006-07   64%
Projected Annual Objective for 2007-08   75%
Actual Performance for 2007-08   NA
No Progress Rating Selected

Analysis Group: White   **Explanation of Performance**

Actual Performance for 2006-07   78%
Projected Annual Objective for 2007-08   80.4%
Actual Performance for 2007-08   NA
No Progress Rating Selected

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

<u>District Objectives</u>

Objective 1:   **Performance-Reading and Writing**

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

Objective 2:   **Performance-Mathematics**

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

Objective 3:   **Performance-Science**

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

Objective 4:   **Performance-Social Studies**

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

Hot Topics

Goal 1:   **Superintendent's Goal #1**

Curriculum- Continue our efforts to align our curriculum Pre-K thru 12

Goal 2:   **Superintendent's Goal #2**

Professional Growth- All professional employees will be given the opportunity to improve their teaching, communication, teambuilding, and technology skills through planned activities.

Goal 3:   **Superintendent's Goal #3**

Academic Ratings- All groups and sub groups of students will improve tests scores in all subject areas and no group or subject area tested will be below an acceptable rating. We will strive for recognized and exemplary recognition.

Goal 4:   **Superintendent's Goal #4**

Technology- The students will receive the most up to date technology training and all district employees will increase understanding and skill level of technology to prepare students for the next grade level or post high school experiences.

Goal 5:   **Superintendent's Goal #5**

Facility Improvements- The Borger ISD will continue progress with phase 1 and 2 projects and complete 75% of all projects by summer 2008.

District Goals

Goal 1: **Increase Student Achievement**

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

Goal 2: **Provide a Safe Environment**

Provide a Safe Environment for all who are at District facilities, and attending district related events.

Goal 3: **Increase Management Efficiency**

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

Goal 4: **Improve Public Support and Confidence in Schools**

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

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.

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.

Goal 7: **Parent Involvement**

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

Goal 8: **A Well Balanced and Appropriate Curriculum**

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

<u>State Goals</u>

Goal 1:   **Performance - English**

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

Goal 2:   **Performance - Mathematics**

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

Goal 3:   **Performance - Science**

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

Goal 4:   **Performance - Social Studies**

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

State Objectives

Objective 1:   **Partnering Parents with Educators**

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

Objective 2:   **Student Potential**

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

Objective 3:   **Dropout Prevention**

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

Objective 4:   **Curriculum**

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

Objective 5:   **Prepare Students**

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

Objective 6:   **School Personnel**

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

Objective 7:   **Student Performance**

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

Objective 8:   **School Environment**

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

Objective 9:   **Instructional Techniques**

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

Objective 10:   **Technology**

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

NCLB/ESEA Goals and Indicators

Goal 1:   **Students will Reach High Standards**

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

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

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

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

Goal 2:   **LEP will become Proficient in English**

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

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

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

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

Goal 3:   **Highly Qualified Staff**

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

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

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

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

Goal 4:   **Safe, Drug Free Learning Environments**

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

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

Goal 5:   **All Students will Graduate from High School**

All students will graduate from high school.

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

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

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

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

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

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

<u>Effective School Correlates</u>

Correlate 1:   **Safe and Orderly Environment**

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

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

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

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

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

Correlate 2:   Climate of High Expectations for Success

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

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

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

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

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

Correlate 3:   **Instructional Leadership**

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

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

Correlate 4:   **Clear and Focused Mission**

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

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

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

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

Correlate 5:   **Opportunity to Learn and Student Time on Task**

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

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

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

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

Correlate 6: **Frequent Monitoring of Student Progress**

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

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

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

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

Correlate 7:   Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: **Use Resources to Help Meet Standards**

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

Goal 2: **Ensure Planning is Incorporated**

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

Goal 3: **Use Effective Methods**

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -
 • Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
 • Help provide an accelerated, high-quality curriculum, including applied learning; and
 • Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: **Support Regular Education Program**

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

Goal 5: **Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

Goal 6: **Opportunities for Professional Development**

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

Goal 7: **Strategies for Parental Involvement**

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

Goal 8: **Coordinate and Integrate Services and Programs**

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

Title I - Schoolwide Programs

Goal 1:   **Needs Assessment**

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

Goal 2:   **Student Opportunities**

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

Goal 3:   **Instructional**

Instruction by highly qualified teachers.

Goal 4:   **Professional Development**

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

Goal 5:   **Professional Staff**

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

Goal 6: **Parental Involvement**

Strategies to increase parental involvement such as family literary services.

Goal 7: **Student Transition to Elementary Programs**

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

Goal 8: **Include Teachers in Decisions**

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

Goal 9: **Identify and Assist with Student Difficulties**

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

Goal 10: **Federal, State, and Local Programs**

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

E-Rate Goals

Goal 1: **Goals and Strategy for Using Technology**

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

Goal 2: **Development Strategy for Training**

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

Goal 3: **Assessment of Services for Improvement**

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

Goal 4: **Sufficient Budget for Implementation**

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

Goal 5: **Evaluation Process for Monitoring Progress**

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

APPENDIX III
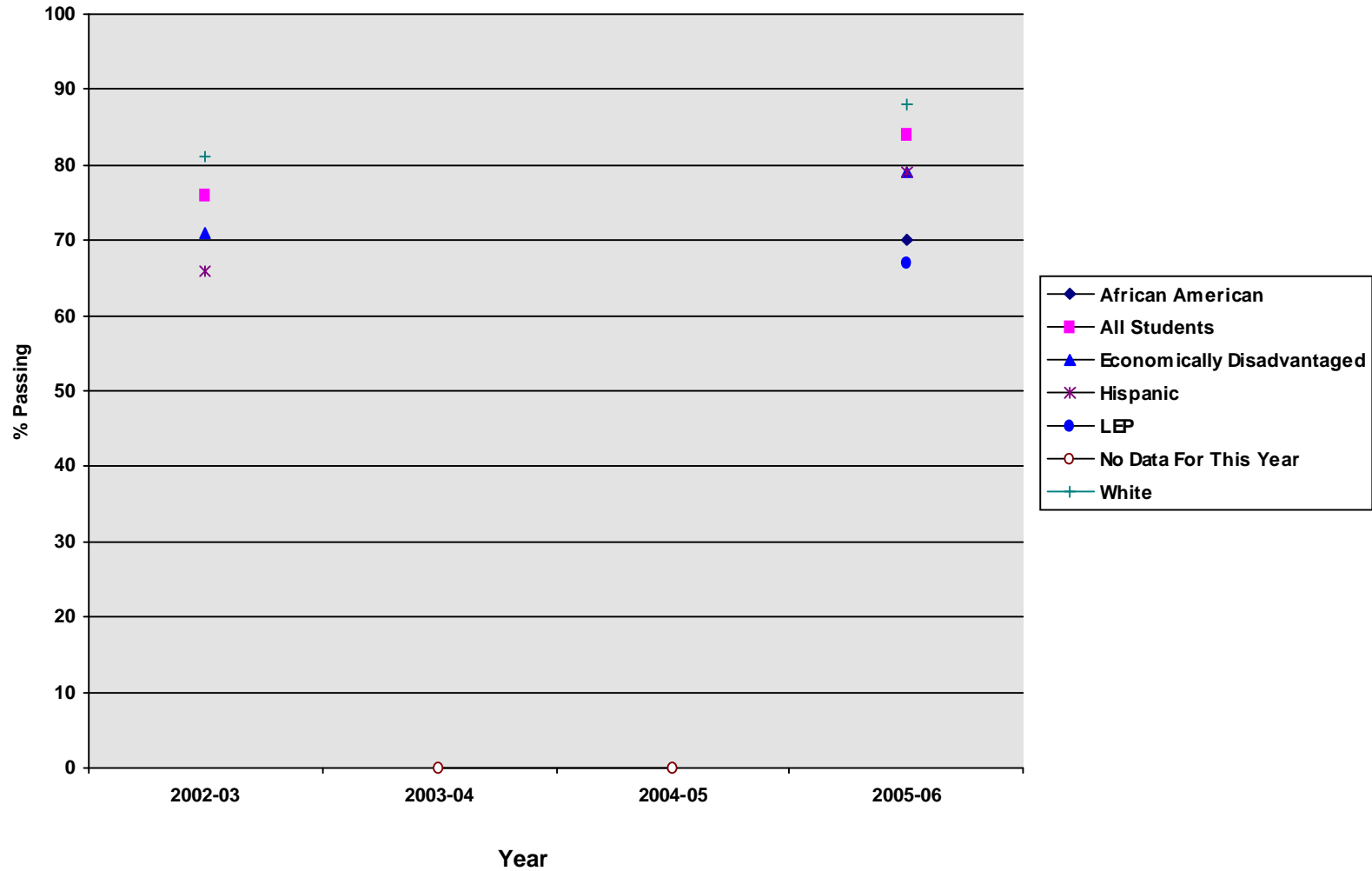

AEIS GRAPHS

Report of TAKS Reading
Graph of Current Performance by Analysis Group

There is no information associated
with TAKS Reading.

Report of TAKS Math
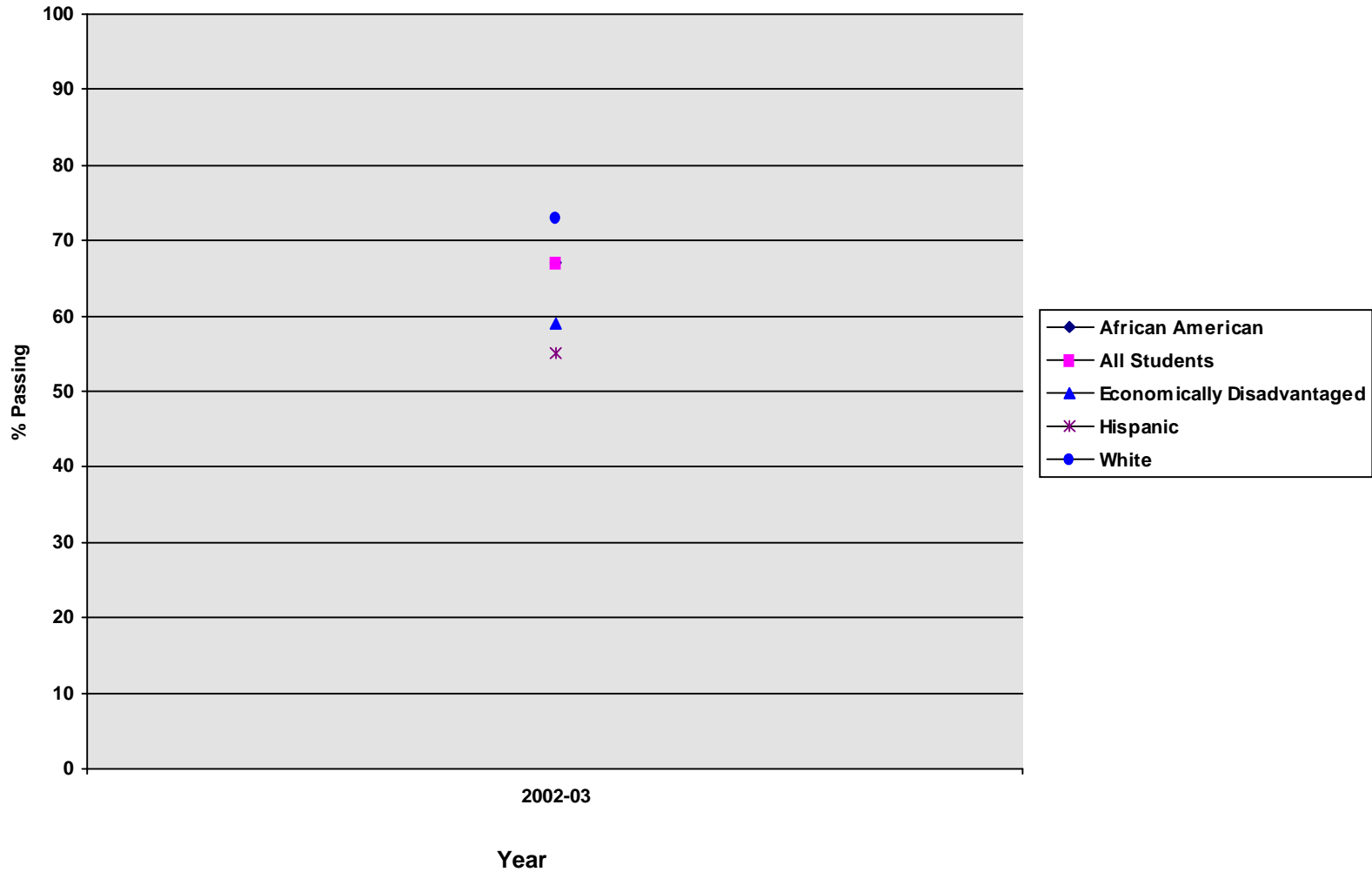## Graph of Current Performance by Analysis Group

Legend:
- ◆ African American
- ■ All Students
- ▲ Economically Disadvantaged
- ✳ Hispanic
- ● LEP
- ○ No Data For This Year
- + White

X-axis: **Year** (2002-03, 2003-04, 2004-05, 2005-06)
Y-axis: **% Passing** (0 to 100)

Report of TAKS Science
Graph of Current Performance by Analysis Group
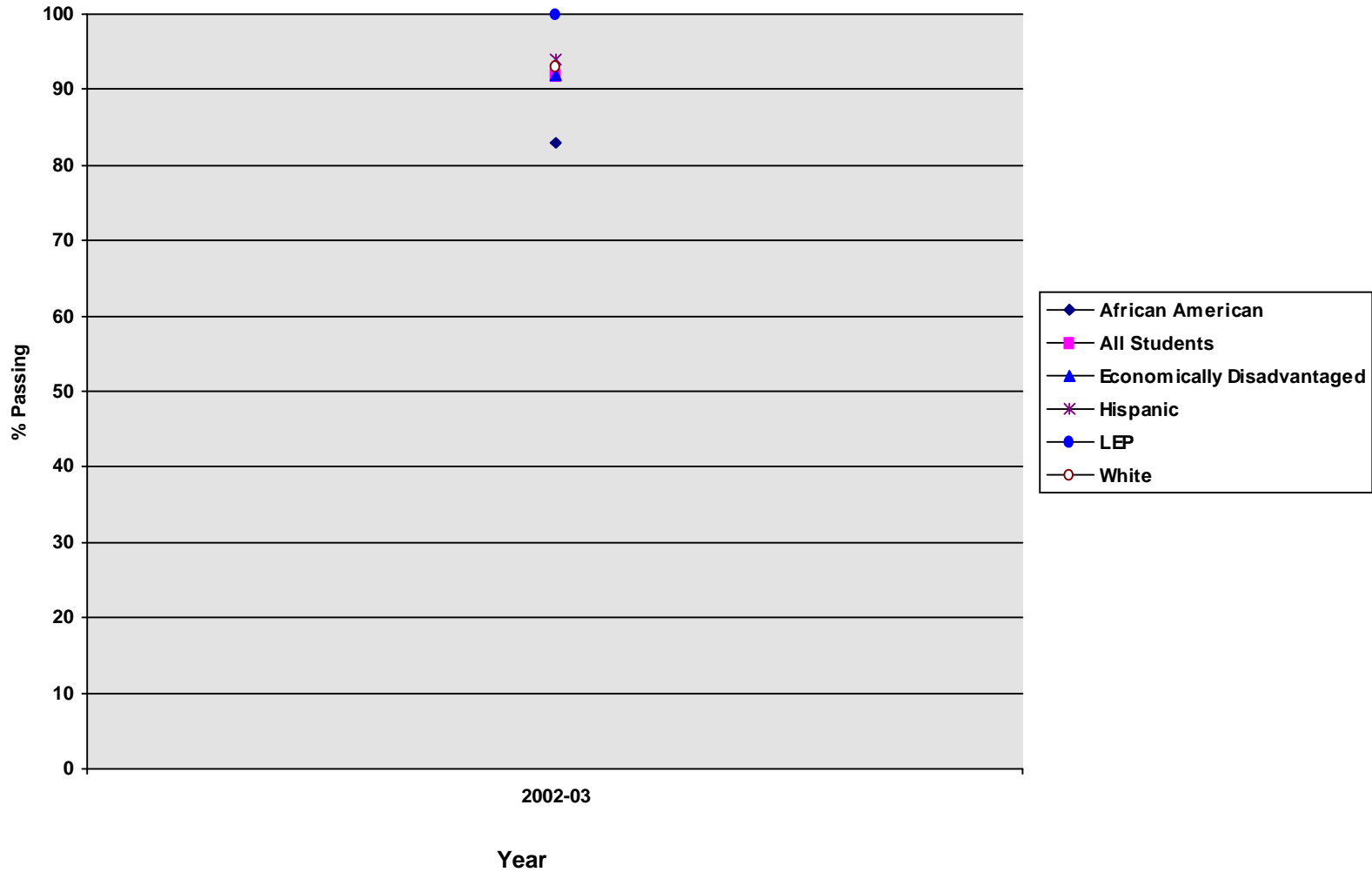
**There is no information associated
with TAKS Science.**

Report of TAKS Overall
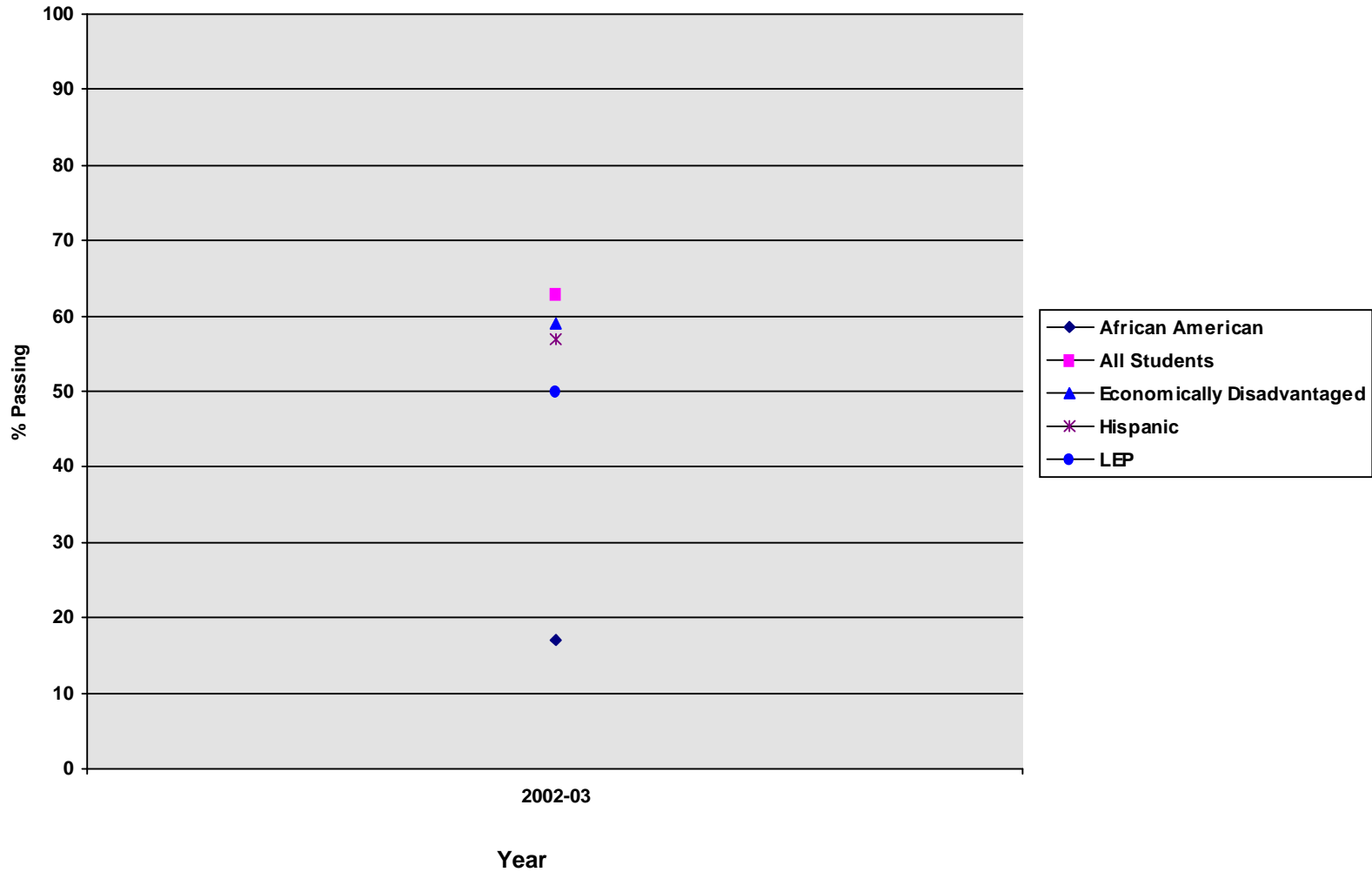## Graph of Current Performance by Analysis Group

Legend:
- African American
- All Students
- Economically Disadvantaged
- Hispanic
- White

Year axis: 2002-03

% Passing (y-axis 0 to 100)

Report of SDAA II Reading
Graph of Current Performance by Analysis Group

Legend:
- ◆ African American
- ■ All Students
- ▲ Economically Disadvantaged
- ✳ Hispanic
- ● LEP
- ○ White

Year

2002-03

% Passing

Report of SDAA II Math
Graph of Current Performance by Analysis Group

Legend:
- African American
- All Students
- Economically Disadvantaged
- Hispanic
- LEP

X-axis: Year (2002-03)
Y-axis: % Passing

Report of SDAA II Writing
Graph of Current Performance by Analysis Group
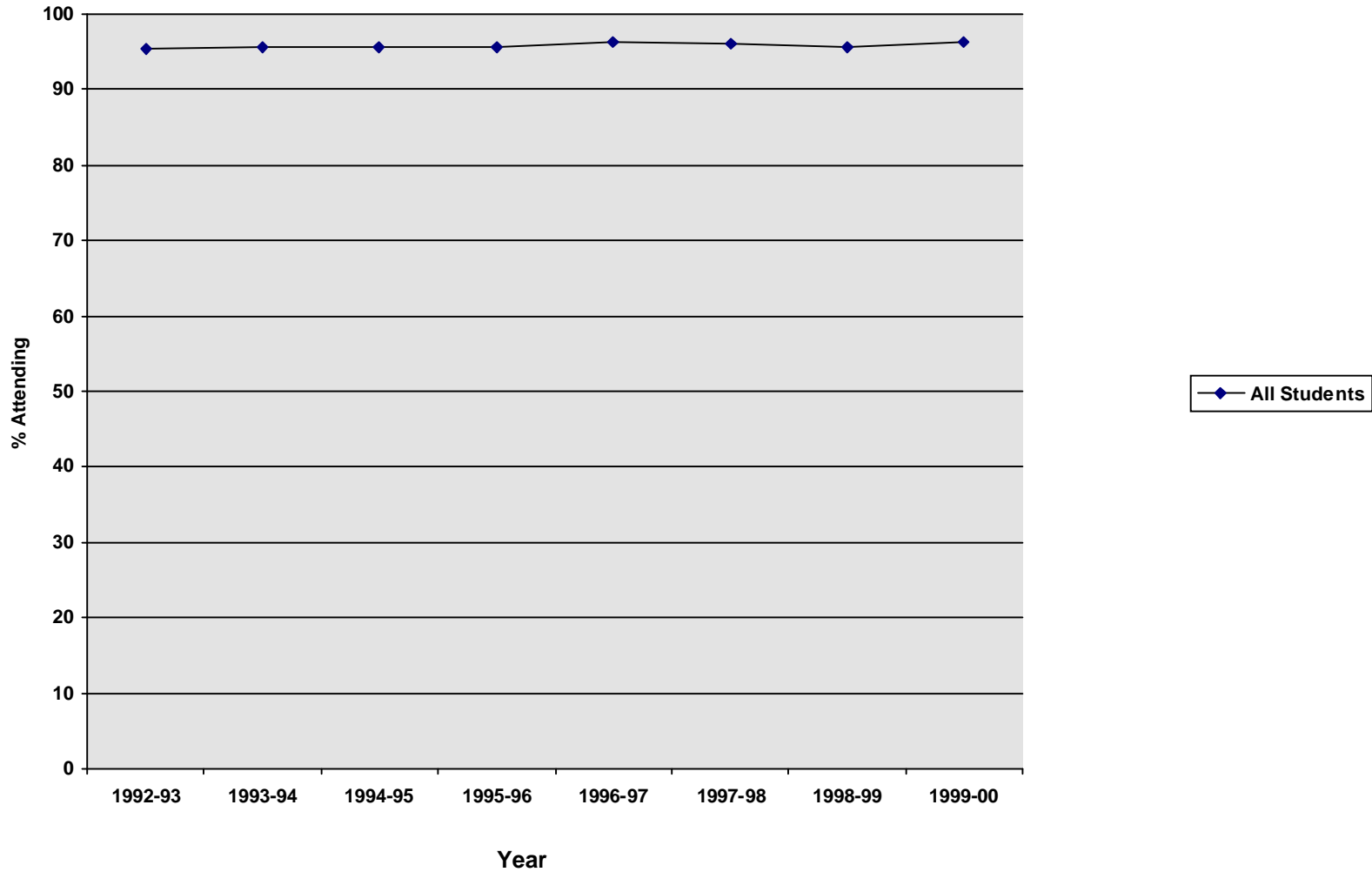
There is no information associated with SDAA II Writing.

Report of SDAA II Overall
Graph of Current Performance by Analysis Group

There is no information associated
with SDAA II Overall.

Report of Attendance
Graph of Current Performance by Analysis Group

Report of Completion: Graduated
Graph of Current Performance by Analysis Group

There is no information associated with Completion: Graduated.

Report of Completion: Received GED
Graph of Current Performance by Analysis Group

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

Report of Completion: Continued HS
Graph of Current Performance by Analysis Group

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

Report of Completion: Dropped Out (4-yr)
Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Taking SAT/ACT
Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

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

Report of Mean SAT Scores
Graph of Current Performance by Analysis Group

There is no information associated with Mean SAT Scores.

Report of Mean ACT Scores
Graph of Current Performance by Analysis Group

There is no information associated
with Mean ACT Scores.

Borger Intermediate Highly Qualified Teacher Plan   2007-2008

Goal #1	Highly Qualified Staff: by the end of 2005-2006, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2007-2008 2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2007-2008. 3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2007-2008. 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2007-2008. 5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers 6. Attract and retain highly qualified teachers. 7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations.

Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
3. HQ	1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent Assistant Superintendent for Personnel and Curriculum	T IIA Local T III, LEP	Number of positions posted Number of applications completed Number of visits on the web page	September February May
3. HQ	2. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Mentor assignments Mentor conference logs	August December April
3. HQ	3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel and Curriculum	T IIA Local	Personnel files Teacher interviews	July/August July/August

3. HQ	4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Assistant Superintendent for Personnel and Curriculum Exec. Director of Elementary Instruction and Special Programs Campus Principal	T IIA *Local* TIII, LEP	Number of teachers in ACPs Personnel Files	August
3. HQ	5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Personnel files	August
3. HQ	6. Require all new instructional aides to complete PDA training.	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local T IA	Certificates of Attendance Number of paraprofessionals attending PDA training	May May
3. HQ	7. All new instructional aides will be required to be proficient on the Skills Profiler no later than six weeks after the hire date	All Instructional Aides	Assistant Superintendent for Personnel and Curriculum Campus Principals	T IIA Local	Skills Profiler Assessment by GNeil	August September
3. HQ	8. Encourage teachers to attain ESL/GT certification.	All teachers	Superintendent Assistant Superintendent for Personnel and Curr. Exec. Dir. Elem. Instr. And Sp. Prog.	T IIA Local T III, LEP	Personnel files	August - May
3. HQ	9. Professional Development is provided for all teacher in the district	All teachers	Superintendent Campus Principal	T IIA		August 16-24 October 11, January 21
3. HQ	10. All Teachers will have the opportunity to attend Staff Development throughout the year that will assist them in becoming Highly Qualified with special consideration given to those who are not Highly Qualified.	All teachers	Superintendent Campus Principal	T IIA	Certificates of Attendance Audit trail or travel expenditures	August - June

Title I Schoolwide Components			
1. CNA	Comprehensive Needs Assessment	6. PI	Increasing Parent Involvement
2. RS	School Reform Strategies	7. T	Transition

3. HQ	Highly Qualified Staff	8. TIA	Teacher Input in Assessments
4. PD	Professional Development	9. AM	Assistance for Mastery
5. ER	Employee Recruitment	10. CIS	Coordination/Integration of Services

Program Budget Codes			
Local	Local	T IV	Title IV (Safe & Drug Free)
T IA	Title I, Part A	T V	Title V (Innovative Schools)
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T IID	Title II, Part D (Technology)	AMI/ARI	Accelerated Math/Reading
T III	Title III (Bilingual/ESL)	Other	Other