

BORGER INTERMEDIATE

Campus Improvement Plan

2023/2024

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

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

CIP is available on campus and on the district website in English and other languages upon request.

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BORGER INTERMEDIATE Site Base

Name	Position
Brown, Patti	District Professional
Gowdy, Loren	Business Representative
Small, Gabby	Parent
Hawley Stanford, Misty	RLA Teacher
Favela, Noemy	Assistant Principal
Purcell, Melissa	Principal
Downs, Brienna	Math Teacher
Phillips, Cassandra	Science Teacher
Blain, Lisa	Social Studies Teacher
Hernandez, Beatriz	Administrative Assistant
Hays, Lauren	Peak
Jones, Lori	Admin. Assistant

BORGER INTERMEDIATE

Goal 1. BIS will meet all accountability standards in the 2023-2024 school year.

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

Objective 2. Based on student performance on the Reading, Math, and Science STAAR tests, universal screenings, six weeks common assessments, and the most current classroom information, teachers will develop and implement strategies to improve the academic strengths of students and add value to their learning. Differentiated Instruction strategies along with the ELPS will be employed to improve classroom learning and teaching and assessment will be to the depth and complexity of the TEKS.

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

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

Goal 2. BIS Students with Limited English Proficiency (LEP) will receive rigorous instruction and assessment in core academic classes evidenced by success on the STAAR reading, math, and science assessments and individual progress on the the TELPAS (Texas English Language Proficiency Assessment System). The district will also work towards getting all teachers ESL certified for the students' core classes.

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

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

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

Objective 1. Identifying and intervening with students who are in need of additional support.

Goal 4. BIS will maintain a positive and safe school environment that supports learning.

Objective 1. Make school a safe place for students and teachers

Objective 2. Involve students, teachers, parents, and the community in producing a positive school climate that support emotional and academic growth

Objective 3. BIS will support children in need

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

Goal 5. BIS Students will achieve an average daily attendance of 96%.

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- Objective 1.** Realizing the importance of daily attendance with regard to student academic success, the BIS staff will comply with district policies for the strict enforcement of the state attendance laws in order to minimize gaps in learning that result from poor attendance by students.
- Goal 6.** BIS will provide opportunities for all students to develop as well-rounded individuals.
- Objective 1.** Our students will participate in a variety of curricular and extracurricular activities in order to develop as individuals.
- Objective 2.** Use technology to better prepare our students for future education and work.
- Goal 7.** BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.
- Objective 1.** All teachers will participate in an effective Professional Learning Community (PLC) that focuses on student learning through the improvement of teacher pedagogy. The PLCs will establish meeting agendas, keep minutes, and develop short-term and long-range goals.
- Objective 2.** Teachers and staff will participate in a variety of professional development opportunities which will prepare them to meet the needs of a diverse student population.
- Objective 3.** Provide systematic and sustained professional development through instructional leadership coaching.
- Objective 4.** Provide instructional coaching
- Objective 5.** Appropriate staff members will receive training in inclusion
- Goal 8.** BIS will meet the needs of identified At-Risk students through State Compensatory Education programs.
- Objective 1.** BIS will increase academic achievement of identified at-risk students by meeting needs through Texas State Compensatory Education programs.
- Goal 9.** BIS will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA.
- Objective 1.** BIS will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine.
- Objective 2.** BIS will continue one-to-one device program to supplement classroom instruction.
- Objective 3.** BIS will provide mental health supports to students and staff.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize the campus scope and sequence to align curriculum and prepare students for the STAAR. (Title I SW: 1,2,3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	Summer Training, Lesson Plans, Principal Obsrv	(F)Federal Grants	Summative - Principal observations, lesson plan audits, teacher/principal conferences, results of the 2021 reading and math STAAR
2. Provide teachers with opportunities for professional development in research-based instructional strategies to use in the reading, math, and science classrooms. (Title I SW: 1,2,3,4) (Target Group: All,ECD,EB,SPED)	Director of Federal Programs and Instruction, Principal, Teacher(s)	each six weeks	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of Professional Development activites individually and for the school.
3. Students with a history of not being successful on state assessments and/or students who are not successful on regular common assessments/benchmarks in reading will be provided with interventions during the school day and/or during extended day instruction after school. (Title I SW: 2,9) (Target Group: H,ECD,EB,SPED)	Director of Federal Programs and Instruction, Principal, Teacher(s)	Each six weeks begining the first day of school	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (S)State Grants	Summative - Attendance rolls and lesson plan sheets for extended day in all classes
4. Academic "tutorial" classes in reading, math, and science will be conducted during the last hour of each day. All students will participate in learning activities that are different from those used in regular classes. (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Principal, Teacher(s)	Each Six Weeks	(F)Federal Grants, (S)State Grants	Summative - STAAR Prep lesson plans and materials prepared by the teachers to be used in all classrooms and Principal observations
5. Test-maker resource will be utilized to create and administer common benchmark assessments over the reading, math, social studies and science TEKS at the end of each six weeks. These will reflect the depth and complexity of the TEKS that have been taught.	Teacher(s)	Each Six Weeks	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Teacher reports of results of the six weeks benchmark assessmets in DMAC, Lesson Plan audits, principal/teacher conferences, and Rtl committee meeting minutes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Results will be used to plan instruction and individual student interventions (Rtl) for the next six weeks. (Title I SW: 1,2,8,9) (Target Group: All) (CSFs: 1,2)				
6. Students with a history of not being successful on state assessments in math and/or students who are not successful on regular benchmarks in math and science may have extended day instruction provided to them. (Title I SW: 1,3,8,9) (Target Group: All,H,ECD,EB,AtRisk,Dys)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	Ongoing	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Attendance records of Extended day classes, minutes of Rtl meetings
7. Address Student Expectations which are identified as weaknesses by longitudinal historical data and target them early in the year by developing lesson plans which regularly spiral instruction for them throughout the year. (Title I SW: 1,9) (Target Group: All)	Core Subject Teachers, Principal	Ongoing	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plan audits; principal observations, PDAS
8. Professional Learning Communities (PLCs) will study student data from universal screenings and from six weeks benchmarks and determine appropriate interventions for students based on individual needs. (Title I SW: 1,2,3,4,8,9) (Target Group: All,H,ECD)	Principal, Teacher(s)	Ongoing	(F)Professional Development, (O)Access to Student Performance Data, (O)Campus Based Professional Development, (S)State Compensatory	Summative - PLC Minutes STAAR Results
9. All teachers of core classes will be given a day at the beginning of each six weeks to participate in "Treasure Hunt - Resource Calibration" meetings with other teachers teaching the same core subjects. They will utilize a variety of curriculum materials and a variety of other resources to cooperatively prepare high quality TEKS based lesson plans that are at the depth and complexity of the STAAR. (Title I SW: 1,8) (Target Group: All)	Personnel Director, Principal, Teacher(s)	Each six weeks	(F)KILGO Training and Resources, (O)Access to Student Performance Data, (O)Personnel, (O)Resource Calibration Instrument, (O)Teacher pedagogy, (S)Local Funds	Summative - Lesson Plan Audits District Calendar of Treasure Hunts
10. BIS teachers will continue to use Zeroes	Assistant Principal(s), Core	August through	(O)Personnel, (S)Local Funds	Summative - Daily ZAP roster

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Aren't Permitted (ZAP) to encourage student learning. Students who do not turn in assignments when due will be required to stay after school and complete the work. (Title I SW: 9) (Target Group: All)	Subject Teachers, Principal	May		
11. Teachers will be reflect on TTAP (Texas Through-year Assessment Pilot) data to support students after the assessment (Title I SW Elements: 2.2) (Strategic Priorities: 2,4)		After Each Administration		Criteria: Summative- Data meetings, results of the assessment, classroom data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Because an effective plan for improving student learning and instruction will involve the use of technology(Progress Learning, Fast Forward, Google Classroom, etc.), BIS will continue to utilize a dedicated paraprofessional position for the operation and maintenance of our computer lab. (Title I SW: 1) (Target Group: All)	Personnel Director, Principal, Superintendent(s)	August to May	(O)Personnel, (S)Local Funds	Summative - Staff Roster
2. BIS will use DMAC assessment program to access student academic data in math, reading, and science. This assessment application will better identify the specific target groups. This will establish an additional targeted support based on specific low performing areas. (Title I SW: 1,9) (Target Group: All,H,W,AA,ECD,ESL,EB,SPED,M,F,AtRisk,Dys,504) (CSFs: 1,2,3,7)	Director of Technology, Instructional Liaison, Principal, Superintendent(s), Teacher(s)	November - May	(O)Personnel, (S)State Compensatory	Summative - Testing Calendar Assessment Data Intervention Plans Principal Observations

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Goal 1. BIS will meet all accountability standards in the 2023-2024 school year.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading, ELA, math, and science teachers will increasingly use technology through students' one-to-one chromebooks to enhance and differentiate instruction in order to engage students more actively in the lessons taught. (Title I SW: 1,2,3,4,6,8) (Target Group: All,H,ECD,ESL,EB,SPED,AtRisk)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	Each Six Weeks	(F)ESSER Funds (from American Rescue Plan), (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments, (S)State Grants	Summative - Principal observations, lesson plan audits
2. Science department will be utilizing STEM Scopes in their classrooms. Additional instructional support for tutorials. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Principal	Beginning of School Year	(S)Local Funds	

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Goal 1. BIS will meet all accountability standards in the 2023-2024 school year.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize student Chromebooks, iPads for translation, and the ESL class in order to increase student access to intervention and enrichment programs. Additional programs include Progress Learning and the use of Chromebooks. This serves as an additional instructional support. (Title I SW: 1,2) (Target Group: H,AA,ECD,ESL,EB,SPED,M,F,AtRisk,Dys,504,5th,6th) (CSFs: 1,2,4,7)	Campus Intstructional Technologist, Core Subject Teachers, Director of Technology, Principal, Superintendent(s)	Ongoing	(S)Local Funds	Summative - Technology budget
2. Students with Dyslexia will receive daily instruction in a supplemental program by a certified dyslexia teacher (Title I SW: 1,3,9) (Target Group: Dys,504,5th,6th)	Dyslexia specialist	August through May		Dyslexia class schedule and record of attendance

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Goal 2. BIS Students with Limited English Proficiency (LEP) will receive rigorous instruction and assessment in core academic classes evidenced by success on the STAAR reading, math, and science assessments and individual progress on the the TELPAS (Texas English Language Proficiency Assessment System). The district will also work towards getting all teachers ESL certified for the students' core classes.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELL students in all core classes will be taught by highly qualified teachers with ESL endorsements. (Title I SW: 1,3) (Target Group: EB)	Core Subject Teachers, Director of Federal Programs and Instruction, Personnel Director, Principal	Ongoing	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of teaching certificates; campus master schedule
2. ELL students will be provided daily instruction designed specifically to improve academic vocabulary skills. Each teacher will have the academic vocabulary learning objective posted in the room each day. (Title I SW: 1,9) (Target Group: EB)	Principal, Teacher(s)	daily	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plan audits, principal's classroom observations
3. Provide educational software Programs in Spanish for Hispanic students who are non-English speakers. (Title I SW: 1,2,9) (Target Group: H,EB)	Director of Federal Programs and Instruction, Director of Technology, Principal	Ongoing	(F)Title I, (L)Local Projects, (S)Local Funds	Summative - Budget Expenditures
4. FastForward licenses will purchased and implemented for supplemental reading instruction support for ELL students. This is to increase progress through additional targeted support for improving reading skills. (Target Group: ESL,AtRisk)	Assistant Principal(s), Core Subject Teachers, Principal, Teacher(s)	Ongoing	(F)Federal Grants	

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

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

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

Objective 1. Identifying and intervening with students who are in need of additional support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Benchmarking (LLI and F&P Benchmarking) in reading will be conducted on students that are not successful on STAAR at the beginning of the year to identify students who are significantly below grade level in reading skills and in need of interventions. (Title I SW: 1,9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)	Interventionist, Principal, Teacher(s)	August and September	(O)Personnel, (S)Local Funds	Summative - copies of individual student screenings; Rtl committee meeting minutes
2. Students who have scored significantly below the passing standards on state assessments in reading and math in the third and fourth grades will receive interventions and tutorials in math and reading with small enrollments. (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Interventionist, Principal	Ongoing	(L)Local Taxes and State Per Capita Allotments	Summative - Master schedule, student schedules, IA schedules, HB 4545 tracking
3. Supplemental staff positions will be utilized for supportive instruction for at-risk students. (Title I SW: 1,9,10) (Target Group: AtRisk)	Dyslexia specialist, Executive Director of Special Programs, Interventionist, Principal, Teacher(s)	August through May	(F)Title I, (S)State Compensatory	Summative - Tutorial Schedules Dyslexia Schedules
4. Team PLCs will tracking and monitor student progress, behavior, and motivation across teachers' classrooms to focus on student needs and plan interventions while communicating with parents. (Title I SW: 1,2,4,6,9,10) (Target Group: All,5th,6th) (Strategic Priorities: 2)	Principal, Teacher(s)	September through May	(O)Personnel, (O)Staff Time	Summative - PLC minutes and action plans
5. Accelerated instruction will be provided after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests along with during the summer. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Principal	All Year	(O)Materials, (O)Staff Time, (S)Local Funds	Summative - Rtl Records Accelerated Instruction Rosters

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Goal 4. BIS will maintain a positive and safe school environment that supports learning.

Objective 1. Make school a safe place for students and teachers

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide bullying prevention training to all persons on campus to whom students may report bullying. (Title I SW: 1) (Target Group: All)	Counselor(s), Principal, School Nurse, SRO Officer, Teacher(s)	August through November	(F)Federal Grants	Summative - Professional Development Records
2. Hallway cameras will be monitored to insure safety and to prevent crimes. (Title I SW: 1) (Target Group: All)	Principal	Ongoing	(L)Agency Funds (ie: Student Activity Funds), (L)Local Projects	Summative - Discipline reports and bullying investigation forms
3. Utilize the bully reporting software on the district and campus website by responding to reports of bullying at school. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	August through June	(L)Local Taxes and State Per Capita Allotments, (S)State Grants	Summative - Reports from the bully reporting site
4. Provide counseling services to students with emotional and behavioral problems when those problems are effecting the students' ability to learn and function successfully at school. (Title I SW: 1,9) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Counseling records, Rtl meeting minutes
5. Participate in Red Ribbon Week activities to promote a drug and bully free school. (Title I SW: 1,10) (Target Group: All)	Instructional Services Coordinator, Principal, School Nurse, SRO Officer, Teacher(s)	October	(F)Title I, (L)Local Projects, (O)Access to facilities, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Schedule of activities
6. Utilize buzzer system to allow visitors in the building. (Target Group: All)	Assistant Principal(s), Principal	Ongoing		
7. Counselor will impellent a bully program to educate students on recognizing and addressing bullying. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Counselor(s), Principal	August-July	(O)Materials, (O)Personnel, (O)Staff Time	
8. All classroom doors will remain locked at all times when students are participating in class. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Principal, Safety Review Team, SRO Officer			

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Goal 4. BIS will maintain a positive and safe school environment that supports learning.

Objective 2. Involve students, teachers, parents, and the community in producing a positive school climate that support emotional and academic growth

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS/BMS will actively enlist and train WATCH D.O.G.S. to volunteer to patrol inside and outside the school during the school day. The emphasis will be on having supervision in the cafeteria during lunch times. (Title I SW: 1,6) (Target Group: All)	Principal	August through May	(L)Agency Funds (ie: Student Activity Funds), (L)Local Projects	Summative - Watch DOGS participation records
2. Teachers will recognize and re-enforce positive student behavior- Top Dawgs (Title I SW: 1) (Title I SW Elements: 1.1) (Target Group: All)	Principal, Teacher(s)	October through May	(L)Agency Funds (ie: Student Activity Funds)	Summative - Records of pizza luncheons provided to students
3. Parent compacts are available in the office and at parent meetings. Compacts are available in any language upon request. (Target Group: All)	Assistant Principal(s), Communications Coordinator, Core Subject Teachers, Principal	Beginning of School Year		
4. Conduct family nights in which parents are invited to the campus for various activities, trainings, presentations, and others. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Parent Involvement Coordinators, Principal, Teacher(s)	August through May	(F)Federal Grants, (S)Local Funds	
5. Continue to have Family/Teacher Conferences. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All)	Principal, Teacher(s)	September and October	(L)Local Taxes and State Per Capita Allotments	
6. Campus Family Involvement Coordinators will work with teachers, parents, and the community to improve communication, provide training, and parent/community involvement within the campus. (Title I SW Elements: 1.1,2.1) (Target Group: All,ECD,ESL,SPED,AtRisk)	Counselor(s), Executive Director of Special Programs, Parent Involvement Coordinators, Principal, Teacher(s)	Ongoing	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (L)Local Projects	Criteria: Campus activity calendar, parent involvement center records and activities
7. Utilize SchoolWay call-out system and app to notify families and community members about events and activities at the school. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Assistant Principal(s), Communications Coordinator, Parent Involvement Coordinators, Principal, Superintendent(s), Teacher(s)	Ongoing	(S)Local Funds	Criteria: Log of school announcement messages
8. The campus and district shall jointly, with parents, develop and distribute written family	Communications Coordinator, Parent Involvement	August through December		

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Goal 4. BIS will maintain a positive and safe school environment that supports learning.

Objective 2. Involve students, teachers, parents, and the community in producing a positive school climate that support emotional and academic growth

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
engagement policies and compacts in compliance with Title I Parents and Family Engagement guidelines. These will be made available in understandable language/native language and distributed through campus means and electronic postings on district website. (Title I SW Elements: 2.1) (Target Group: All)	Coordinators, Principal			
9. BIS will implement CHAMPS (classroom management system) campus-wide to promote clear and consistent expectations. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Liaison, Interventionist, Principal	Ongoing	(F)Federal Grants	

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Goal 4. BIS will maintain a positive and safe school environment that supports learning.

Objective 3. BIS will support children in need

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

BORGER INTERMEDIATE

Goal 4. BIS will maintain a positive and safe school environment that supports learning.

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

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

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Goal 5. BIS Students will achieve an average daily attendance of 96%.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every day, BIS office staff will contact by phone the parents of absent students when parents do not contact the school about absences. (Title I SW: 1,6,9) (Target Group: All)	Designee(s), Principal	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Records of parent contacts
2. The Principal will appoint a committee of teachers to serve on an attendance committee, which will be responsible for determining credit for students who are not in compliance with attendance laws. (Title I SW: 1) (Target Group: All)	Principal, Teacher(s)	May	(L)Local Taxes and State Per Capita Allotments	Summative - Attendance Committee Meeting minutes
3. BIS administration will work closely with the BISD Attendance Officer and with the county Justices of the Peace to help parents who are not complying with attendance laws understand the importance of doing so. Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress. (Title I SW: 1,6) (Target Group: All)	Designee(s), Parent Involvement Coordinators, Principal	Every 6 Weeks	(O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Attendance records/Court records
4. Put a reward system in place for perfect attendance to create awareness among students and parents the importance of school attendance. (Target Group: All)	Assistant Principal(s), Principal		(L)Agency Funds (ie: Student Activity Funds)	

BORGER INTERMEDIATE

Goal 6. BIS will provide opportunities for all students to develop as well-rounded individuals.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to provide a well-rounded education in the arts, 5th Grade Fine Arts classes at BIS will offer students a variety of educational and performance experiences in music, visual, and theater arts. Many genres of music will be explored and performed. Students will explore and produce various forms of visual arts. Students in 6th Grade will have the choice between pursuing Choir or Band. (Target Group: All)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Calendar of activities, student performances, UIL results, and guest performances
2. Physical fitness will be emphasized and students will participate in rigorous daily physical education classes that teach students the importance of a life long practice of exercise, healthy eating, and recreation. In the spring, students will be assessed according to the required state fitness test in a variety of challenging activities. (Target Group: All)	Principal, Teacher(s)	August through May	(L)Local Taxes and State Per Capita Allotments	Summative - Records of Physical Fitness tests.
3. All students will have the opportunity to tryout for the UIL academic teams for BIS. Students who make the team will participate in rigorous instruction and practice in order to prepare for the District UIL Academic Meet in November. (Target Group: All)	Principal, Teacher(s)	August through November	(L)Local Taxes and State Per Capita Allotments	Summative - UIL Records
4. BIS will cooperate with the BHS FFA faculty and the Hutchinson county 4H/Agrilife adjunct faculty, and allow students to participate in the various learning and performing opportunities FFA and 4H provides. (Title I SW: 10) (Target Group: All)	Designee(s), Teacher(s)	Ongoing	(L)Local Projects	Summative - School Calendar
5. Students in 6th grade pre athletics will learn all of the fundamental skills needed to play basketball, football, volleyball, and track & field when they enter middle school. (Target Group: All,6th)	Assistant Athletic Director, Boys Athletic Coordinator, Girls Athletic Coordinator	Every 6 Weeks		

BORGER INTERMEDIATE

Goal 6. BIS will provide opportunities for all students to develop as well-rounded individuals.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide academic software such as Lexia, FastFoward, and Progress Learning that will allow BIS students access to higher level differentiated instruction in computer applications as well as reading, math and science. (Title I SW: 1) (Target Group: All)	Director of Federal Programs and Instruction, Superintendent(s)	Ongoing	(F)Federal Grants	Summative - Technology budget
3. Provide wireless internet access throughout the building to the parking lot. (Title I SW: 1,10) (Target Group: All)	Campus Intstructional Technologist, Director of Technology	January	(S)Local Funds, (S)State Compensatory	Summative - Completed project and installation of wireless modems throughout the building

BORGER INTERMEDIATE

Goal 7. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The PLCs and content liaisons will establish meeting agendas, keep minutes, and develop short-term and long-range goals. (Title I SW: 1,4) (Target Group: All,H,ECD,EB)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	Bi-weekly	(F)Professional Development, (F)Title I, (O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Staff Time	Summative - PLC agendas and minutes
2. Professional learning communities (PLC) will do studies which focus on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning. These studies will be based upon the identified needs of the students and teachers. (Title I SW: 1,4) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	Ongoing	(F)Title I, (O)Campus Based Professional Development, (O)Staff Time	Summative - PLC agendas and minutes
3. Establish vertical PLCs in math, reading, and science that will involve multiple grade levels and schools. (Title I SW: 1,2,4,10) (Target Group: All)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	Ongoing	(O)Staff Time	Summative - District Calendar PLC agendas and minutes
4. Assign mentors to new teachers providing continuing assistance and guidance throughout the year for the purpose improving instruction and retaining new teachers in the district. Work collaboratively with central administration and the district's new teacher mentoring program. (Title I SW: 1,4) (Target Group: All)	Assistant Principal(s), Director of Federal Programs and Instruction, Instructional Liaison, Personnel Director, Principal, Teacher(s)	Monthly August through May	(O)Staff Time	Summative - Principal observations Principal/Mentor Conferences PDAS Summative Evaluations
5. Teachers will be appraised by T-TESS, and teachers will participate in goal setting meetings. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent(s), Principal, Teacher(s)	Ongoing		

BORGER INTERMEDIATE

Goal 7. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development, materials, and supplies will be utilized to strengthen reading instruction through the Borger ISD Literacy Initiative. (Title I SW: 1,3,4) (Target Group: All)	Director of Federal Programs and Instruction, Professional Educational Consultants	Ongoing	(F)Title IIA Principal and Teacher Improvement	Summative - Professional development sign-in sheets Budget
2. To enhance their skills, all teachers will have the opportunity to participate in professional growth activities. (Title I SW: 1,3) (Target Group: All)	Director of Federal Programs and Instruction, Principal	Ongoing	(F)Title IIA Principal and Teacher Improvement	Summative - Record of Teacher Professional Development
3. 5th grade Math teachers will participate in a district wide K-5 Lasso Committee to develop a framework to build a solid Elementary Math foundation. (Target Group: All,5th) (Strategic Priorities: 2)	Assistant Superintendent(s), Director of Federal Programs and Instruction, Math Coordinator, Teacher(s)			

BORGER INTERMEDIATE

Goal 7. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS administrators, administrative interns, and content liaisons will participate in personal leadership coaching. BISD will provide consultants to work with administrators, and administrators will roll out to administrative interns and content liaisons. (Title I SW: 1,2,3,4) (Target Group: All) (Strategic Priorities: 1)	Director of Federal Programs and Instruction, ESC Educational Consultant, Principal, Professional Educational Consultants, Teacher(s)	On-going	(F)ESSER Funds (from American Rescue Plan), (F)Title IIA Principal and Teacher Improvement	Summative - Schedule of training
2. BIS administrators will train teachers in Lesson Plan Alignment and monitor the quality of lesson plans and instruction. (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Director of Curriculum and Instruction, District Instructional Coach, ESC Educational Consultant, Principal, Professional Educational Consultants, Superintendent(s), Teacher(s)			

BORGER INTERMEDIATE

Goal 7. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 4. Provide instructional coaching

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Trained teachers will serve as instructional coaches/mentors to peers in general and specifically to teachers identified as being in need of assistance. (Title I SW: 1,2,3,4,9) (Target Group: All) (Strategic Priorities: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal, Teacher(s)	On-Going	(F)Professional Development, (F)Title IIA Principal and Teacher Improvement	Summative - Teacher Intervention documentation

BORGER INTERMEDIATE

Goal 7. BIS teachers will participate in on-going professional development that will promote student learning through deliberate teacher collaboration and cooperation.

Objective 5. Appropriate staff members will receive training in inclusion

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

BORGER INTERMEDIATE

Goal 8. BIS will meet the needs of identified At-Risk students through State Compensatory Education programs.

Objective 1. BIS will increase academic achievement of identified at-risk students by meeting needs through Texas State Compensatory Education programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction, including summer school for students identified as at-risk will be provided to meet individual needs. (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug-July		Formative - At-risk documentation in cume folder will be reviewed and updated at regular intervals. Student data will be monitored at regular intervals. Tutorial/summer school/program rosters.
2. Targeted and strategic intervention for identified At-risk students will be provided through RTI. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug-July		Formative - RTI class rosters. Student data. At-risk documentation and monitoring (green card)
3. Other services as needed and identified, will be provided for students identified as At-risk. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug-July		Formative - Documentation of At-risk students (green card). Descriptions of services provided.

BORGER INTERMEDIATE

Goal 9. BIS will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA.

Objective 1. BIS will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS will utilize staff and resources to provide acceleration and intervention to address student learning gaps. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
2. Instructional assistants will be recruited and hired to help provide additional assistance to students in classrooms and other settings. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s)	August-July	(F)ESSER Funds (from American Rescue Plan)	
3. Summer school, enrichment learning, afterschool instruction will be provided to address learning gaps for students. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s)	August-July		
4. District Instructional Leaders will participate in the Texas Instructional Leadership professional learning provided by the Region 16 Service Center. Learning will focus on: observation and feedback, data-driven instruction, school climate and culture, and lesson planning and assessment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August-July	(F)ESSER Funds (from American Rescue Plan)	

BORGER INTERMEDIATE

Goal 9. BIS will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA.

Objective 2. BIS will continue one-to-one device program to supplement classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS will continue with one-to-one devices for all students and staff to supplement classroom instruction and planning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s), Principal, Superintendent(s)	August-July	(F)ESSER Funds (from American Rescue Plan)	
2. The LEA will subscribe to Go Guardian, a supplemental software to increase cybersafety, monitor student engagement with technology and instruction, and provide teachers tools for better monitoring of students as they engage with technology in their classrooms. (Title I SW Elements: 2.5) (Target Group: All)	Director of Technology, Teacher(s)	August-July		

BORGER INTERMEDIATE

Goal 9. BIS will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA.

Objective 3. BIS will provide mental health supports to students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BIS will provide Dial-Care and TCHAT, tele-medicine targeted to mental health, for students in grades 4-12 through counselor/principal referral processes. (Target Group: All)	Assistant Superintendent(s), Counselor(s), Principal	August-July	(F)ESSER Funds (from American Rescue Plan)	

Borger Intermediate School - Comprehensive Needs Assessment
School Year 2023-2024

Data Sources Reviewed:

- Campus Improvement Committee Subcommittees Needs Assessment Reports
- Student Survey
- Teacher Survey
- Parent Survey
- 2021-2022 TAPR
- 2022-2023 Campus Improvement Plan
- DMAC data
- Master Schedule
- Staff Duty Rosters
- Behavior records
- School Budget

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Demographics	<ul style="list-style-type: none"> • The Gifted and Talented Program (PEAK) has remained stable. There are 29 students in the program. • A much higher percentage of students with disabilities are receiving instruction in inclusive settings with support of instructional assistants working in Regular Ed classrooms. All students now receive inclusion RLA in the general education setting and have shown progress. We will change to inclusion general education Math for all students 	<ul style="list-style-type: none"> • Teaching staff has had several changes in personnel and in teaching assignments the past three years which requires increased training, mentoring, and monitoring • More ethnic/gender diversity among teaching staff (most teachers are female and non-Hispanic whites, while the student population is 50.3% Hispanic); • Provide training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, Dyslexia, the 	<ul style="list-style-type: none"> • Assign mentors to new teachers providing continuing assistance and guidance throughout the year. Work collaboratively with central administration and the district’s new teacher mentoring program. • Monitor the progress of special subpopulations of students and provide academic assistance as needed. • Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of

	<p>with Special Education Teacher Support.</p> <ul style="list-style-type: none"> • Diversity in student population • Positive teacher to student ratio 	<p>learning disabled, and about inclusion with regard to these student groups.</p> <ul style="list-style-type: none"> • Over 57% of BIS students are economically disadvantaged • All students need to be identified and served based on their educational needs. 	<p>free and reduced lunch programs</p> <ul style="list-style-type: none"> • Work with the district's Human Resource office to improve the recruitment of highly qualified Hispanic and/or male teachers and Spanish speaking support personnel when available. • Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress.
<p>Student Achievement</p>	<ul style="list-style-type: none"> • The 82% passing rate on the 2022 STAAR in 5th Grade Reading was 1% above the state average. • The 80% passing rate on the 2022 STAAR in 5th Grade Science was 14% above the state average. • The 71% passing rate on the 2022 STAAR in 6th Grade Reading was 1% above the state average. • The 71% passing rate on the 2022 STAAR in 6th Grade Mathematics was 2% lower than the state average. 	<ul style="list-style-type: none"> • BIS needs a plan for <i>Response to Intervention</i> (RTI) to support struggling students in the area of math at all Tiers and Reading at Tier 2. • All demographics need to be tracked every six weeks and RTI services provided based on student demographics and achievement. • BIS will create a plan for acknowledging student achievement each 6-weeks. 	<ul style="list-style-type: none"> • Teachers will continue to implement the instructional plan from the books, <i>The Fundamental 5</i> and <i>McRel's Classroom Instruction that Works</i>. New teachers will be trained and educated in these strategies. • Continued implementation of Texas Instructional Leadership (TIL) training/best practices to help campus and district administrators foster concrete instructional leadership skills in the areas of observation and feedback, schoolwide culture routines, and data driven instruction. • Special education students will continue to be included, when

	<ul style="list-style-type: none"> • 5th Grade increased the number of students reaching masters level in ELA by 1%. • 6th Grade increased the number of students reaching masters level in ELA by 10%. 		<p>appropriate, in Math, ELA, and Science classes, with non-disabled peers. Special education and regular education personnel will receive continuing education in inclusion.</p> <ul style="list-style-type: none"> • Grade Level/Dept. PLCs will monitor student achievement every six weeks through bi-weekly meetings with their team. • When TEA releases the 2023 STAAR test,. a close examination of these tests and STAAR data from DMAC will need to be done to prepare for the 2024 administration of STAAR.
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • The student survey about our school shows that students respect their teachers (97%), and say they want to get a good education (98%). • BIS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging. • Teachers strive to meet the individual needs of students and treat them with respect and with dignity. • Online, anonymous bullying report system has been implemented effectively. 	<ul style="list-style-type: none"> • Bullying is always a concern and even though we have not had major issues with it, we need to remain vigilant and proactive in preventing it from happening. On the student survey, a lot of students could not articulate what bullying actually is. This is an area that our students need more support and guidance. • SEL program for students. • Implement a Bulldog Award for 5th and 6th grade each six weeks. • Mid/year survey for staff input. 	<ul style="list-style-type: none"> • Providing a safe and supportive school environment that fosters the knowledge, skills and dispositions for students to develop into socially responsible individuals. • Put a reward system in place for perfect attendance to create awareness among students and parents the importance of school attendance. • Educational opportunities to discuss the repercussions of vaping and drugs. • Continue using community resources for 5th and 6th grade students as counseling support.

- Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.
- We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment. On the student survey, 80% of students feel physically safe at school. 66% of students feel emotionally safe in school.
- Good citizens are recognized each six weeks with “Top Dawg”. They are awarded with a pizza lunch.
- BIS participates in Red Ribbon Week to encourage students to be drug free and not bully other students.
- Staff wears college shirts and talks about the college they attended in order to encourage students to begin thinking about life after high school.

**Staff
Quality/Professional
Development**

- In 2023-2024, teachers received training in Fundamental 5, professional learning communities (PLCs), ELL, and *McRel Classroom Instruction That Works*.
 - Most teachers at BIS are highly qualified and hold certifications required to teach our students. In addition, our instructional assistants are all TEA certified paraprofessionals, some with college education backgrounds.
 - Feedback regarding teacher performance is provided to teachers through T-TESS evaluations and through formal and informal classroom observations and TIL.
 - The T-TESS System also tracks continuing education of teachers and ensures that there is continuous improvement.
 - Professional development is based upon need. This is determined by desegregating data and identifying our areas of weakness.
 - New teachers on campus and new teachers to the profession are mentored and supported by
- Our staff needs to continue focusing on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning.
 - Support teachers to obtain their ESL supplemental certification.
 - Provide professional development on ways to integrate technology in the classroom, along with how to use programs to support student learning.
 - Get the entire staff Mental Health/First Aid trained within the next 2 years
 - Classroom teachers and instructional assistants collaborate together so that it supports classroom instruction.
 - PD on changes to STAAR.
 - Liaison PD so vision maintains consistency.
 - PD on TEK changes in Science.
- Continue to implement, *The Fundamental 5 – The formula for Quality Instruction* by Cain and Laird, and McRel’s *Classroom Instruction That Works*.
 - New teachers and returning teachers need the opportunity to observe their mentor teachers and other teachers on campus while they are teaching and vice versa.
 - PD for IAs throughout the year.
 - After School PLCs monthly.

content liaisons and mentor teachers.

- Using PLC time to share information about professional development.
- Many teachers have additional certifications in Special Education, Reading, ESL, Bilingual, and Gifted and Talented. Several also have or are working on their masters degree.
- Long range planning collaboration district-wide for grade levels in order to consistently plan, target, and assist students in needs.

**Curriculum,
Instruction,
Assessment**

- Curriculum and instruction are driven by data collected from multiple modes assessments (summative, formative, cumulative, unit based)
- Locally created assessments are aligned and test students to the depth and complexity of the TEKS and aligned to the STAAR test.
- Teachers meet in PLC groups and on planning days to discuss what can be done to help the students to succeed.
- Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher determine if instruction is adequately covering all required TEKS.
- A variety of research-based programs are utilized to provide instruction and assessment: Lexia(reading) Progress Learning (reading), Amplify

- Find resources to support the 5th and 6th grade Social Studies department to supplement their textbook in class.
- Find vocabulary and cognate cards to support English immersion of ELA, Math, Science, and Social Studies curriculum.
- Teacher use of technology increased and training provided for technology instruction.
- Incorporate data driven practices.

- Continue to utilize a variety of research-based resources to provide instruction, assessment, and STAAR preparation: Lexia(reading) Progress Learning (reading), Amplify (Reading), Stem Scopes (science), Science Penguin (science) Progress Learning (science), and Think Through Math, ST Math, Progress Learning (math), Fast Forward (EB).
- Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments so that classroom instruction, tutorials, and accelerated instruction can be specific to student needs.

(Reading) StemScopes (science), Science Penguin (science) Progress LEarning (science), and Think Through Math, ST Math, Progress Learning (math), Fast Forward (EB).

- With the addition of one-to-one Chromebooks, teachers were able to integrate technology in their lessons using GoGuardian and GoFormative.
- Students who are assigned to ISS can be allowed to attend core classes, so that they do not miss important instruction from their regular teachers.
- Implemented RTI supplemental resources for struggling readers
- Implement STAAR Vocabulary in math, science, and ELA in order to boost students' academic vocabulary aligned from the Lead4Ward planning document.

<p>School Context and Organization</p>	<ul style="list-style-type: none"> • The Master Schedule provides time for PEAK, tutorials, and accelerated instruction specifically for STAAR preparation. • Teachers and staff have high expectations for students. • Departments are organized where they are next to each other in the hallways except for Science. This allows for collaboration and planning to occur. • Duty schedules are developed to allow teachers to participate in PLCs and faculty meetings. • Departments in each grade have a common planning time to conduct meetings or vertical alignment plannings. 	<ul style="list-style-type: none"> • Staff and parents work collaboratively in the campus-level decision making process. (Campus Site Based Committee) • More parental and community involvement throughout the school year. • The school counselor needs to be visiting computer classrooms and informing students about what she does and how she can help them. • We recommend that professional learning communities that work across grade level and cross curricular be established to assist in student achievement. 	<ul style="list-style-type: none"> • Involve BIS liaisons as campus representatives at district level administration meetings when campus liaisons are invited. • Conduct vertical alignment meetings with lower and upper grade level teachers before the school year begins.
<p>Technology</p>	<ul style="list-style-type: none"> • Every student has a Chromebook available in each classroom. • Wireless access to the internet is available throughout the school. • Smartboards or Smart TV's, document cameras, and overhead projectors are in every core subject classroom to enhance instruction. • Computer Tech on campus daily. 	<ul style="list-style-type: none"> • Provide teachers and IAs training with Google programs, GoGuardian, and GoFormative. • Internet safety assembly or program to promote Digital Citizenship- Should be taught during computer lab, as early as possible. • Provide training for Spanish/English translation technology applications that 	<ul style="list-style-type: none"> • Continue to seek opportunities to expand knowledge on how to integrate technology with the use of Chromebooks in the classroom setting. • Find a program that goes over internet safety for students

	<ul style="list-style-type: none"> • A variety of educational software programs for instructional purposes, especially STAAR preparation, such as Lexia (reading), Fast Forward (ESL), Progress Learning (reading and math), ST Math (math), and Think Through Math (math), Amplify (Reading) are available to use. • BIS has a computer lab in each hallway. • The Media Center has a lab that can be utilized by teachers • 5th and 6th-grade students go to a computer class every day, except for pullouts (Dyslexia, RTI and EB students only go on Fridays). 	<p>provides more support to language learners.</p> <ul style="list-style-type: none"> • Students that need language support will be able to check out an Ipad to have support at home when needed. • Technology needs to be checked before school starts and replaced if needed. 	
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • Timely access to information is currently provided with a call-out phone system that informs parents of events that affect student/parent participation and involvement (bad weather, report cards, progress reports, school events) • Back to school fair provides all students with all of the school supplies they will need for the year. 	<ul style="list-style-type: none"> • Parents are an important part of BIS and we depend upon them to help us achieve our goals. We continue to see student success directly related to how involved parents are in their children’s education. The lack of parent involvement is often related to a student’s inadequate achievement and inappropriate behavior. • Involve community business and professional leaders by 	<ul style="list-style-type: none"> • Parent questionnaires will be an intrinsic part of all parent involvement activities, beginning with New Year/Open House events, post extracurricular performances, etc. Consistent feedback from parents will provide a foundation for better communication in the future. • Mid year parent survey. • Family and Community Events/ Nights throughout the

	<ul style="list-style-type: none"> • Snack packs for kids provide food for students in need over the weekends and holidays. • We utilize Facebook, Twitter, and Instagram to communicate with parents about what's going on at school. • Open house at the beginning of school for students to meet their teachers and find their classrooms. • BIMS PTA helps teachers and students with school events, printing, fundraising and lunch duty. • SHAC Committee supports the community in health and wellness. 	<p>inviting them to speak to classes and staff.</p> <ul style="list-style-type: none"> • Find creative ways to recognize parents and community members who volunteer for the school. • Reinstate the science fair to bring parents and community members to our campus and include businesses as partners in the venture. • Family Movie Night • Math night for families • STEM Night for families. • Add a form to the BOY packet that all families receive to get the word out about social media pages. 	<p>school year (EX: STEM night, Mental Health Night, Thanksgiving Feast, Book Studies, Picnic on the Lawn, BIS Onboarding, STAAR Night, etc.)</p> <ul style="list-style-type: none"> • Create a suggestion box to place in the office and on Google Classroom. • Google Family Classroom for information, surveys, suggestion input, event calendar, etc.
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Borger Graduate Profile and BIS' Contribution

Borger Independent School District 12th Grade Graduate Profile

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

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

BIS will:

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

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

BIS will:

1. Teach problem solving strategies as called for in the Math TEKS.
2. Teach students how to analyze real world problems by breaking them into smaller chunks, working in groups to brain storm solutions, analyzing solutions, and choosing a solution.
3. Study historical figures that solved problems and analyzing what they did.

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

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

BIS will:

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

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

BIS will:

1. Provide students in ELA classes with opportunities to learn leadership, cooperation, and interpersonal skills by working in small groups to achieve class objectives.
2. Ask students in Science classes to work in academically and culturally diverse lab groups and learn to achieve goals together, valuing the contributions each person makes to the success of the group.

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

BIS will:

1. Expect students in Social Studies classes to learn about the geography, the politics, and the commerce of the United States and how each relates to the rest of the world.
2. Give science students the opportunities to understand the importance of conserving and preserving the natural resources of the world.

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

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

BIS will:

1. Have students use technology to access educational programs to improve achievement and on group projects.

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

BIS will:

1. Emphasize the Six Pillars of Character Counts and endeavor to instill the concept of ethical living in our students.

2. Teach the history of the United States with an emphasis on patriotism and service to country and others. Students will learn about the sacrifices of those who established and preserved the freedoms we enjoy as citizens today.

BISD Mission and Goals for 2022-2023

MISSION

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

GOALS

Goal 1: Increase Student Achievement

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

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

Objective B - Maintain Promotion Standards

Objective C– BISD will meet Satisfactory Standard for STAAR

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

Objective E – Increase average Scale Scores on the STAAR

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

Objective G - Dual Credit

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

Goal 2: Provide a Safe Environment

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

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

Objective A- Increase Emphasis on Resources Devoted to Instruction

Will demonstrate the effective and efficient use of taxpayers dollars.

Objective B: Enhance Teacher Quality

Goal 4: Improve Public Support and Confidence in Schools

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

Goal 5: Create a Positive District Culture

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

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

Goal 6: Provide Facilities-to-Standard Program

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

Objective A: Condition / Appearance

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

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

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