

BORGER MIDDLE

Campus Improvement Plan

2023/2024

A place where learning occurs in a positive environment through high expectations, consistent discipline, and a celebration of student successes.

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BORGER MIDDLE

Mission

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

Vision

Nondiscrimination Notice

BORGER MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

BORGER MIDDLE Site Base

Name	Position
Flood, Dayna	Librarian
Couch, April	Science Teacher
Riggle, Judith	Assistant Principal
Wheeler, Austin	Teacher
Robles, Denise	Attendance Clerk
Adams, Sierra	Teacher
Adame, Koby	Parent

Resources

Resource	Source
Federal Grants	Federal
IDEA Special Education	Federal
KILGO Training and Resources	Federal
Professional Development	Federal
Title I	Federal
Local Projects	Local
Access to Student Performance Data	Other
Campus Based Professional Development	Other
District Aligned Professional Development	Other
Educator Lesson Plans	Other
Local Districts	Other
Personnel	Other

BORGER MIDDLE

- Goal 1.** Borger Middle School will increase awareness, interest, community support, and involvement in the education of students through the cooperative efforts of staff, families, and community.
- Objective 1.** Borger Middle School will improve family involvement by 10% as measured by sign-in sheet documentation, completed registrations, and estimated attendance at school functions and activities.
 - Objective 2.** Borger Middle School will promote parent and community partnerships in education by increasing family and community involvement opportunities by 5%
- Goal 2.** Borger Middle School will improve academic achievement for all students.
- Objective 1.** Borger Middle School will achieve deep alignment between the written, taught, and tested curriculum as evidenced by all students. All student Sub-Groups will be held to a passing standard of 60%.
 - Objective 2.** Borger Middle School will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments. All Student Sub-Groups will be held to a passing standard of 60%.
 - Objective 3.** Borger Middle School will provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased advanced performances by 5%.
 - Objective 4.** Borger Middle School will provide a transition plan to 100% of the students returning from alternate learning environments (DAEP).
- Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.
- Objective 1.** 100% of teachers and instructional paraprofessionals at Borger Middle School will be provided with professional development opportunities in order to improve academic achievement for all students.
 - Objective 2.** Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. All student Sub-Groups Will be held to a 60% passing standard.
 - Objective 3.** 100% of Borger Middle School core content faculty will receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for the STAAR testing.
 - Objective 4.** Borger Middle School will provide 100% of students with Chromebooks in order to provide technology rich instruction.
 - Objective 5.** (Objective 5) BMS will increase the size of its robotics course to include Robotics 2. This course will also include a competition robotics team. We will increase the number of robotic kits by x2.
- Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.
- Objective 1.** Borger Middle School will decrease high level discipline referrals by 5%, setting high expectations for student behavior and building positive student/teacher relationships.
 - Objective 2.** Borger Middle School will promote school safety awareness in order for all students and staff to be educated on what to do in times of crisis.

BORGER MIDDLE

- Objective 3.** Borger Middle School will increase attendance rate by 1% for the school year by utilizing the Positive Behavior Intervention and Support Team.
- Objective 4.** Borger ISD will meet the needs of foster students.
- Objective 5.** 100% of Borger Middle School students will have access to a licensed counselor.
- Goal 5.** Borger Middle School will promote a well rounded athletic program that will bring pride and tradition to our school.
 - Objective 1.** Borger Middle School will increase the number of multi-sport student athletes in our athletic program.
 - Objective 2.** Borger Middle School will ensure that the athletic coaching staff is well staffed and receiving the proper training to be successful.
- Goal 6.** (Goal 6) Borger Middle School will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.
 - Objective 1.** (Objective 1) The LEA will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine.

BORGER MIDDLE

Goal 1. Borger Middle School will increase awareness, interest, community support, and involvement in the education of students through the cooperative efforts of staff, families, and community.

Objective 1. Borger Middle School will improve family involvement by 10% as measured by sign-in sheet documentation, completed registrations, and estimated attendance at school functions and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will increase family involvement in the education of children through ARD meetings, LPAC meetings, parent volunteer program, and Title 1 Program meetings. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,8) (Title I TA: 4,7) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	04/25/22 - Pending
2. Borger Middle School will use the automated phone system, district text messaging system, school way app, school news channel, marquees, local newspaper, FaceBook, and Twitter to help keep the parents and community updated on current school information. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,8) (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys will be reviewed in April of the current school year. (April)
3. School information will be provided in both English and Spanish to the extent possible, including parent conferences and ARD meetings. Critical Success factor: Family and Community Engagement (Additional Targeted Improvement) (Title I SW: 2,6,8) (Title I TA: 7) (Target Group: All)	ARD Committee, Parent Involvement Coordinators	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent surveys at the end of the school year. (May) Summative - Copies of notes in Spanish (May)
4. Parents will have the opportunity to join parent teacher organization, as well as be informed of all pertinent information. Critical Success Factor: Family and Community Engagement (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May) Summative - Parent surveys at the end of the school year. (May)
5. Borger Middle School will initiate "Parents Need to Know Night" twice annually as well as a ESL family night in order to provide parents with campus information, school policies, and state assessment information(STAAR). Critical	Assistant Principal(s), Designee(s), Principal	September & January	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Sign in sheets (May)

BORGER MIDDLE

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Objective 1. Borger Middle School will improve family involvement by 10% as measured by sign-in sheet documentation, completed registrations, and estimated attendance at school functions and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Success Factor: Family and Community Engagement (Additional Targeted Improvements) (Title I SW: 6) (Title I TA: 4,7) (Target Group: All)				
6. Personal contact from school representatives will be made with local companies to help support students achievement through community involvement. Speakers from different areas of the community will be provided an opportunity to speak with 8th grade students about future careers. Critical Success Factor: Family and Community Engagement(PBMAS) (Title I SW: 2,6,10) (Title I TA: 1,4,7,8) (Target Group: All)	Parent Involvement Coordinators	August - May	(F)CTE Carl Perkins, (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent involvement as evidenced through documentation. (May)

BORGER MIDDLE

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Objective 2. Borger Middle School will promote parent and community partnerships in education by increasing family and community involvement opportunities by 5%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental Involvement Coordinators will communicate periodically in order to notify parents of ongoing efforts/trends and upcoming events. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All)	Parent Involvement Coordinators	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of documented contact (May)
2. Parental Involvement Coordinators will complete contact forms and provide documentation to the requesting teacher. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All)	Parent Involvement Coordinators	August - May	(F)Federal Grants	Summative - Contact form documentation (May)
3. Parental Involvement Coordinators will support parent involvement initiatives through trainings such as ESL, GED, and parenting classes at Borger Middle School as well as at the District Parent Involvement Center. Critical Success Factor: Family and Community Engagement (Additional Targeted Improvements) (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All)	Parent Involvement Coordinators	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent surveys at the end of the school year. (May)

BORGER MIDDLE

Goal 2. Borger Middle School will improve academic achievement for all students.

Objective 1. Borger Middle School will achieve deep alignment between the written, taught, and tested curriculum as evidenced by all students. All student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Student academic performance will be measured through the development of Common Formative Assessments designed by department heads to address equal or higher levels of rigor as outlined in the Texas Essential Knowledge and Skills. Critical Success Factor: Academic Performance(Additional Targeted Improvement)(PBMAS) (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: All) (Strategic Priorities: 4)</p>	Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - We will use the DMAC data analysis to assess performance. (Fall & Spring)
<p>2. Teachers and campus administrators will utilize data disaggregation resources to gather student performance data that will be used to drive decision making and identify performance trends. Departments will meet with campus administrators to discuss Common Formative Assessment results and develop an action plan to address low performing Student Expectations. Critical Success Factor: Academic Performance(Additional Targeted Improvement)(PBMAS) (Title I SW: 1,8,10) (Title I TA: 1,2,3,4) (Target Group: All)</p>	Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - We will use lesson plan documentation, and data analysis meetings to assess performance (Fall & Spring)
<p>3. All teachers will use a variety of instructional technology programs to enhance the learning of all students. Critical Success Factor: Academic Performance(Additional Targeted Improvement)(PBMAS) (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: All)</p>	Campus Intstructional Technologist, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Campus walk through s, formal observations, and lesson plan audits. (May)
<p>4. Borger Middle School will use differentiated instructional strategies in order to meet all learning styles. Teachers will implement strategies identified from McRel and the fundamental five to provide high quality instruction for more diverse learners. Critical Success Factor: Academic</p>	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August - May	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced by local and state assessments

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Performance(Additional Targeted Improvement)(PBMAS) (Title I SW: 2,9) (Target Group: All)				(Fall & Spring)
5. Teachers will utilize higher level/open ended questioning, requiring multi-step processing. Double coded questioning will also be utilized in Common Formative Assessments. Critical Success Factor: Academic Performance (Additional Targeted Improvement) (Title I SW: 2) (Target Group: All)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August - May	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative - Increased student achievement as evidenced by increased performance on state and local assessments (Fall & Spring)
6. Supplemental positions will be utilized to support the educational needs of students at Borger Middle School. Critical Success Factor: Academic Performance (Additional Targeted Improvement) (Title I SW: 9) (Target Group: All)	Principal	August - May	(F)Title 1 Part A Funds	Summative - Formative - PDAS, walk through s (every six weeks) Summative - Increased student achievement (Fall & Spring)
7. Instructional positions will be utilized to continue providing instruction for At Risk students. Critical Success Factor: Academic Performance (Additional Targeted Improvement) (Target Group: AtRisk)	Principal	August - May	(O)FTE, (S)State Compensatory	Summative - Formative - T-TESS, walk through's (Every six weeks) Summative - Increased student performance as evidenced through local and state assessments (Fall & Spring)
8. Borger Middle School will identify, and monitor students who were within measurable range of Advanced Level III for Math and Reading interventions.(Additional Targeted	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Increased percentage of students scoring Advanced Level III in Reading and Math on STAAR

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Improvement) (Title I SW: 10) (Target Group: All,AtRisk)				

BORGER MIDDLE

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Objective 2. Borger Middle School will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments. All Student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will target our English Language Learners in Reading to meet system safeguards by providing interventions to satisfy their academic needs. Critical Success Factor: Academic Performance(Additional Targeted Improvement)(PBMAS) (Title I SW: 2,3,9) (Target Group: EB)	Principal, Teacher(s)	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
2. Borger Middle School will utilize progressing levels of intervention with students to close performance gaps. Critical Success Factor: Academic Performance(Additional targeted Improvement)(PBMAS) (Title I SW: 2,9,10) (Target Group: AtRisk)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August - May	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
3. Borger Middle School will utilize double blocking (enrichment classes) for English Language Arts, Math, Science, and Social Studies as a preventative strategy to increase student achievement in all areas on the state assessment. Critical Success Factor: Learning Time (Additional targeted Improvement) (Title I SW: 9) (Target Group: All)	Principal	August - May	(O)No Associated Cost	Summative - Formative - Revised master schedule (Every Month) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
4. Borger Middle School will utilize "ZAP" or Zeroes Aren't Permitted program to address the needs of students who fail to complete assignments. Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All)	Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Record of student attendance (Weekly) Summative - Increase in student achievement as evidenced through course grades (Fall - Spring)

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will provide students grades 7-8 failing reading or math the opportunity for Summer School. Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: AtRisk)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Superintendent(s)	June	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Lesson plans and attendance logs (June) Summative - Pre and Post assessment results (June)
6. Borger Middle School will use instructional technologies and programs to promote effective instruction and interventions. These programs include but not limited to Study Island, Fast Foward,and Imagine Learning. Critical Success Factor: Academic Performance(Additional Targeted Improvement) (Title I SW: 2,9,10) (Target Group: AtRisk)	Campus Intstructional Technologist, Director of Federal Programs and Instruction, Director of Technology, Principal, Teacher(s)	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
7. BMS will offer summer schhol HB4545 remediation for students who fail STAAR test. (Target Group: All,7th ,8th) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(S)Local Funds	

BORGER MIDDLE

Goal 2. Borger Middle School will improve academic achievement for all students.

Objective 3. Borger Middle School will provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased advanced performances by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will have a representative on the district committee to address advanced academics with a focus on advanced placement, dual credit/concurrent, and increased commended performance on state assessments. Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: GT)	Director of Curriculum and Instruction, G/T Lead Teacher, Principal	October	(O)No Associated Cost	Summative - Summative - Sign in sheets, agendas (Every 12 Weeks) Increased enrollment and performance in advanced academic classes and on required academic assessments and increased Level III performance as evidenced by enrollment numbers and student performance (May)
2. Borger Middle School will utilize the Robotics Program. A BMS robotics team will be compiled to compete in various competitions. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT)	Designee(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Student schedules, number of students enrolled in robotics class (August & January)
3. Borger Middle School will support involvement in the National Junior Honor Society and facilitate activities that are rigorous and relevant to strengthen the quality of student performance. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT)	Designee(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Achievement results as evidenced on state and campus assessments (Spring)
4. Borger Middle School will facilitate college awareness by hosting a "College/Vocational Day" on campus each six weeks on the day report cards go out. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Each six weeks	(O)No Associated Cost	Summative - Summative - End of the year parent surveys (Spring)
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program. Critical Success Factor: Academic Performance(PBMAS) (Title I SW:	Counselor(s), District CTE Coordinator	August - May	(F)CTE Carl Perkins	Summative - Summative - Number of participants utilizing the program as evidenced by technology usage records

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1) (Target Group: All,CTE)				(May)
6. Borger Middle School will identify and implement best practices to provide more rigorous instruction for advanced students. (Target Group: GT)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Increased student performance as evidenced by local and state assessments.

BORGER MIDDLE

Goal 2. Borger Middle School will improve academic achievement for all students.

Objective 4. Borger Middle School will provide a transition plan to 100% of the students returning from alternate learning environments (DAEP).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will develop and implement a transition plan for students in DAEP to ensure consistency in curriculum alignment and rigor level while in an alternative placement. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk)	Principal	August - May	(O)No Associated Cost, (O)Personnel	Summative - Summative - Reduction in discretionary DAEP placements as evidenced through discipline records. (May)
2. Borger Middle School will implement and develop a communication plan between DAEP and the student's home campus to monitor student progress so that core subject teachers can provide instructional support as needed. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk)	Principal	August - May	(O)No Associated Cost, (O)Personnel	Summative - Formative - Communication logs, individual student plans, lesson plans (Every 6 weeks) Summative - Student achievement as evidenced by post DAEP placement assessments (May)

BORGER MIDDLE

Goal 3. Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

Objective 1. 100% of teachers and instructional paraprofessionals at Borger Middle School will be provided with professional development opportunities in order to improve academic achievement for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Borger Middle School staff will have opportunity to attend Region 16 trainings/events through the curriculum and instruction contract. Title II, Part-A is also implemented in order to increase the number of highly qualified teachers and principals at the campus. (Title I SW: 2,3,4,9,10) (Target Group: All)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August - May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Records and documentation of training's and workshops. (May)
2. Power Walks will be conducted by Principal and feedback and data will be collected and given to teachers on how well the Fundamental Five is being incorporated in the classroom (Target Group: All)	Principal, Teacher(s)	Aug - May	(L)Local Taxes and State Per Capita Allotments	Summative - Give teacher feedback on classroom instruction. Gather data to share with staff. (Aug)
3. All teachers will receive at least one a formal TIL coaching session every school year. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Principal, Teacher(s)	Aug - May	(F)Professional Development, (S)Local Funds	

BORGER MIDDLE

Goal 3. Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

Objective 2. Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. All student Sub-Groups Will be held to a 60% passing standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will perform item analysis of Special Education student achievement data to determine gaps in learning and develop instructional goals that will progress each toward taking appropriate state assessments. Critical Success Factor: Data Analysis (Additional Targeted Improvements) (Title I SW: 9) (Target Group: SPED)	Director of Special Education , Principal, Teacher(s)	August - May	(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time	Summative - Formative - Data analysis and distribution/articulation to campuses (October) Increase number of Special Education students taking STAAR test by 10% (Spring)
2. A continuum of services will be available based on need as determined by the ARD committee for special education students including: Life Skills, Resource, Inclusion. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: SPED)	Director of Special Education , Principal, Teacher(s)	August - May	(F)IDEA Special Education	Summative - Formative - Student schedules (At the beginning of the school year and ongoing as students are identified) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
3. Borger Middle School will focus and support the implementation of a quality inclusion program. Along with one Special Educational classroom for Math for students in 7th and 8th grade. Critical Success Factor: Academic Performance (Title I SW: 9,10) (Target Group: SPED)	Director of Special Education , Principal	August - May	(F)IDEA Special Education	Summative - Formative - Student schedules At the beginning of the school year and ongoing as student are identified Summative - Increased number of special education students taking the STAAR (Spring)
4. Special Education teachers and general education teachers will participate in common lesson planning times for English Language Arts, Science, Social Studies and Math	Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Formative - Sign in sheets, calibration documentation (Weekly) Summative - Increased student

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
resource calibration teams to analyze student data, align instructional practices, calibrate resources and increase teacher pedagogy. Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All)				achievement as evidenced by performance on state and local assessments (Fall & Spring)
5. Borger Middle School will work with the district in the implementation and identification of the district's dyslexia program for qualifying students. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: Dys)	Director of Federal Programs and Instruction, Dyslexia specialist	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Dyslexia progress reports (Every 6 weeks) Summative - Student success as evidenced by number of students exiting of program (May)
6. Renew, purchase, provide training, and monitor usage of the technology program (Fast Forward) for Borger Middle School ESL students. Critical Success Factor: Leadership Effectiveness (Additional Targeted Improvements) (Title I SW: 2,9) (Target Group: ESL,EB,AtRisk)	Director of Federal Programs and Instruction, Principal	August - May	(F)Title III Bilingual / ESL	Summative - Formative - Program usage reports (Every 6 weeks) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
7. Borger Middle School will continue to increase use of English Language Proficiency Standards (ELPS) in daily lesson plans and daily instructional delivery. Critical Success Factor: Academic Performance (Additional Targeted Improvements) (Title I SW: 9) (Target Group: ESL,EB,AtRisk)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Lesson plan audits and walk through's (Every 6 weeks) Summative - Increased student achievement on TELPAS (March-April)
8. Reimburse designated costs for ESL endorsement testing/certificate update. Critical Success Factor: Teacher Quality (Additional	Assistant Superintendent(s), Director of Federal Programs and Instruction	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Endorsement documentation, expenditure reports (December).

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Targeted Improvements) (Title I SW: 9,10) (Target Group: ESL)				Increase in ESL endorsed teacher to meet the needs of ESL students (December & May)
9. Borger Middle School will strive to increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population. Critical Success Factor: Leadership Effectiveness (Additional Targeted Improvements) (Title I SW: 9,10) (Target Group: ESL)	Director of Federal Programs and Instruction, Principal	August - May	(O)Access to Preparation Class	Summative - Formative - ESL endorsement documentation, teacher to student ratio analysis (December & May) Increased student achievement on state and local assessments (Fall & Spring)
10. Utilize iPads for beginner and intermediate ELL'S to support language Acquisitions in the classroom.Success Factor: Teacher Quality(Additional Targeted Improvements) (Target Group: ESL)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August - May	(F)Title I	Summative - Increase in ESL endorsed teacher to meet the needs of ESL students
11. Borger High School counselors come over to the Borger Middle School campus and offers testing for students to get high school Spanish credits. (Target Group: H,ESL) (Strategic Priorities: 3) (CSFs: 1,4,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Spring	(O)Access to Preparation Class	

BORGER MIDDLE

Goal 3. Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

Objective 3. 100% of Borger Middle School core content faculty will receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for the STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will provide Sheltered Instruction strategies training for Middle School. Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All,ESL,EB,AtRisk)	Director of Federal Programs and Instruction, Principal	November	(O)Materials, (O)Staff Time	Summative - Formative - Training sign in sheets, certificates of completion (November) Summative - Increased educator implementation as evidenced by walk through data and T-TESS (May)
2. Borger Middle School will provide systematic and sustained professional development through instructional leadership coaching. Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (Target Group: All)	Director of Federal Programs and Instruction, Instructional Liaison, Professional Educational Consultants	Designated Days	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Formative - Coaching documentation, sign in sheets (District designated days) Summative - Increased leadership capacity as evidenced through administrator appraisals (April)
3. All instructional staff at Borger Middle School will be provided professional development on lesson planning and instructional implementation to increase rigor and alignment to the depth and complexity of the TEKS. Critical Success Factor: Leadership Effectiveness (Title I SW: 1,3) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August	(L)Local Taxes and State Per Capita Allotments, (O)Access to facilities, (O)Campus Based Professional Development, (O)District Aligned Professional Development	Summative - Summative - Sign in sheet documentation (August)
4. Borger Middle School will utilize Instructional Liaisons to facilitate planning, curriculum/assessment alignment, and instructional strategies coaching with core content area teachers. Critical Success Factor: Learning Time (Target Group: All)	Principal	August - May	(F)Title IIA Principal and Teacher Improvement	Summative - Formative - Instructional coaching, documentation, agendas, sign in sheets (Monthly) Summative - Increased alignment of curriculum, increased teacher pedagogy as evidenced by T-TESS

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				(April)

BORGER MIDDLE

Goal 3. Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

Objective 4. Borger Middle School will provide 100% of students with Chromebooks in order to provide technology rich instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use a variety of educational software to promote, present, and assess student learning. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug - May	(F)ESSER Funds (from American Rescue Plan), (O)Educator Lesson Plans, (O)Materials, (S)Local Funds	

BORGER MIDDLE

Goal 3. Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

Objective 5. (Objective 5) BMS will increase the size of its robotics course to include Robotics 2. This course will also include a competition robotics team. We will increase the number of robotic kits by x2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand the robotics classes to include robotics 2 and competition robotics teams. Expand the number of robot kits x2. (Target Group: All,7th ,8th)	Assistant Principal(s), Assistant Superintendent(s), Campus Intstructional Technologist, Director of Technology, Principal	Aug - May	(S)Local Funds	

BORGER MIDDLE

Goal 4. Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

Objective 1. Borger Middle School will decrease high level discipline referrals by 5%, setting high expectations for student behavior and building positive student/teacher relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use effective classroom management strategies to keep students engaged in order to reduce the number of discipline referrals. Critical Success Factor: Teacher Quality (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Summative - Administrators will perform campus walk through's and PDAS observations (Fall & Spring)
2. Staff members will recognize the social/emotional needs of the students through the implementation of a mentor system. Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Summative - Sign in sheets and evaluation of discipline records as evidenced through the discipline system (May)

BORGER MIDDLE

Goal 4. Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

Objective 2. Borger Middle School will promote school safety awareness in order for all students and staff to be educated on what to do in times of crisis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will have a campus training on bullying as well as provide knowledge and awareness to the students regarding bullying and how to report bullying. Critical Success Factor: School Climate (Title I SW: 2,4,9,10) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Reduced office referrals about bullying, Bullying hotline tips (Every 6 weeks)
2. Borger Middle School will initiate a Crime Stopper Program to promote safety. Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Reduced office referrals (Every 6 weeks)
3. Borger Middle School will utilize surveillance cameras and monitors to increase monitoring parking lots, and facilities. Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All)	Director of Environmental Services, Principal	August- May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Surveillance records (Daily) Summative - Decrease in vandalism and loitering (May)
4. Borger Middle School will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan (fire drills, tornado drills, intruder alerts). Critical Success Factor: School Climate (Title I SW: 10) (Target Group: All)	Principal	August - May	(O)No Associated Cost, (O)Staff Time	Summative - Summative - Documentation from safety drills and incidence reports (May)
5. Borger Middle School will utilize the RAPTOR visitor management system along with automatic locking front doors that have to be unlocked by staff in the office to let visitors in the building. Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All)	Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (May)
6. Borger Middle School assigns teachers to duty stations in common areas to monitor students and promote safety. Critical Success	Assistant Principal(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost, (O)Staff Time	Summative - Formative - Observations made by the campus administration.

BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Factor: School Climate (Title I SW: 1,9) (Target Group: All)				(Weekly)
7. Community wide drug free rally during Red Ribbon Week (student programs and drug awareness materials distributed). Critical Success factor: Family and Community Engagement and School Climate (Title I SW: 1) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	October	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets from rally, weekly agenda of activities (October) Summative - Reduction in documented discipline instances of drug use by students (May)

BORGER MIDDLE

Goal 4. Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

Objective 3. Borger Middle School will increase attendance rate by 1% for the school year by utilizing the Positive Behavior Intervention and Support Team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will utilize the Campus Site Base Committee and the Attendance clerk to identify ways to increase school attendance by 1% for the current school year. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Monitor attendance records every six weeks compared to previous year and annual attendance record. (May)

BORGER MIDDLE

Goal 4. Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

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

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

BORGER MIDDLE

Goal 4. Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

Objective 5. 100% of Borger Middle School students will have access to a licensed counselor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School provides 100% of the student population with access to Dial Care in order to provide 24hr access to a licensed professional counselor. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal	Aug - May	(F)ESSER Funds (from American Rescue Plan)	

BORGER MIDDLE

Goal 5. Borger Middle School will promote a well rounded athletic program that will bring pride and tradition to our school.

Objective 1. Borger Middle School will increase the number of multi-sport student athletes in our athletic program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School coaching leadership will seek to include all interested students in team athletics, promoting all students to try out for a sports team. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Boys Athletic Coordinator, Girls Athletic Coordinator, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	Summative - Review the number of students in the athletic program each year.
2. Borger Middle School will partner with Borger High School to provide high school mentoring/coaching opportunities and/or facilities for practice at the high school,for the middle school athletic students. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Athletic Director, Boys Athletic Coordinator, Girls Athletic Coordinator, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	
3. Borger Middle School coaching leadership will continue to provide information to parents regarding the athletics philosophy and student and parent expectations. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Boys Athletic Coordinator, Girls Athletic Coordinator, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	

BORGER MIDDLE

Goal 5. Borger Middle School will promote a well rounded athletic program that will bring pride and tradition to our school.

Objective 2. Borger Middle School will ensure that the athletic coaching staff is well staffed and receiving the proper training to be successful.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will provide professional development opportunities for our coaching staff both within and outside of the district. (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6,7)	Athletic Director, Principal	Aug-May	(O)Access to facilities, (O)Campus Based Professional Development, (S)Local Funds	Summative - Records and documentation of training's and workshops. (May)

BORGER MIDDLE

Goal 6. (Goal 6) Borger Middle School will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 1. (Objective 1) The LEA 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. The LEA will utilize staff and resources to provide acceleration and intervention to address student learning gaps. (Target Group: All)	Assistant Principal(s), 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. (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	

Comprehensive Needs Assessment

Demographics

Demographics Strengths

BMS has maintained a high number of students in the Gifted and Talented Program (PEAK). 7% of the student population.

BMS has a high percentage of students with disabilities that are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms.

Relatively stable student population. Diversity in student population.

Positive teacher to student ratio (16:1).

Demographics Weaknesses

BMS has a large population of EB students (11% of total population).

44% of the students are economically disadvantaged.

Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, the learning disabled, and inclusion with regard to these student groups.

Teachers teaching in ELA curriculum class will obtain their ESL supplemental certification.

Monitor the progress of economically disadvantaged students and provide academic assistance as needed.

Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs.

Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children's academic progress.

Average daily attendance was at 92% this year.

Demographics Needs

Comprehensive Needs Assessment

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Average daily attendance was at 92% this year.

Demographics Summary

N/A

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Feedback regarding teacher performance is provided to teachers.

BMS has two full time RTI teachers to assist in student's academic gaps.

The 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.

Increasing staff diversity.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Increased number of instructional assistants in core classes.

TIL coaching.

Staff Quality, Recruitment and Retention Weaknesses

New teachers on campus and especially new teachers to the profession need to be mentored specific to BMS. We have a rigorous schedule, and it can be difficult to learn how it all works.

In order to improve the pedagogical knowledge and skills of teachers to improve instruction and learning new teachers will study the books, The Fundamental 5.

In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities.

Staff Quality, Recruitment and Retention Needs

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In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities.

Staff Quality, Recruitment and Retention Summary

N/A

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Scores on common assessments which test the TEKS to be covered every six weeks reflect increased rigor and the depth and complexity of the curriculum.

Challenging computer based STAAR preparation programs such as the Study Island, Lexia, Fastforward, Kessler, and Think Through Math (Imagine Learning) to encourage higher order thinking and deeper understanding.

Teachers are provided with planning days throughout the year, as well as daily common conferences, for resource calibration and collaborative lesson planning with other teachers in their subject area.

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.

Accelerated Instruction after- school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests.

Data meetings are held after each 6 weeks assessment.

Curriculum, Instruction and Assessment Weaknesses

Teachers need to continue to work more collaboration within their department.

Zeros Aren't Permitted (ZAP) will continue this year to help students be successful academically.

Continue to utilize a variety of research- based resources to provide instruction, assessment, and STAAR preparation such as Study Island (reading, history, and science), Stem Scopes (science).

Increase cross curriculum/grade level collaborative meetings.

Trainings on new STAAR format.

Curriculum, Instruction and Assessment Needs

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Continue to utilize a variety of research- based resources to provide instruction, assessment, and STAAR preparation such as Study Island (reading, history, and science), Stem Scopes (science).

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Increase cross curriculum/grade level collaborative meetings.

Trainings on new STAAR format.

Curriculum, Instruction and Assessment Summary

N/A

Technology

Technology Strengths

The district provided Chromebooks for every student at BMS. Wireless access to the internet is available throughout the school.

Smart boards, document cameras, flip tvs, and a teacher computer, chromebook/iPad are in every core subject classroom.

Teachers utilize Google Classroom to provide technology rich instruction.

BMS utilizes educational software programs for instructional purposes, especially STAAR preparation (Study Island [math, reading, social studies, & science]).

EB students were given Ipads to help with translation during class time.

BMS utilizes goguardian to lockdown chromebooks during lessons and testing.

Technology Weaknesses

Many projectors need to be replaced/ repaired/ adjusted so that they can be utilized with the lights on in the classroom. In many classrooms the glare makes it necessary for the lights to be off in order for students to see what is being projected.

Projectors/smartboards in classrooms need to be replaced with smart tvs.

Comprehensive Needs Assessment

Technology Needs

Many projectors need to be replaced/ repaired/ adjusted so that they can be utilized with the lights on in the classroom. In many classrooms the glare makes it necessary for the lights to be off in order for students to see what is being projected.

Projectors/smartboards in classrooms need to be replaced with smart tvs.

Technology Summary

N/A