

BORGER H S

Campus Improvement Plan

2012/2013

Date Reviewed: 10/11/12

Date Approved: 10/11/12

BORGER H S Site Base

Name	Position
Ammerman, Matt	Principal
Boren, Suzy	Parent
Bridges, Christian	SPED Math/Inclusion
Conaway, DeDe	Assistant Principal
Denton, Bree	CTE
Forrest, Elizabeth	Spanish/Department Head
Johnson, Deborah	Assistant Principal
McCarty, Rick	Science
Price, Jud	Business Member
Price, Karen	ESL
Schroeder, Barbie	Instructional Services Coordinator
Ward, Kim	Frank Phillips College

Borger High School 2012 Campus Needs Assessment

Introduction

The Borger High School SBDM committee met on September 21, 2012 in order to assess the needs and strengths of Borger High School. The needs assessment enabled the committee to identify gaps in curriculum, instruction, and other areas of importance. Evidence compiled from the needs assessment were used to develop activities/strategies in the Campus Improvement Plan. Recommendations for the 2012-2013 Campus Improvement Plan were based on the study/disaggregation of the following data:

- a. STAAR/TAKS data
- b. AYP data
- c. ACT/SAT results
- d. Parent Surveys
- e. Campus Demographic Data

Demographics

Borger, Texas is located in the Texas Panhandle in Hutchinson County. Borger High School consists of four grades (9th - 12th) and serves around 800 students. According to the latest AEIS report, Borger High School is approximately 5 percent African-American, 35 percent Hispanic and 59 percent White. Also according to the latest AEIS report, 5.4 percent of the campus is listed as Bilingual/ESL, 78 percent CTE, 5.8 percent Gifted and Talented and 16 percent of the campus is listed as special education. Finally, 31 percent of the campus is listed as Economically Disadvantaged and 54 percent of the campus is At-Risk according to the latest AEIS report. Hispanic, At-Risk and Economically Disadvantaged populations continue to increase.

Student Findings

Borger High School is transitioning from TAKS to STAAR.

The 2011-2012 ninth grade class was overall not successful on STAAR test when raw score data is compared with Region 16 raw score averages. Algebra I (including 8th grade) was 61% or 21 points below the Region 16 average. Biology was 82% or 3 points below the Region 16 average. English I Reading was 48% or 16 points below the Region 16 average. English I Writing was 36% or 15 points below the Region 16 average. World Geography was 64% or 13 points below the Region 16 average. Only 95 of the 240 ninth graders passed all five tests.

The 2011-2012 Sophomore class was overall not successful on TAKS. In math, they scored 46% compared to 74% statewide. In science, they scored 65% compared to 75% statewide. In ELA, they scored 79% compared to 91% statewide. In social studies they scored 87% compared to 94% statewide. In all four TAKS tested areas, Borger High School fell below state averages with math being the weakest subject tested and falling 28 points below state average.

The 2011-2012 Junior class did overall very well compared to the other grades at Borger High School and did compare well with state testing results. In math, they scored 84% compared to 91% statewide. In science, they scored 94%, which met the state average and was the best ever by 7%. In ELA, they scored 92% compared to 93% statewide. In Social Studies, they scored at 98% and met the state average.

Overall, it was found that Special Education, Economically Disadvantaged and Hispanic students scored lower on tests than other students and that these areas are an increasing part of the student population or, as in the case of the Special Education students are at a higher percentage of the population compared to the district overall.

Campus Needs Assessment Priorities

Goal 1:

Borger High School students will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Goal 2:

Borger High School will implement timely and necessary professional development in order to increase student achievement and improve the teaching and learning process.

Goal 3:

Borger High School will establish clear communication methods between the administration and staff and between the school and parents with the goal of building trust.

Goal 4:

Borger High School will strengthen the current PAP, AP and Concurrent program.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 1. Borger High School will achieve alignment between the written, taught and tested curriculum as evidenced by Reading- All Students 14% increase or (79-93) RI of 81%, Hispanic 18% increase or (75-93) RI of 78, White 12% increase or (78-93) RI of 78%, Economically Disadvantaged 17% increase or (76-93) or RI of 78%, Special Education 50% increase or (43-93) or 49%, LEP 54% increase (38-93) or RI of 44%. Math- All Students 47% increase or (45-92) or RI of 51%, African American 48% increase or (44-92) or RI of 50%, Hispanic 51% increase or (41-92) or 47%, Economically Disadvantaged 60% increase or (32-92) or 39%, Special Education 78% increase or (14%-92) or RI of 23%, LEP 69% increase (23-92) or RI of 31%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization of KILGO components to support curriculum alignment and assessment development.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal, Teacher(s)	August 2012 - May 2013	(L)Local Taxes and State Per Capita Allotments	Common Formative assessment for each six weeks.
2. Weekly verb discussions and two-week chunk meetings to make sure that instruction is aligned to the rigor of the verb and the pacing of instruction is aligned with Kilgo.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal	August 2012 - May 2013	(L)Local SSA (Shared Services Arrangement)	Common Formative Assessment and STAAR/TAKS results.
3. Training in and development of common formative assessments and benchmarks reflective of new state assessment rigor.	Executive Director of Special Programs, Instructional Liaison, Principal	November 2012	(L)Local SSA (Shared Services Arrangement)	Formative - Common formative assessments every 6 weeks.
4. New employees to the district or to grade levels will have the opportunity to attend KILGO Scope and Sequence and Data Driven Decision Making to support implementation sustainability efforts.	Executive Director of Special Programs, Principal	District Designated Days	(O)District Aligned Professional Development, (O)Personnel	Summative - Certificates of completion and agenda
5. Verification of consistent implementation of scope and sequence through lesson plan audits.	Assistant Principal(s), Principal	August 2012 - May 2014	(O)Educator Lesson Plans, (O)Staff Time	Formative - Common Formative Assessments every 6 weeks. Lesson plan audit results and improved students achievement every 9-12 weeks.
6. Administrators will meet with departments to disegergrate and analyze common formative assessments in order to place studnets in appropriate tiered interventions.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal	August 2012 - May 2013	(O)Access to Student Performance Data	Increased passing rates on common formative assessments/STAAR/TAKS.
7. Collaborative planning times (Treasure Hunts) will be scheduled every 6 week for core-teachers.	Instructional Liaison, Principal	August 2012 - May 2013	(L)Local Taxes and State Per Capita Allotments	AESOP records and sign-in sheets
8. Alignment fo instruction, curriculum, and resources to address the content, context verb, and academic vocabulary to the depth and complexity of the TEK/SE.	Assistant Principal(s), Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2012 - May 2014	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Formative - Common formative assessments every 6 weeks. Increase scores on state assessments.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Developments of District curriculum team to analyze and develop resource documents that align KILGO and CSCOPE components.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	October 2012	(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (O)Access to Student Performance Data	Summative - Increase student achievement on state and local assessments. Sign in sheets, and working copies of curriculum.
10. Alignment of resources through utilization of district created resources rubric and resource calibration instrument.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal	August 2012 - May 2014	(O)Resource Calibration Instrument, (O)Teacher pedagogy	Summative - Increased students achievement scores as evidenced through local and state assessments.
11. Borger HS will continue to utilize the previously developed plan for students transitioning from DAEP to ensure consistency in curriculum alignment and rigor level while in an alternative placement.	Assistant Principal(s), Principal	August 2012 - May 2014	(O)No Associated Cost	Formative - Students plans, communication logs, students achievement scores on local assessments post DAEP placements.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 2. Borger High School will promote highly effective instruction that will meet the needs of all students and increase student achievement as evidenced by: Reading- All Students 14% increase or (79-93) RI of 81%, Hispanic 18% increase or (75-93) RI of 78, White 12% increase or (78-93) RI of 78%, Economically Disadvantaged 17% increase or (76-93) or RI of 78%, Special Education 50% increase or (43-93) or 49%, LEP 54% increase (38-93) or RI of 44%. Math- All Students 47% increase or (45-92) or RI of 51%, African American 48% increase or (44-92) or RI of 50%, Hispanic 51% increase or (41-92) or 47%, Economically Disadvantaged 60% increase or (32-92) or 39%, Special Education 78% increase or (14%-92) or RI of 23%, LEP 69% increase (23-92) or RI of

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide systematic and sustained professional development through instructional coaching.		August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Contact log, coaching documentation and increased teacher pedagogy as evidenced by walk through data and PDAS.
2. Utilization of higher level/open ended questioning, requiring multi-step processing.	Assistant Principal(s), Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2012 - May 2014	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Summative - Administrator walk through data, lesson plan audits every 6-9 weeks. increased student achievement as evidence by increased performance on state and local assessments.
3. Campus and district administrators will utilize new walk through procedures to gather data and monitor the effectiveness of classroom instruction. Collected data will be analyzed for areas of teacher need and strategic plan will be created to address those needs.	Assistant Principal(s), Principal	August 2012 - May 2014-every 6 weeks	(O)No Associated Cost	Summative - Administrator walk through data, action plans every 6 weeks. PDAS evaluations.
4. Utilization of sheltered instructional strategies and english language proficiency standard to scaffold instruction.	Core Subject Teachers, Director of Curriculum and Instruction, Principal	August 2012 - May 2014	(O)Campus Based Professional Development, (O)Staff Time, (O)Teacher pedagogy	Summative - Instructional coaching logs, walk through action plans every 6 weeks. Increased student achievement scores as evidence through local and state assessments.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 3. Borger HS will provide intensive interventions remediation, and prevention strategies for students not mastering grade level content or previous year's state assessment. Reading- All Students 14% increase or (79-93) RI of 81%, Hispanic 18% increase or (75-93) RI of 78, White 12% increase or (78-93) RI of 78%, Economically Disadvantaged 17% increase or (76-93) or RI of 78%, Special Education 50% increase or (43-93) or 49%, LEP 54% increase (38-93) or RI of 44%. Math- All Students 47% increase or (45-92) or RI of 51%, African American 48% increase or (44-92) or RI of 50%, Hispanic 51% increase or (41-92) or 47%, Economically Disadvantaged 60% increase or (32-92) or 39%, Special Education 78% increase or (14%-92) or RI of 23%, LEP 69% incre

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will use Flex in core areas for students not successful on the previous year's state assessment and as a preventive strategy to increase student achievement on the state assessment.	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Increased student achievement scores as evidenced through local and state assessments.
2. Borger ISD will utilize an afterschool "ZAP" or Zeroes Aren't Permitted program to address the needs of studnets who fail to complete assignmenets.	Assistant Principal(s), Core Subject Teachers, Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Record of students attendance and increase in achievement as evidenced through course grades.
3. Borger HS will provide students needing remediation opportunities for summer school	Assistant Principal(s), Core Subject Teachers, Principal	June 2012 and June 2013	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plans and attendance logs and post assessment results.

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Objective 4. The District will promote highly effective instruction for LEP and Special Education students to increase student achievement and close identified learning gaps. Reading LEP 54% increase (38-93) or RI of 44% and Special Education 50% increase or (43-93). Math Special Education 78% increase or (14%-92) or RI of 23%, LEP 69% increase (23-92) or RI of 31%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Education teachers and general education teachers will participate in common professional learning communities and resource collaboration teams to analyze students data, align instructional practices, collaborate resources and increase teacher pedagogy.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal, Special Education Teachers	September 2012 - May 2013	(O)No Associated Cost	Summative - Sign-In sheets, calibration documentation. Increased student achievement as evidenced by performance on state and local assessments.
2. ELL resources and materials for identified ELL students.	Director of Curriculum and Instruction, Teacher(s)	August 2012 - May 2014	(F)Title III Bilingual / ESL	Summative - Expenditure reports, walk through data, lesson plan audits every 6 weeks. increased scores on local and state assessments.
3. Borger HS will utilize technology programs for designated ESL students to assist in language acquisition.	Director of Curriculum and Instruction, Teacher(s)	August 2012 - May 2013	(F)Title III Bilingual / ESL	Formative - Program student usage logs.
4. Continue to increase use of English Language Proficiency Standards in daily lesson plans and daily instructional delivery.	Assistant Principal(s), Director of Curriculum and Instruction, Principal, Teacher(s)	August 2012 - May 2014	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Lesson plan audits and walk throughs every 6 weeks and increased student achievement on TELPAS.
5. Borger HS will sustain or increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population.	Assistant Principal(s), Director of Curriculum and Instruction, Principal	August 2012 - May 2014	(O)Access to Preparation Class	Summative - ESL endorsement documentation, teacher to student ratio analysis and increase student achievement on state and local assessments.
6. Increase the number of special education students taking the STAAR/critical success factor: Academic Performance.	ARD Committee, Assistant Principal(s), Director of Special Education, Principal, Special Education Teachers	August 2012 - May 2014	(F)IDEA Special Education	Summative - Lesson plans reflecting appropriate TEKS and rigor every 6 weeks and reduction in the number of students taking STAAR M, ARD committee documentation.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 5. Increase enrollment, participation and rigor of PAP, AP, and Concurrent Courses by 5 %.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase enrollment of PAP, AP, and current courses by disseminating information about course availability.	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Liaison, Principal, Teacher(s)	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Increased Enrollment and Advanced Academic Courses.
2. Provide training opportunities to all AP/PAP teachers on a yearly basis.	Assistant Principal(s), Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Training certificates and an increased number of passing scores on AP exams.
3. Meet with Frank Phillips College representatives in order to maintain a strong relationship and seek ways to strengthen concurrent offerings.	Assistant Principal(s), Counselor(s), CTE Coordinator, Instructional Services Coordinator, Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Increased concurrent course offerings.
4. Development of a committee to address advanced academics with a focus on advanced placement, dual credit/concurrent, and increased Advanced, Level III performance on state assessments.	Director of Curriculum and Instruction, G/T Lead Teacher, Principal	August 2012 - May 2014	(O)No Associated Cost	Summative - Sign in sheets, agendas. Increased enrollment and performance in advanced academics classes and on required academic assessments and increased commended performance as evidenced by enrollment numbers and student performance.
5. Continue to facilitate alignment of rigorous Pre-AP/AP curriculum.	Director of Curriculum and Instruction, Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Formative - Lesson Plan audit data, walk through data, AP test scores, STAAR commended scores.
6. Utilize differentiated instructional strategies that are rigorous and relevant to strengthen the quality of instruction in Pre-AP, AP, and dual credit course offerings.	Director of Federal Programs and Instruction, Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments, (O)Materials	Summative - Walk through data, lesson plans audits, and increase in student achievement as evidenced by an increase in number of students scoring 3 or higher on AP exam by 5%.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 5. Increase enrollment, participation and rigor of PAP, AP, and Concurrent Courses by 5 %.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Borger ISD will provide opportunities for students to take the PSAT at 10th and 11th grade.	Assistant Principal(s), Counselor(s), Principal	May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Increase the number of students taking the PSAT.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 6. Borger HS will provide vocational technical education and college preparatory classes to prepare students for the workplace and for post secondary education by increasing participation numbers by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College information is disseminated by counselors on-higher ed requirements.	Counselor(s)	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Count of materials/number of times materials are distributed and increased number of students participating in post secondary education as evidenced by survey, application data.
2. Borger ISD will offer college preparatory activities such as career day, counseling, ASVAB, military recruiting and college days.	Counselor(s), Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Increased number of students interested in post secondary educational opportunities.
3. Development of CTE Advisory Committee to address CTE program needs and program effectiveness.	District CTE Coordinator, Instructional Liaison	August 2012	(O)No Associated Cost	Summative - Sign in sheets, agenda, increased CTE student participation and achievement as demonstrated by enrollment and students performance on state assessment.
4. Borger ISD students will have the opportunity to select course study from a variety of clusters.	District CTE Coordinator, Principal	August 2012 - May 2014	(F)CTE Carl Perkins	Summative - Increased students achievement based upon local and state assessments.
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program.	Counselor(s), District CTE Coordinator	August 2012 - May 2014	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records.

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Objective 7. Borger HS will provide alternative learning environments and modes of instruction to increase graduation rates: Increase of 2% (92% to 94%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued utilization of previously developed processes and procedures to ensure appropriateness of Discretionary DAEP placements.	Assistant Principal(s), Principal	August 2012 - May 2014	(O)No Associated Cost, (O)Personnel	Summative - Reduction in Discretely DAEP placements.
2. Borger HS will continue to utilize the previously developed communication plan between the DAEP and the student's home campus to monitor student progress so that core subject teachers can provide instructional support as needed.	Assistant Principal(s), Principal	August 2012 - May 2014	(O)No Associated Cost, (O)Personnel	Summative - Communication logs, individual students plans, lesson plans, students achievement as evidenced by post DAEP placement assessments.
3. Provide smaller class sized and self-paced curriculum through North Star Academy.	Director of Curriculum and Instruction	August 2012 - May 2014	(S)State Compensatory	Summative - Campus rosters, students credit recovery data, Odyssey preform usage reports and number of students successfully recovering/earning credits to graduate.
4. Homebound instruction for students during post-natal care.	Assistant Principal(s), Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Homebound academic records, homebound attendance record increased students achievement and increased graduation for pregnant and parenting teens.

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Goal 1. Borger High School will improve academic achievement for all students and will meet the 2012-2013 accountability standards.

Objective 8. Borger HS will provide all students education on drug, alcohol, violence, and bullying awareness and prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 2. Borger ISD will increase student achievement by providing high quality professional development.

Objective 1. 100% of Borger ISD 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. Sustained training with Margaret Kilgo consulting in the areas of: Scope and Sequence, Data Driven Decision Making, and Assessment.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	Dates of Training Availability	(F) Title IIA Principal and Teacher Improvement	Formative - Certificates of completion, lesson plan audits, walk through data, PDAS data and local assessment/STAAR/EOC results
2. Collaborative resource calibration team meetings.	Instructional Liaison, Principal, Teacher(s)	Every Six-Nine Weeks	(L) Local Taxes and State Per Capita Allotments	Summative - Sign in sheets and completed resource rubrics turned in to campus administrator and increased students achievement on state and local assessments.
3. Instructional coaches professional development with a focus on building common vocabulary, process skills, and on building an instructional strategy repertoire for leading and coaching.	Professional Educational Consultants	November 2012	(F) Title IIA Principal and Teacher Improvement	Summative - Sign in sheets, certificates of completion (November), increased instructional coaching capacity as evidenced by coaching documentation.
4. Borger ISD will utilize instructional liaisons to facilitate planning, curriculum/assessment alignment and instructional strategies coaching with core content area teachers.	Principal	August 2012 - May 2013	(F) Title IIA Principal and Teacher Improvement	Summative - Instructional coaching documentation, agenda, sign in sheets and increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS.
5. Professional Development to address instructional practices appropriate for preparing students STAAR/EOC testing.	Director of Curriculum and Instruction, Principal, Teacher(s)	August 2012 - May 2014	(F) Title IIA Principal and Teacher Improvement	Summative - Local assessments and STAAR/EOC results. Walk through data and PDAS data.
6. Professional development to address instructional pedagogy.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2012 - May 2014	(F) Title IIA Principal and Teacher Improvement	Summative - sign in sheets and certificates of completion

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Goal 2. Borger ISD will increase student achievement by providing high quality professional development.

Objective 2. Borger HS teachers will be provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development on working with students and families in poverty.	Director of Curriculum and Instruction	August 2012	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates for attendance.
2. Provide professional learning community (PLC) professional development for teachers at Borger HS.	Director of Curriculum and Instruction, Principal, Professional Educational Consultants	August 2012	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificate attendance for 2012
3. Collaborative PLC meetings between CTE coordinator and CTE teachers to monitor implementation of the CTE Continuous Improvement plan.	CTE Coordinator, High School CTE Coordinator, Teacher(s)	August 2012 - May 2013	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Sign in sheets and agendas
4. Designated CTE teachers will attend work-based learner training.	District CTE Coordinator, High School CTE Coordinator, Teacher(s)	October 2012	(F)CTE Carl Perkins	Summative - ESC record of attendance and certificates of completion.
5. Two day step by step inclusion schools training. Focus will be on developing a systems approach to all of the factors impacting inclusive education.	Professional Educational Consultants	January 2013	(F)Title IIA Principal and Teacher Improvement	Formative - Sign in sheets and certificates of completion

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Goal 3. Borger High School will strive to improve public support and confidence.

Objective 1. Borger High School will improve lines of communication and increase campus administrator visibility in order to establish a strong, positive campus climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Detailed communications will be sent out after each department head meeting to all staff to promote consistent knowledge of discussions/activities/campus needs and focus items.	Instructional Liaison, Principal	August 2012 - May 2014	(O)No Associated Cost	Formative - Log of campus instructional communications.
2. Department Heads will meet regularly with their departments and as needed to communicate information that has been given to them for distribution.	Instructional Liaison, Principal	August 2012 - May 2013	(L)Local SSA (Shared Services Arrangement)	Department Meeting Agendas and sign-in sheets
4. Parents will have the opportunity to meet with teachers to discuss their child's academic achievement during "Parent Teacher Conference Day" and throughout the year when needed.	Assistant Principal(s), Principal, Teacher(s)	October 2012 on going as needed	(O)No Associated Cost, (O)Personnel	Summative - Number of parent participants as evidence by sign in sheets.
9. Provide parents with the information regarding Borger HS: Calendar of Events, Channel 12, District Website, Regular Campus Communications, Campus Newsletters, Borger Herald Articles, Reports Cards.	Assistant Principal(s), Parent Involvement Coordinators, Principal, Superintendent(s), Teacher(s)	August 2012 - May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Increased Parent Involvement as evidence by school contacts, volunteer sign in sheets.
10. Automative Calling system will be used to inform parents of upcoming testing, calendar items, grade reporting dates and other important information.	Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Formative - Increase parent participation.
11. Borger High School administrators will be visible in the hallways and in classrooms in order to be available to answer questions or talk about concerns.	Assistant Principal(s), Principal	August 2012 - May 2014	(O)No Associated Cost	Formative - Data from campus administrator log
12. Borger High School administrators and staff will return emails and phone calls to parents in a timely manner.	Assistant Principal(s), Principal, Teacher(s)	August 2012 - May 2014	(O)No Associated Cost	Summative - Communication logs

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Goal 3. Borger High School will strive to improve public support and confidence.

Objective 2. Borger HS will promote parent/community partnerships in education by increasing parental/community involvement opportunities by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will host back to school orientation "New Year's Party".	Assistant Principal(s), Principal, Teacher(s)	August 2012	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced by sign in sheets.
2. Increase parental involvement in the education of children through ARD meeting, LPAC meeting, parent volunteer program, School Orientations, and Family nights.	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2012 - May 2013	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheet and agendas
3. Borger HS campus will host PTO and Booster Club organization.	Assistant Principal(s), Principal, Teacher(s)	Monthly	(O)No Associated Cost	Summative - Number of parent participants as evidenced by memberships
4. Borger HS will provide opportunities for parent involvement through parent/teacher compacts, parent advisory and site based meeting.	Assistant Principal(s), Parent Involvement Coordinators, Principal	August 2012 - May 2013	(O)No Associated Cost, (O)Personnel	Summative - Parent involvement and sign in sheets
5. Parents received a copy of the School Improvement LEA Parent Notification letter in their student's back to school packet. The letter is posted on district website and new students enrolling in the district receive a copy in their enrollment packet.	Director of Federal Programs and Instruction	August 2012	(O)No Associated Cost	Summative - Copy of Letter, parent signatures of receipt, posting on district website, TEA submission documentation.

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Goal 3. Borger High School will strive to improve public support and confidence.

Objective 3. Borger HS will provide translation services for Non-English speaking parents 100% of the time and 95% of written communication will be available in English/Spanish.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS campus will designate at least one person to translate Spanish/English for conferences.	Principal	August 2012 - May 2013	(O)No Associated Cost, (O)Personnel	Summative - Parent Participation as evidenced through conferences sign in sheets.
2. Borger HS will to the extent possible, provide written communications from campus and district in both English/Spanish.	Assistant Principal(s), Parent Involvement Coordinators, Principal	August 2012 - May 2013	(O)No Associated Cost	Summative - Copies of parental communication in English and Spanish.

BORGER H S

Goal 4. Borger HS will create and maintain a safe environment.

Objective 1. Borger HS will provide all students with trainings on drug, alcohol, violence, bullying awareness, and prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community wide drug free rally during Red Ribbon Week (student programs and drug awareness materials distributed.).	Assistant Superintendent(s), Principal	October 2012	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets
2. All High School staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan.	Principal	August 2012 - May 2014	(O)No Associated Cost	Summative - Documentation of safety drills and incidence reports.

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Goal 4. Borger HS will create and maintain a safe environment.

Objective 2. Borger HS staff will implement established safety procedures 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will utilize the RAPTOR visitor management system.	Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Visitor Data Records.
2. Borger HS will utilize surveillance cameras to monitor parking lots and facilities.	Director of Environmental Services, Principal	August 2012 - May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Surveillance records and decrease in vandalism, loitering, facility safety.