

# BORGER ISD

## **District Improvement Plan**

2013/2015

*Excellence begins now.*

Date Reviewed: 10/10/13

Date Approved: 10/10/13

# BORGER ISD

## **Mission**

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

## **Vision**

*Borger I.S.D.  
Belief Statements*

*We believe that:*

*The core business of the district is classroom instruction and curriculum*

*Academic achievement is a primary focus*

*Rigorous classroom instruction and high expectations are key to students reaching their academic potential*

*Deep alignment between the written, taught, and tested curriculum is the foundation of academic achievement*

*All students can learn by using a variety of instructional strategies and by allotting the necessary instructional time each student needs*

## **Vision Continued**

*A physically and emotionally safe environment promotes student learning*

*Student welfare is the primary focus of all decisions*

*All students deserve a quality school and a quality education*

*Student success is enhanced by positive relationships and mutual respect*

*All stakeholders (students, parents, district employees, board members, and community members) share the responsibility for fulfilling the district's mission*

*Commitment to continuous improvement of all district activities is vital*

### Nondiscrimination Notice

BORGER ISD 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 ISD Site Base

Name	Position
Blansett, Amy	District Level Professional
Brown, Patti	District Level Professional
Butler, Priscilla	IS/Sped.
Coleman, Paula	HS/CTE
Francis, Katie	Kindergarten
Guest, Corey	MS/Science
Howard, Tracy	HS/Science
McCarthy, Tony	Ex-officio Member
McDonald, Marcy	Crockett Teacher
McKinney, Cathy	MS/S.S.
McMurry, Julie	Parent
Newell, Cyndi	IS/ELA
Olin, Janet	2nd Grade
Plumley, Jodina	Business Representative
Rosser, Ken	Non-Classroom Professional
Savage, Bonnie	1st Grade
Walker, Pam	HS Math/Admin. Assist.
Webb, Mike	Community Representative
Welch, Chance	District Level Professional
Wilson, Kim	4th Grade

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2013/2015 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

**Borger Independent School District**  
**Needs Assessment**  
**Data Utilized from 2012-2013 school year for 2013-2015 planning**

### **Introduction**

A comprehensive district needs assessment was conducted in order to make informed decisions concerning the quality of Borger ISD programs and services for the 2013-2014 school year and beyond. The areas considered included student performance, parental involvement, teacher satisfaction, and the success of campus improvement initiatives. A District comprehensive needs assessment addressing District student performance on the STAAR Data- TAKS Equivalency Raw Data and Adequate Yearly Progress along with other appropriate measures of performance were disaggregated by all student groups served by the district , including categories of ethnicity, socioeconomic status, and populations served by special programs. Recommendations for the 2013-2015 District Improvement Plan are based on the following data:

- State Assessment Results -student performance
- State Indexes (Performance-Index 1, Student Progress-Index 2, Closing Performance Gaps- Index 3, Postsecondary Readiness-Index 4)
- AYP Systems Safeguards
- Parent Surveys
- Focus Groups
- Teacher interviews
- Staff Development Needs
- Best Practices

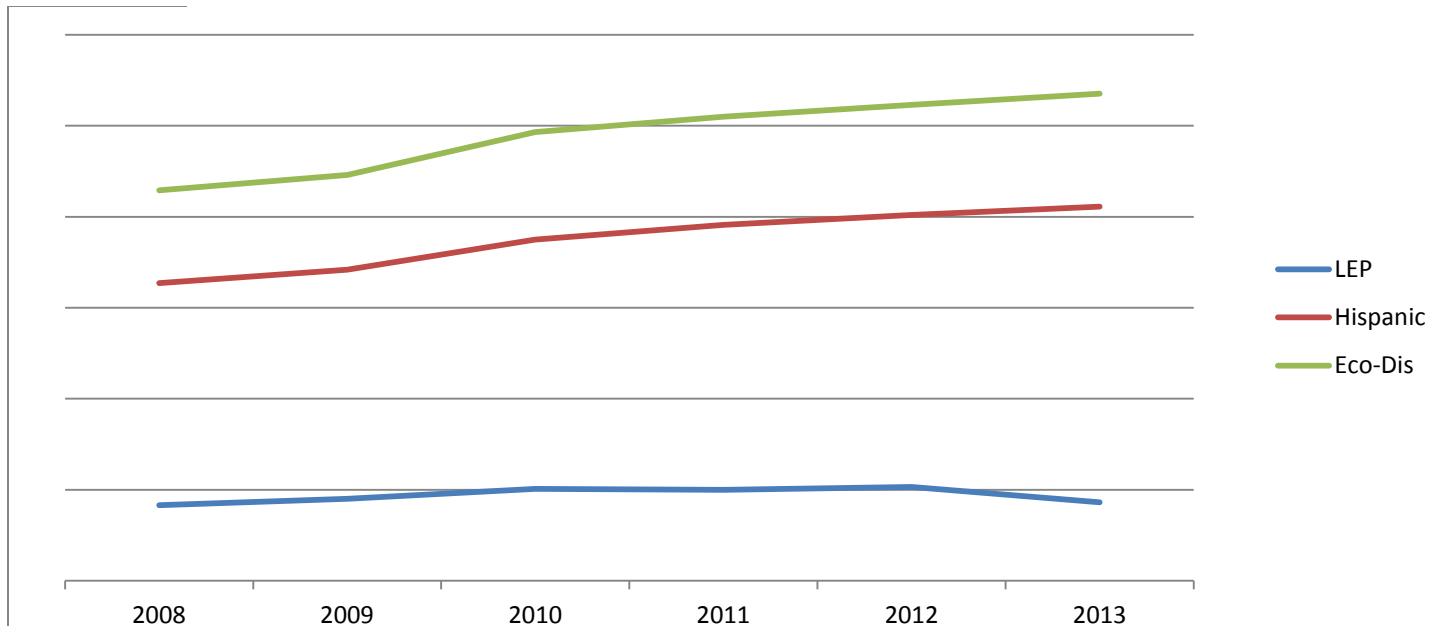
### **Demographics**

Borger, Texas is located in the Texas Panhandle in Hutchinson County. The district serves 2819 students. It is in a rural district with 6 campuses. Five of the campuses are Title 1. District campuses are single attendance:

- Paul Belton Elementary- Pre K and Kindergarten (Name changed from Paul Belton Early Childhood Center 2012-2013 school year)
- Gateway Elementary- 1<sup>st</sup> and 2<sup>nd</sup> grades
- Crockett Elementary School- 3<sup>rd</sup> and 4<sup>th</sup> grades
- Borger Intermediate- 5<sup>th</sup> grade
- Borger Middle School- 6<sup>th</sup>-8<sup>th</sup> grades
- Borger High School-9<sup>th</sup>-12<sup>th</sup> grades

Borger ISD is becoming an ethnically diverse district. Approximately 53.55% of the students are eligible for free or reduced-price lunches under the National School Lunch Program. (Residing calculations are 56.13%). The numbers of, Hispanic, Economically Disadvantaged, and Migrant students have steadily grown over the last four years. Borger ISD has seen an increase in homeless and migrant populations from 2010-2013. There was a slight decrease in the number of LEP, Homeless, and At Risk populations for the 2012-2013 school year.

## Hispanic, Economic Disadvantaged and LEP Numbers



YEAR	2008	2009	2010	2011	2012	2013
LEP % of Enrollment	8.3	9.0	10.1	10.0	10.3	8.64
Hispanic % of Enrollment	32.7	34.2	37.5	40.0	40.2	41.11
Eco/Disadvantaged % of Enrollment	42.9	44.6	49.3	51.0	52.3	53.55

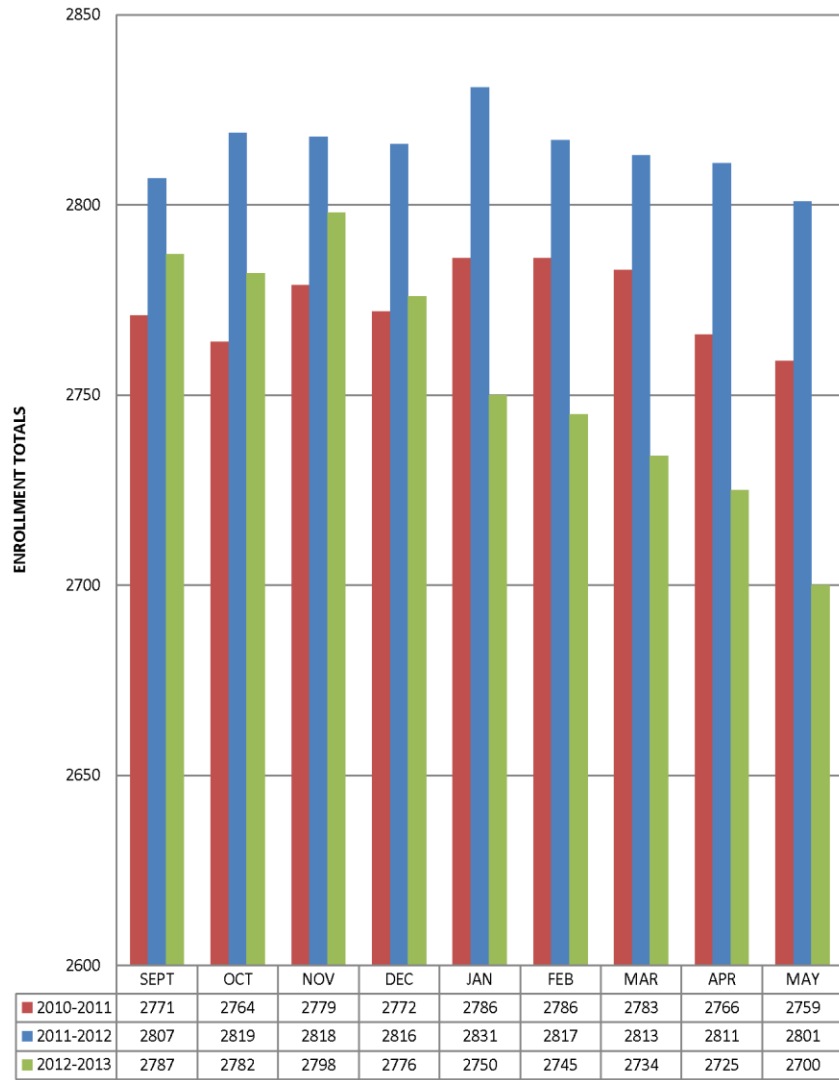
### Homeless and Migrant Demographics 2010-2013

School Year	2010-2011	2011-2012	2012-2013
Migrant	0	5	8
Homeless	12	24	19
At Risk	1215	1170	1073

### Title 1 Eligibility

Based Upon Residing %	2011-2012	2012-2013
Paul Belton ECC	67.40%	71.20
Gateway Elementary	65.75%	64.90
Crockett Elementary	58.81%	61.50
Borger Intermediate	58.64%	57.40
Borger Middle School	51.65%	56.70
Borger High School	32.41%	37.60
District	52.64%	56.13%

### BISD ENROLLMENT COMPARISONS



Three year data comparisons for district enrollment (years 2010-201, 2011-2012, 2012-2013)



The State of Texas Assessments of Academic Readiness (**STAAR**) instrument is a vital resource for determining student achievement in Borger ISD and all Texas public schools. Some other assessment instruments used to determine student achievement include the STAR Reading Literacy test, I-Station Reading Level test, and TELPAS Reading/Holistic Observation for identified LEP students. The district also utilized benchmark testing results throughout the school year to make data-driven instructional decisions and to determine Response to Intervention (RTI) placements for students.

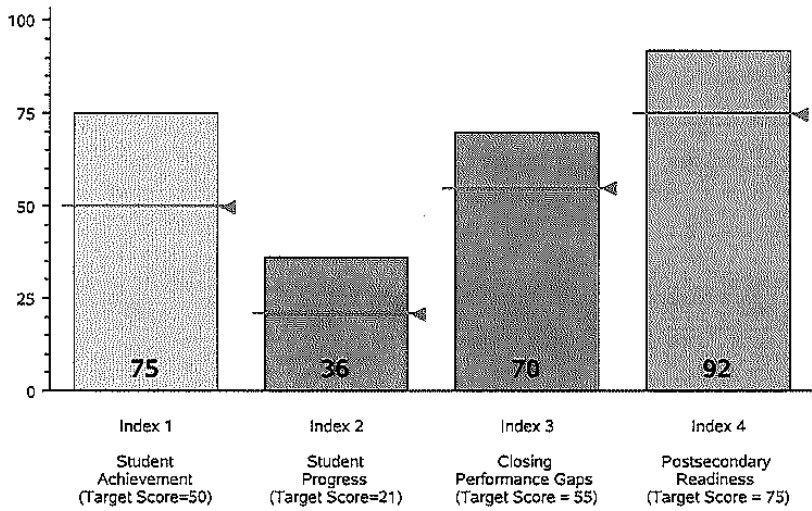
# TEXAS EDUCATION AGENCY 2013 Accountability Summary BORGER ISD (117901)

## Accountability Rating

### Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

## Performance Index Report



## System Safeguards

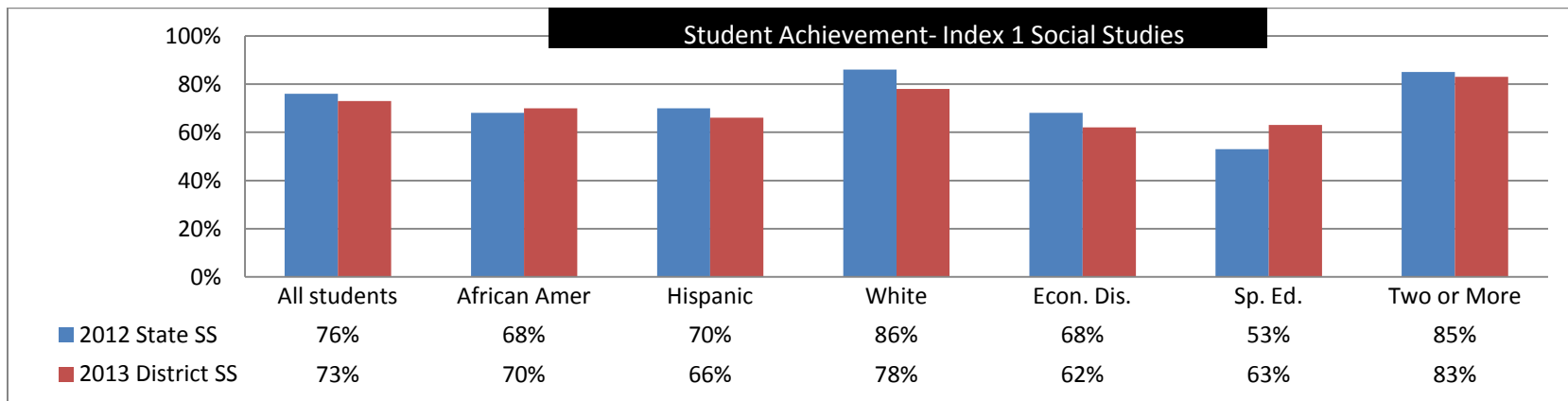
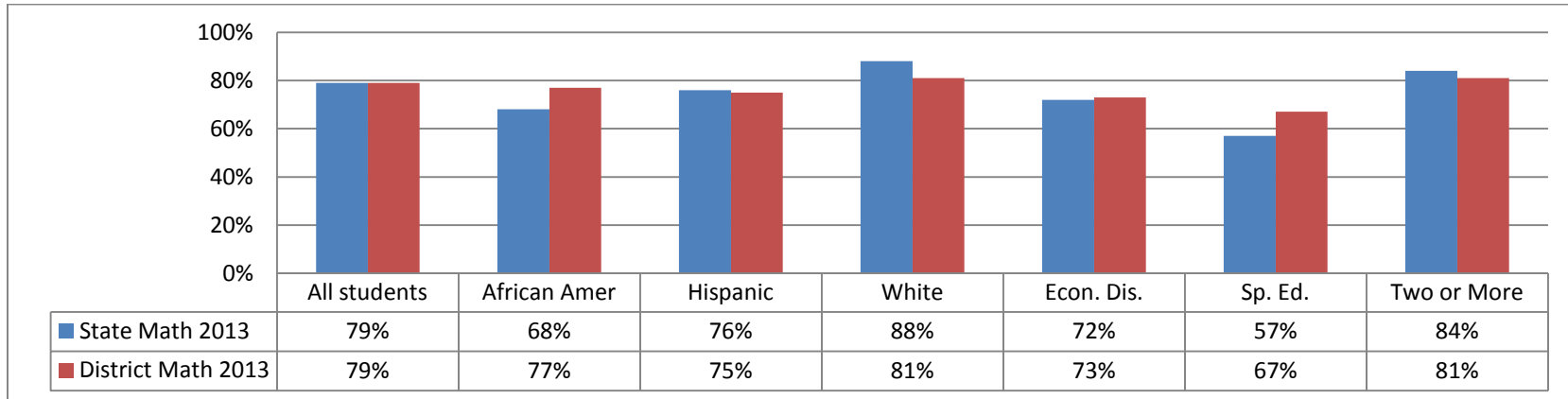
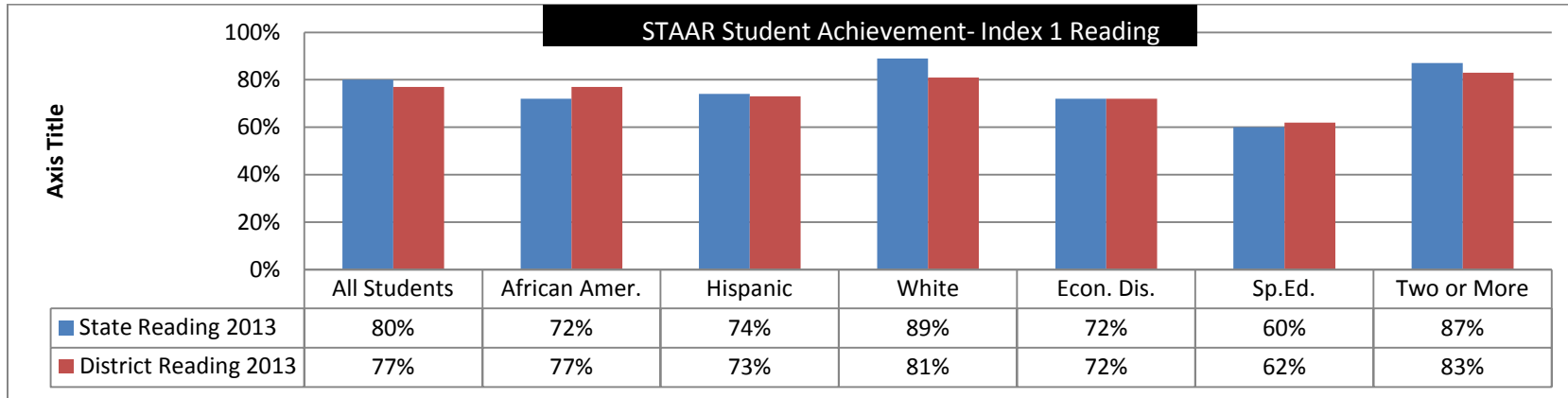
### Number and Percent of Indicators Met

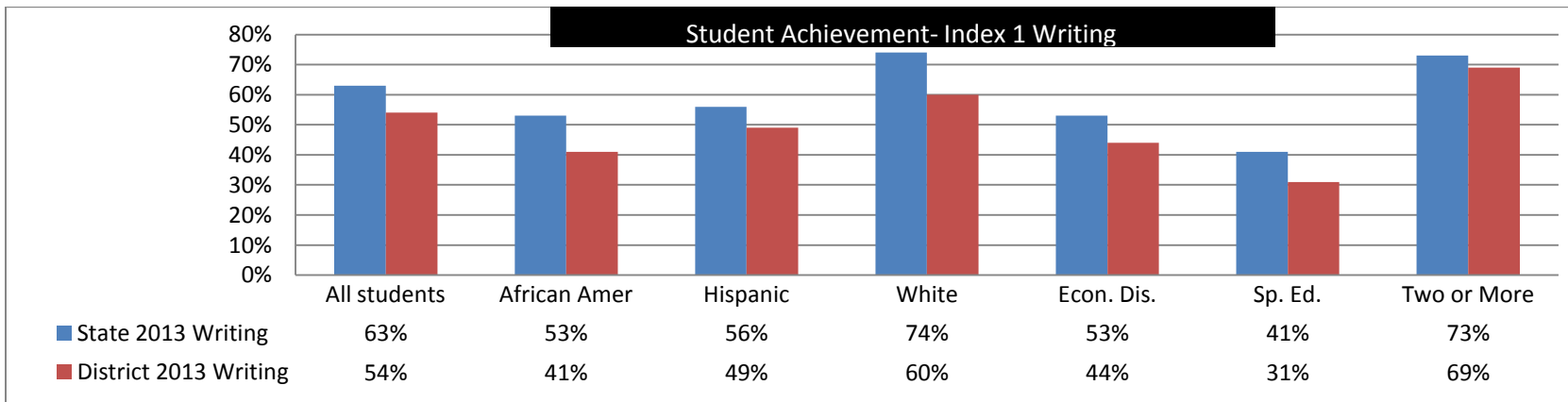
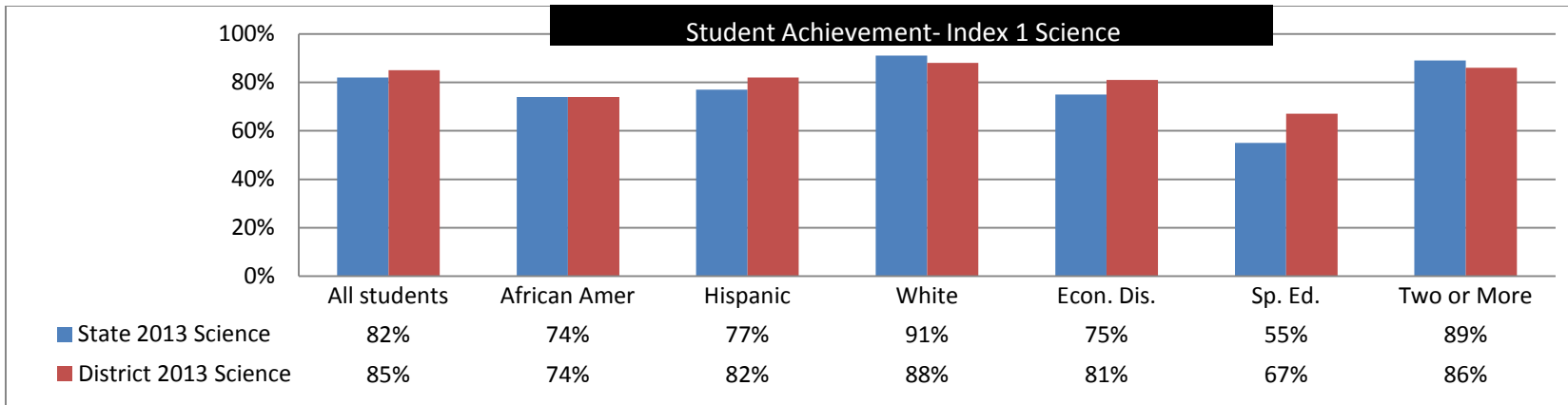
Performance Rates	32 out of 38 = 84%
Participation Rates	17 out of 17 = 100%
Graduation Rates	5 out of 5 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
<b>Total</b>	<b>54 out of 61 = 89%</b>

#### Summary of Findings:

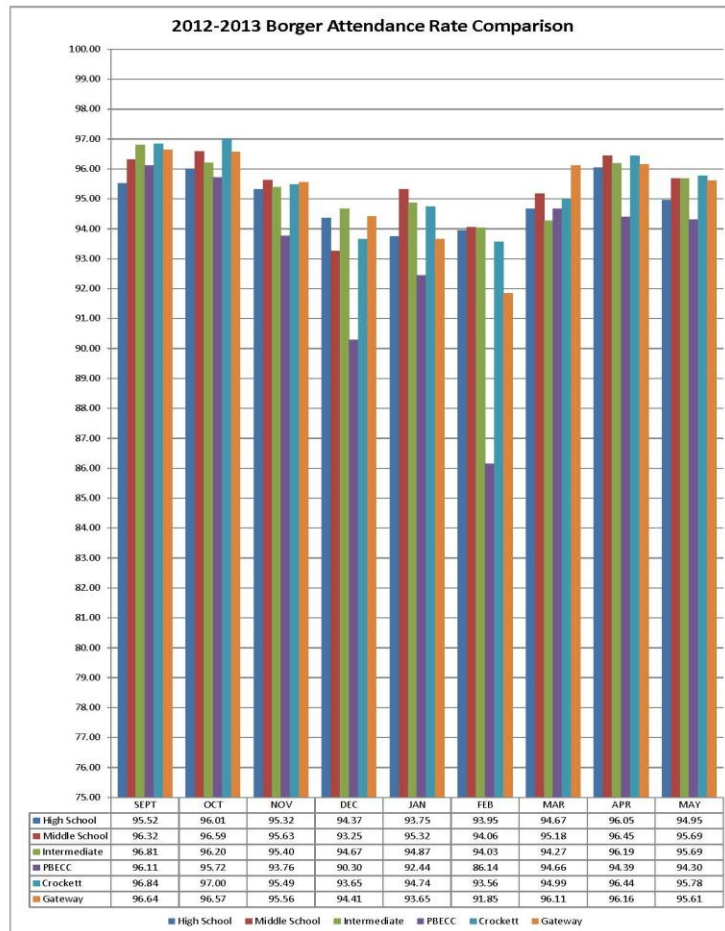
Borger ISD missed 7 cells of the System Safeguards. Evaluation of the cells shows that writing is an area of focus for the district.

# State and District Student Achievement Comparison





## Campus and District Attendance Comparisons



An analysis of the 2012-2013 school year student attendance for Borger ISD indicates that attendance rates for the district are at 95.3%. The district goal is 96% for the district and each campus. The district and each campus have strived to create a well articulated attendance plan that is cohesive and used throughout each campus in the district. The plan outlines policies and procedures that indicate when parent notifications regarding absences are to be conducted. Parents of students that exhibit consistent, poor attendance are contacted. Attendance letters and the utilization of the District Attendance officer are used to inform parents of compliance issues and the importance of consistent attendance for their child's education. Each campus has also worked to create incentives that encourage student attendance.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Data Sources Reviewed:

- ❖ Region XIII District Snapshot
- ❖ Instructional Design/Delivery
- ❖ PDAS
- ❖ Walk Through Data
- ❖ Lesson Plan Audits
- ❖ Common Formative Assessments
- ❖ Assessment Item Analysis
- ❖ STAAR

STRENGTHS	NEEDS
<p>Balanced Literacy Reading Initiative Reading Level Results <i>Paul Belton Elementary School and Gateway Elementary</i></p> <p><u>Paul Belton</u> Kindergarten-84% at Level C or higher (14% gain over 2011-2012), 61% Level D or higher</p> <p><u>Gateway</u> 1<sup>st</sup> Grade-79% at Level J or higher. 2<sup>nd</sup> Grade-88% at Level M-N or higher</p>	<p>Continued implementation of Balanced Literacy Sustainability Plan and monitoring of implementation. Addition of 3<sup>rd</sup>/4<sup>th</sup>, and 5<sup>th</sup> grades to Balanced Literacy training and implementation to create a strong Instructional vertical alignment. Develop Borger ISD Adolescent Literacy Plan</p>
<p>SIOP Instructional Strategies Initiative</p>	<p>Continue implementation of SIOP sustainability plan at Crockett with coaching/feedback sessions to ensure implementation fidelity. Addition of Gateway Elementary and Borger Intermediate to the initiative. Both campuses will receive a two day Sheltered Instruction training to align sheltered instructional practices 1<sup>st</sup> grade-5<sup>th</sup> grade.</p>
<p>Effective utilization of Instructional Coaching Model-Instructional Coaching plans created and beginning phase implementation 2012-2013</p>	<p>Continued implementation of “Campus Instructional Coaching plans”. Utilization of campus instructional liaisons, district personnel, and professional educational consultants to provide teachers with instructional supports, coaching and feedback loops</p>

Effective utilization of district created resources calibration instrument	Professional development provided to district/campus administrators, instructional liaisons, and teachers with a focus on instructional planning with rigor, relevance, and depth of the TEKS/SEs.
Formative and summative assessments align to the curriculum framework <ul style="list-style-type: none"> <li>• STAAR 1 Purchase</li> <li>• Assessment Professional Development</li> </ul> Collaborative time utilized for assessment development	Continued use of STAAR 1 and other available resources for assessment development, continued collaborative planning time for assessment development.
Educator professional development to meet the needs of special populations (Dyslexia, ELL, SPED)	Continued and sustained professional development for educators to meet the needs of special populations
Administrative Debriefing (campus and district administration) to review each six weeks (district created modified) Campus Level Student Level Reviews, walk through data, initiative implementation).	Continue with Campus/District debriefings
Professional development provided to assist educators in targeting instructional improvement and curriculum alignment	Continue to provide professional development through Region 16, professional educational consultants, conferences, and other training opportunities to increase teacher pedagogy.
Inclusion training culminating in development of campus "Inclusion Plans"	Continue processes, procedures, and professional development to strengthen inclusionary services for students with disabilities
Development of new walkthrough processes and procedures to monitor teacher effectiveness	Continued implementation of walkthrough processes and procedures with feedback loops between campus administrators and teachers and campus administrators and district administrators
Evaluation and improvement of intervention and prevention programs for all campuses	Professional development and resources to begin Dual Language One Way program design implementation at Paul Belton Elementary with Pre K-Kindergarten students.
	Development of Associate Principal position at the high school to monitor curriculum/instruction implementation and development

### **Narrative Summary:**

The district started several initiatives during 2011-2012 (sustained 2012-2013 and 2013-2014) school year that were instrumental in improving connectivity between the written, taught, and tested curriculum. The district continued a district literacy initiative with a focus on aligning reading instruction Pre K-2<sup>nd</sup> grades with transitional supports for 3<sup>rd</sup> and 4<sup>th</sup> grade students. The district also began training and implementation of Sheltered Instructional strategies. These two initiatives have been integral success factors to the gains made in student performance. Both initiatives were continued throughout the 2012-2013 school year with sustainability plans to insure fidelity of implementation. Borger ISD is in its fourth year of utilizing the KILGO Scope and Sequence. Borger ISD utilizes this sequence for teaching the Texas curriculum standards, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs), and for aligning classroom instruction and assessment to the depth and



complexity of the new Texas standards-based assessments, STAAR and EOC, in all four core subject areas. Teachers and administrators attended trainings on KILGO Scope and Sequence, Data Driven Decision Making, and Assessments. The district's new and veteran teachers are still learning the various KILGO components and are in various levels of proficiency in implementation. Formative and summative assessments aligned to the curriculum framework have been another focus of the district. Professional development in assessment development, utilization of collaborative time for assessment development, and the purchase of STAAR 1 as a tool in assessment development have been provided to teachers and administrators. Instructional Coaching training was provided by an educational consultant firm in order to increase staff pedagogy in the coaching process in order to assist new and struggling teachers. PLC training was provided during the 2012-2013 school year to staff members to assist with understanding of effective PLC processes, procedures, and implementation. After successfully utilizing the ALEKS Math Program at Borger High School in the spring of 2013 , and during summer school for 2013, the districts implemented ALEKS in grades 3-12 for the 2013-2014 school year.

## **Climate and Culture:**

### **Data Sources Reviewed:**

- ❖ Surveys
- ❖ Focus Groups

<b>STRENGTHS</b>	<b>NEEDS</b>
Partnerships have been developed between district/campuses and community based organizations	Establishing a clear, precise vision of where the district is going. (Snapshot Data)
Staff feel supported by campus and district – Instructional Coaching, Collaborative Planning Time, Allocation of Resources, 2012-2013 pay increase	Development and articulation of unified vision
	Development of "vision" taskforce to communicate direction

### **Narrative Summary:**

Borger ISD values the positive climate and culture that exists within the district. This climate and culture reflects the shared ideas—assumptions, values, and beliefs—that gives Borger ISD its identity and standard for expected behaviors. These ideas are deeply embedded in the district. Understandings shared by teachers, staff, and students structure the district’s responses to demands made from outside (e.g., by parents and the community), and from inside (e.g., by the central administration and its communication of directions from the school board, state and federal governments). Employee input is valued by the school district and used as a catalyst for change. Feedback from district educators were the

following: Teachers are becoming comfortable with utilization of the KILGO XXX TEKS identification tool used in the district and rated it high in effectiveness. The addition of scheduled collaborative planning time to work on lesson planning and assessment development was perceived as beneficial and imperative to the instructional planning process. Instructional coaching is being embraced as a form of embedded professional development. The purchase of STAAR 1 was articulated as being an instrumental tool in providing student data in order to make informed instructional decisions Results also indicated that there is a need for better communication between the district, campuses, and teachers. Positive teacher feedback resulted in the implementation of the ALEKS math program beginning in third grade. Many teachers were found to lack a thorough understanding of district initiatives. The District Snapshot summary also confirmed the need for developing a clear articulated vision and supports for its articulation.

## **Staff Quality:**

### **Data Sources Reviewed:**

- ❖ Region XIII District Snapshot
- ❖ Employee Pay Scale
- ❖ State Base Pay
- ❖ Hiring Procedures
- ❖ Hiring and Retention Records
- ❖ PDAS/Walkthrough Data

<b>STRENGTHS</b>	<b>NEEDS</b>
100% highly qualified at Title I campuses for 2013-2014	2012-2013: 33% turnover (transfers and new hires)
Administrators attend job fairs, college days for recruitment	2013-2014: 26.3% (transfers and new hires)
Flex scheduling for paraprofessionals working on degrees in order to attend classes	Retention of staff
Facilitated leadership roles for those employees working on administrative certifications: Administrative internships	Educators new to profession or grade level need PD opportunities and instructional coaching
Instructional Liaison positions at each campus to facilitate instructional planning, data disaggregation and instructional coaching	Continue to recruit and retain bilingual teachers
Signing bonus for high needs areas	Continued recruiting efforts to fill high needs areas
District pays \$225 per month for employee health insurance	Additional teachers getting ESL endorsements in order to better serve our LEP population
Longevity stipends	

Master's degree stipends	
District beginning salaries are above minimum required salaries	
Instructional coaching & professional development focuses for teacher support/mentoring program	

**Narrative Summary:**

Borger ISD was 100% highly qualified for the 2012-2013 school year at Title One Campuses. The district has many noted strengths. The district is committed to recruiting and retaining the highest quality of staff. The district recruited at numerous recruitment and offered incentives for high need areas. Borger pays above state beginning salaries and offers longevity stipends to facilitate retention efforts. Prior to the start of the 2012-2013 school year the district had a 33% turnover rate. Retention efforts will continue to be a focus for the district. The district will work with new teachers and struggling teachers to provide support with instructional coaching and professional development activities to strengthen pedagogy. The district will continue to work toward getting additional teachers ESL endorsed and facilitate the hiring or certification process of existing staff to fill bilingual education needs. Borger ISD will continue with its recruitment efforts to attract highly qualified applicants to the district.

**Student Achievement:**

**Data Sources Reviewed:**

- ❖ Region XIII District Snapshot
- ❖ AYP Results
- ❖ STAAR Data—Item Analysis
- ❖ PBMAS
- ❖ System Safeguards Data
- ❖ Common Formative ASSESSMENTS Results
- ❖ EOC Results
- ❖ Graduation and Completion Data
- ❖ Advanced Academics Data

STRENGTHS	NEEDS																
<p>Comparing district average to state average:</p> <p><u>Reading</u></p> <table border="0"> <tr><td>African American</td><td>+5</td></tr> <tr><td>White</td><td>-8</td></tr> <tr><td>Economically Dis</td><td>+1</td></tr> <tr><td>Special Ed</td><td>+2</td></tr> </table> <p><u>Math</u></p> <table border="0"> <tr><td>All Students</td><td>0</td></tr> <tr><td>African American</td><td>+9</td></tr> <tr><td>Economically Dis</td><td>+1</td></tr> <tr><td>Special Ed</td><td>+10</td></tr> </table>	African American	+5	White	-8	Economically Dis	+1	Special Ed	+2	All Students	0	African American	+9	Economically Dis	+1	Special Ed	+10	<p>Compared to the state average, the following groups are growth opportunities:</p> <p>Reading: White, ELL and Two or more Races</p> <p>Math: White and Two or more Races</p>
African American	+5																
White	-8																
Economically Dis	+1																
Special Ed	+2																
All Students	0																
African American	+9																
Economically Dis	+1																
Special Ed	+10																
<p>Using state accountability data, gap between <i>All Students</i> and <i>Economically Disadvantaged</i> student groups within the district:</p> <p>In 2013, 5% gap between two groups in reading</p> <p>In 2013, 6% gap between two groups in math</p> <p>In 2012, 7% gap between two groups in reading</p> <p>In 2012, 6% gap between two groups in math</p>	<p>Need to close the the gap between <i>All Students</i> and <i>Economically Disadvantaged</i> students in math.</p>																
<p>Over the last three years, gains were made in the sum of all grades compared to the state.</p> <ul style="list-style-type: none"> <li>- 2011—sum of all grades: 6% gain</li> <li>- 2012—sum of all grades : 1.5% gain</li> <li>- 2013—sum of all grades (Index 1): 3.5% gain</li> <li>- The district has had a 3 year gain of 11% on the state averages</li> </ul>	<p>District writing results are 9% below the state average</p>																
<p>Borger Intermediate school received Distinction Designation for being in the Top 25% in Student Progress within our cohort group. Borger High School also performed well in Student Progress in our cohort group.</p>	<p>District math results are behind those of the Region in grades 3<sup>rd</sup>-6<sup>th</sup></p>																
<p>The district averaged 2% above the state on Index 2 (Student Progress ) and 7% above the state on Index 4 (post-secondary Readiness). Overall the district performed above the state.</p>	<p>ELL and Special Education Populations are lower than other students groups</p> <p>Borger ISD did not meet System Safeguards in the following areas and student groups:</p> <p>Writing: Hispanic, Economically Disadvantaged, Special Education and English Language Learners</p>																

Reading: English Language Learners

EOC and TAKS Passing Rate are compared to state averages in :

**2013 EOC**

	<b>Borger</b>	<b>State</b>	<b>+/-</b>
<b>9<sup>th</sup> Grade-First time testers</b>			
Algebra I	77%	82%	-5
Biology	90%	88%	+2
English I Reading	78%	70%	+8
English I Writing	65%	54%	+11
World Geography	84%	81%	+3

	<b>Borger</b>	<b>State</b>	<b>+/-</b>
<b>10<sup>th</sup> Grade</b>			
Geometry	83%	86%	-3
Chemistry	75%	84%	-9
English II Reading	67%	78%	-11
English II Writing	38%	53%	-15
World History	55%	70%	-15
Algebra II	100%		

**2013 TAKS**

	<b>Borger</b>	<b>State</b>	<b>+/-</b>
<b>11<sup>th</sup> Grade</b>			
Math TAKS	80%	89%	-9
Science TAKS	95%	96%	-1
ELA TAKS	91%	95%	-4
Social Studies TAKS	98%	99%	-1

**PBMAS Data**

**BE English/ESL**

2013-ESL STAAR Math Passing Rate -47- Level 3  
2013-ESL STAAR Reading Passing Rate -50 Level 2  
Bilingual Education Reading 42- Level 3  
TELPAS Beginning Proficiency Rate- 5.0- Level 1

**CTE**

CTE RHSP/DAP Diploma Rate – 64% Level 1  
CTE Non-traditional Course Completion-Male and Non-Traditional  
Course Completion Female- Level 1

**3-8 Special Education**

SPED STAAR passing Rate- Science- Level 1  
SPED STAAR EOC Passing Rate- Writing – Level 2  
SPED STAAR Participation Rate- 4.0 - Level 1  
SPED Modified- 42- Level 2  
SPED Placement in Instructional Setting ages 6-11- Level 1  
SPED Discretionary DAEP – Level 1

**No Child Left Behind**

Title I, Part A STAAR 3-8 Passing- Writing 59- Level 1

--	--

**Narrative Summary:**

Borger ISD has made numerous gains in student performance over a three year period . All populations including the “all student” group have increased in both math and reading from 2010-2013. The district has closed the achievement gap compared to the state. For students, the district has gained 11% on the state average in three years. The district performed 2% above the state on student progress (Index 2), and 7% above on post secondary readiness (Index 4). The district performed below the state by 2% on student achievement (Index 1) and 1% below the state on closing performance gaps (Index 3). Overall, when averaging the 4 Indices, the district performed above the state.

The district and all campuses “Met Standard” for the 2013 Accountability Standard.. Borger Intermediate School received a “Distinction Designation” for student progress. Borger Middle School exited school improvement. Special education and ELL populations are behind other student populations. Graduation rates are being closely monitored.

## Family and Community Involvement:

### Data Sources Reviewed:

- ❖ Surveys
- ❖ Focus Groups
- ❖ Parent Involvement/Volunteer Numbers

STRENGTHS	NEEDS
Parent and community criminal history reports processed on a regular basis	Continue to create parent involvement opportunities for parents that are convenient for their schedules and tap into their gifts and talents.
ESL classes for parents	Strategies to increase parent involvement for ESL/Bilingual parents
GED classes for parents	Continue with migrant and Homeless population supports
Watchdogs program	
Mentoring program at Middle School	

### Narrative Summary:

Parental Involvement is an area of strength but also an area that Borger strives for continual growth. Parental involvement is strong with some parents but is more challenging in certain student subgroups. Borger ISD is committed to building strong parent partnerships and helping parents becoming actively involved in their child's education. During the 2012-2013 school year, parents and community volunteers applied for Criminal History reports to be conducted in order for them to volunteer on campuses. Borger ISD is continuing to work on creative ways to allow parents that would like to volunteer to do so at convenient times that may be outside the school day. Borger ISD applies for and receives federal funding. Borger ISD meets federal compliance guidelines for parental involvement through annual Title I meetings, Parent Involvement Compacts, Parent Involvement Policy and End-of-Year annual surveys. The district offers an informal section on the district website that contains information concerning a variety of topics for parent information. Parents are also provided access to their child's grades and attendance online through a parent portal. Campuses host a variety of events throughout the year that parents are encouraged to attend. Borger began using the RAPTOR system at each campus to process visitors. Parents were very supportive of this initiative. Based on campus parent surveys, findings indicate that additional strategies are needed to increase communication and parent involvement among parents of LEP students. The district needs to continue to develop strategies to meet at times that are convenient for parents.



## Technology:

### Data Sources Reviewed:

- ❖ Technology Plan
- ❖ Region XIII District Snapshot Summary
- ❖ Resource Allocations
- ❖ Technology Policies and Procedures
- ❖ Professional Development Survey of Needs

STRENGTHS	NEEDS
Technology department is fully staffed after having vacancies for portions of the year.	Lack of wireless access at Gateway and Borger Middle School
A plan is being developed to update old hardware	Purchase additional Smart boards and provide training
All teachers have document cameras	Additional professional development in technology
80% of teachers Smart Board technology	PAD labs to be added at Borger High School
United Streaming Contract	Demand for audio and visual usage is straining on bandwidth
Project Share Access	Lack of wireless access at Gateway and Borger Middle School
DMAC, CSCOPE Access	Purchase additional Smart boards and provide training
Computer labs and adequate computers per classroom ratio	Additional professional development in technology
Band-with was increased from 20 bmps to 30 bmps	PAD labs to be added at Borger High School
Technology needs are reported and requested through an online form located on the district website	
Wireless coverage at Crockett, Paul Belton, Borger Intermediate and Borger High School are 100%	

### Narrative Summary:

The Borger ISD strives to provide teachers and students with the technology necessary to reach educational goals and prepare students for technology driven future. While teachers and students have access to many new technologies, Borger ISD continuously plans and prepares to provide more. The district will work on providing wireless access to campuses that currently only have LAN network or cable. The district is working on providing teachers with systematic and sustained professional development in areas of teacher selected need. A plan is being developed to replace old hardware and provide Smart boards to teachers and students without access. Plans are in place to add new IPAD Labs at the High School

# Borger ISD Needs Assessment Planning Year- 2013-2015

## Priority of Needs

### Priority #1

Improve connectivity between the written, taught, and tested curriculum.

### Priority #2

Improve the District alignment of instruction, curriculum, and resources to address the depth and complexity of the TEK/SE.

### Priority #3

Align reading instructional strategies in the primary elementary grades.

### Priority #4

Provide interventions, remediation, and preventative strategies to increase student achievement among LEP and Special Education student groups.

### Priority #5

Improve the District formative assessment process so that assessments are aligned to the rigor of the STAAR and EOC assessments and provide educators with timely- quality, information to drive instructional decisions.

### Priority #6

Ensure that District educators are informed regarding the new state assessment system (STAAR) and are preparing students to be successful.

### Priority #6

Provide high quality professional development that will increase student achievement and educator pedagogy.

### Priority #7

Increase district communication between central administration, campuses, teachers, and parents.

### Priority #8

Increase parental involvement with an emphasis on the LEP population.

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** The District will achieve deep alignment between the written, taught and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization of KILGO scope and sequence, assessment, and data disaggregation components. /Critical Success Factor: Academic Performance (Title I SW: 1,4) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(O)District Aligned Professional Development, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments (Every Six weeks) Summative- Increased scores on state assessments (Spring)
2. Alignment of instruction, curriculum, and resources to address the content, context, verb, and academic vocabulary to the depth and complexity of the TEK/SE. /Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments (Every Six weeks) Summative- Increased scores on state assessments (Spring)
3. Training in and development of common formative assessments and benchmarks reflective of new state assessment rigor. /Critical Success Factors: Academic Performance and Data Analysis (Title I SW: 8) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Common formative assessments (Every Six weeks) Summative-Increase state assessment results (Spring)
4. Verification of consistent implementation of scope and sequence through lesson plan audits /Critical Success Factor: Data Analysis and Leadership Effectiveness (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal	August 2013-May 2015	(O)Educator Lesson Plans, (O)Staff Time	Summative - Common formative assessments (Every 6 weeks) Summative- Lesson plan audit results and improved student achievement (Every 9-12 Weeks)
5. Analyze common assessment data for instructional improvement/Critical Success Factor:Use Quality Data to Drive Instruction (Title I SW: 9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal, Superintendent(s)	Every Six Weeks	(O)No Associated Cost	Summative - Sign In Sheets of Data Analysis Meetings, Plans of Action (Every Six Weeks) Summative-Increased student achievement as evidenced by performance on state and local assessments (Every Six Weeks)

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** The District will achieve deep alignment between the written, taught and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Alignment of resources through utilization of district created resource rubric and resource calibration instrument /Critical Success Factor: Academic Performance (Target Group: All) (NCLB: 1)	Core Subject Teachers, Instructional Liaison, Principal	August 2013-May 2015	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Increased student achievement scores as evidenced through local and state assessments (Spring 2012) Formative- Lesson Plans Audits, administrator walk throughs (Every 9-12 weeks)
7. Vertical teaming with focus on curriculum alignment /Critical Success Factor: Learning Time (Title I SW: 2) (Target Group: All) (NCLB: 1)	Instructional Liaison, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments, sign in sheets, completed calibration document (Every Six weeks) Summative- Increased student achievement as evidenced on local and state assessments (Fall and Spring )
8. Borger ISD will collaborate with an educational consulting firm specializing in Bilingual/ESL education to ro provide implementation support of Dual Language One Way (pk-K) and support of rigorous instruction and curriculum for grades 1-5./ Critical Success Factor: Academic Achievement  SYSTEM SAFEGUARDS/PBMAS  (Title I SW: 1) (Target Group: ESL, LEP) (NCLB: 1,2)	Director of Federal Programs and Instruction	October 2013	(F)Title III Bilingual / ESL	Summative - Increased student achievement as evidenced by increased language proficiency on TELPAS and on performance on state and local assessments (Spring and Fall) Formative-Sign in sheets to document meetings (October 2013)
9. Purchase supplemental materials and supplies to enhance curriculum and instruction. Purchases may include but are not limited to IPAD labs and other technologies. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,5)		August 2013-May 2015	(F)Federal Grants	Formative -

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** The District will achieve deep alignment between the written, taught and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Provide technology instruction and support of content instruction through the use of computer labs, smartboards, IPAD labs and other technologies. Resources will be aligned with TEKS and District and Campus initiatives. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Campus Instructional Technologist, Director of Federal Programs and Instruction, Director of Technology, Principal, Teacher(s)	August 2013-May 2015	(F)Federal Grants, (O)Personnel, (S)Local Funds	Formative - Ongoing assessment of effectiveness of technology through Common Formative Assessments and State Assessment Data

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** The District will promote highly effective instruction that will meet the needs of all students and increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Align reading instruction Pre K-4th grade, utilizing a Balanced Literacy approach. /Critical Success Factor: Student Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All, PRE K, K) (NCLB: 1)</p>	Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal	August 2013-May 2015	(O)Campus Based Professional Development, (O)Materials, (O)Staff Time	Summative - Increased reading proficiency among participants as evidenced by guided reading levels documented in running records, walk throughs, and lesson plan audits (Every 6-9 weeks) Summative- Benchmarks (August, December, May )
<p>2. Provide reading supports for students transitioning from second grade balanced literacy to third grade state assessments./Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9,10) (Target Group: All)</p>	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	August 2013-May 2015	(O)Materials, (O)Teacher pedagogy	Summative - Increased reading proficiency as measured by second grade local assessments, third grade benchmarks and state assessments (Spring) Formative- RTI records, running records levels (Every six weeks)
<p>3. Implemetation of Balanced Literacy Training and Implementation Sustainability Plan/Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2) (Target Group: All) (NCLB: 1)</p>	Director of Curriculum and Instruction, Literacy Coordinator, Principal	August 2013-May 2015	(O)No Associated Cost	Summative - Increased literacy proficiency as evidenced by local and state assessments.(August, December, May) Formative- Teacher utilization as observed in walk throughs, instructional coaching records (Every six weeks)
<p>4. Utilizaion of full time Literacy Coach for elementary campuses /Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	Director of Federal Programs and Instruction, Personnel Director, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Increased literacy proficiency as evidenced by local and state assessments (Spring) Formative-Teacher contact data, professional development sign in sheets (Every 6-9 weeks)

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** The District will promote highly effective instruction that will meet the needs of all students and increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Reading Recovery Program for 1st grade, at risk students/Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction, Reading Recovery Teachers	August 2013-May 2015	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Increased reading proficiency among participants as evidenced by end of program Reading Recovery assessment (January & May) Formative- Student contact sheets, RTI records, running records (Every six weeks)
6. Provide systematic and sustained professional development through instructional coaching/Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, ESC Educational Consultant, Instructional Liaison, Professional Educational Consultants	August 2013-May 2015	(F)Title 1 Part A Funds	Summative - Contact log, coaching documentation (Every Six Weeks) Summative-Increased teacher pedagogy as evidenced by walk through data and PDAS (Every Six Weeks)
7. Use of differentiated instructional strategies /Critical Success Factor: Academic Performance  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2013-May 2015	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Evidence of differentiated instructional strategies as evidenced by administrative walk through data and lesson plan audits (Every 6-9 weeks) Summative- Increased student performance as evidence by local and state assessments (Fall and Spring)

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** The District will promote highly effective instruction that will meet the needs of all students and increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Utilization of higher level/open ended questioning, requiring multi-step processing/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2013-May 2015	(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) Summative- Increased student achievement as evidenced by increased performance on state and local assessments (Fall & Spring)
9. Campus and District administrators will utilize systemic 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./Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Director of Curriculum and Instruction, Principal	August 2013-May 2015 Every Six Weeks	(O)No Associated Cost	Summative - Administrator walk through data, action plans (Every six weeks) Summative- PDAS evaluations (Spring)
10. Use of instructional technologies and programs including but not limited to I Station, Dyned, Fast Forward/Critical Success Factor: Academic Performance  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All)	Director of Federal Programs and Instruction	August 2013-May 2015	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Administrator walk through data to support integration of instructional technologies, lesson plan audits, usage logs (Every 6-9 weeks) Summative- Increased student performance on state and local assessments (December and April)



# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** The District will promote highly effective instruction that will meet the needs of all students and increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>11. Utilization of Sheltered Instructional strategies and English Language Proficiency Standards to scaffold instruction/Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2) (Target Group: All, ESL, LEP) (NCLB: 1,2)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p>	<p>August 2013-May 2015</p>	<p>(O)Campus Based Professional Development, (O)Staff Time, (O)Teacher pedagogy</p>	<p>Summative - Instructional coaching logs, walk through action plans (Every six weeks) Summative- Increased student achievement scores as evidenced through local and state assessments (Decemeber and April)</p>
<p>12. Implementation of Sustainability Plan for SIOP and Sheltered Instruction training and implementation./Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS</p>	<p>Director of Curriculum and Instruction, ESC Educational Consultant, Instructional Liaison, Principal, Teacher(s)</p>	<p>August 2013-May 2015</p>		<p>Summative - Monitoring dates of sustainlity plan, walk through data, instructional coaching data (Every month 2013-2015) Summative- Increased student achievement as evidenced by state and local assessments (December &amp; April)</p>
<p>13. Supplemental positions will be utilized to support the educational needs of students at Title 1 campuses. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: All) (NCLB: 1)</p>	<p>Principal</p>	<p>August 2013-May 2015</p>	<p>(F)Title 1 Part A Funds</p>	<p>Summative - PDAS, walk-throughs (Every six weeks) Summative- Increased student achievement (Fall &amp; Spring)</p>
<p>14. Positions will be utilized to continue providing accelerated instruction for At Risk students. Critical Success Factor: Academic Performance (Target Group: AtRisk) (NCLB: 5)</p>	<p>Principal</p>	<p>August 2013-May 2015</p>	<p>(O)FTE - 18, (S)State Compensatory</p>	<p>Summative - PDAS, Adminstrator walk throughs (Every six weeks) Summative- Increased student performance as evidenced through local and state assessments (Fall &amp; Spring)</p>

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** The District will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD campuses will utilize Tier II and Tier III interventions with students to fill achievement gaps. Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p>	<p>August 2013-May 2015</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - RTI Records (Every 6 Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall &amp; Spring)</p>
<p>2. Borger ISD will research and purchase intervention materials and programs/Critical Success Factor: Academic Performance (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>September 2013</p>	<p>(F)Title 1 Part A Funds</p>	<p>Summative - Intervention comparison data, purchase audit trails (September 2012) Increased student achievement as evidenced through local and state assessments (Fall &amp; Spring)</p>
<p>3. The District will monitor Response to Intervention campus implementation to assure quality control. /Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>Every Six Weeks</p>	<p>(O)No Associated Cost, (O)Personnel</p>	<p>Summative - Utilization of district developed documentation for quality monitoring purposes (Every Six Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall &amp; Spring)</p>
<p>4. Borger Middle School will provide additional science instruction during the regular school day for students experiencing difficulty meeting mastery on science objectives by providing designated 7th and 8th grade students an "enrichment" class. /Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All, H, ECD) (NCLB: 1)</p>	<p>Principal</p>	<p>August 2013-May 2015</p>	<p>(O)No Associated Cost</p>	<p>Summative - Revised master schedule (Every month) Summative- Increased student achievement scores as evidenced by local and state assessments.(Fall &amp; Spring 2013)</p>

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** The District will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger High School 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./Critical Success Factor: Learning Time (Target Group: All)	Principal	August 2013-May 2015	(O)No Associated Cost	Summative - Revised master schedule August 2012 & January 2013 Summative- Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
6. The District will support campuses in providing tutorials for struggling students./Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: All, LEP)	Core Subject Teachers, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Tutorial attendance records and submission of tutorial lesson plans (Weekly) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall and Spring)
7. Borger ISD will utilize an afterschool "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) (NCLB: 1,5)	Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Record of student attendance (Weekly) Summative-Increase in student achievement as evidenced through course grades (Fall & Spring)
8. The District will provide students needing remediation grades 1-12 the opportunity for Summer School. Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	June 2014 and June 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson plans and attendance logs (June) Summative- Pre- and Post assessment results (June)

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** The District will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. Borger ISD will implement strategic interventions, differentiated instruction, and targeted assistance at each campus and in each area where System Safeguards were not met on state assessments. Specific focus will be on the following district level sub groups--                      Writing: African American, Hispanic, Economically Disadvantaged, Special Education and English Language Learners;                      Reading: English Language Learners</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9) (Target Group: H, AA, ECD, LEP, SPED)</p>		<p>August 2013- May 2015</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time</p>	<p>Summative - Formative: data gathered from six week assessments and teacher observations                      Summative: data gathered from 2014 STAAR assessments</p>

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** The District will promote highly effective instruction for ELL and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 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 assessment. /Critical Success Factor: Data Analysis</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal, Teacher(s)</p>	<p>September 2013</p>	<p>(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time</p>	<p>Summative - Data analysis data and distribution/articulation to campuses (October 2013) Increase number of Special Education students taking STAAR test by 10% (Spring 2014)</p>
<p>2. Ensure all teachers and teachers assistants have the proper certification and/or endorsement and /or certificates of training required to meet the needs of special education students./Critical Success Factor: Teacher Quality</p> <p>(Title I SW: 3,4) (Target Group: SPED) (NCLB: 3)</p>	<p>Director of Special Education , Personnel Director, Principal</p>	<p>August 2013-May 2015</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Review of Personnel Files (August) Borger ISD personnel records (August and as new employees are hired)</p>
<p>3. Continuum of Services available based on need as determined by ARD for special education students including: Life Skills, Resource, Inclusion, and Content Mastery/Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal, Teacher(s)</p>	<p>August 2013-May 2015</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Student schedules (August and ongoing as students are identified) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall &amp; Spring)</p>
<p>4. Special education focus at each Borger ISD Campus to support the implementation of a quality inclusion program./Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal</p>	<p>August 2012-May 2014</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Student Schedules (August 2012 and ongoing as students are identified) Summative-Increased number of special education students taking STAAR (Spring 2013)</p>

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** The District will promote highly effective instruction for ELL and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Special education teachers and general education teachers will participate in common Professional Learning Communities and resource calibration teams to analyze student data, align instructional practices, calibrate resources and increase teacher pedagogy and thereby increasing student achievement for Special Education Students/Critical Success Factor: Learning Time</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Instructional Liaison, Principal, Teacher(s)</p>	<p>Weekly</p>	<p>(O)No Associated Cost</p>	<p>Summative - Sign in sheets, calibration documentation (Weekly) Summative-Increased student achievement as evidenced by performance on state and local assessments Fall &amp; Spring.</p>
<p>6. Implementation of district dyslexia program for qualifying students (Multi-Sensory Teaching Approach-MTA)/Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: Dys) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Dyslexia specialist</p>	<p>August 2013-May 2015</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Dyslexia progress reports (Every 6 weeks) Summative-Student success as evidenced by Number of students exiting of program (May)</p>
<p>7. Borger ISD will meet the instructional needs of Dyslexic students through the addition of a full time dyslexia specialist. /Critical Success Factor: Academic Achievement (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2013</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Student dyslexia progress reports (Every six weeks) Summative- Increased compensatory skills as evidenced by number of students exiting the program (May)</p>
<p>8. Intervention resources and materials for identified ELL students/Critical Success Factor: Student Achievement</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9,10) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2013-May 2015</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Intervention log, Expenditure reports, walk through data, lesson plan audits (Every Six Weeks) Increased scores on local and state assessments (Fall &amp; Spring)</p>

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** The District will promote highly effective instruction for ELL and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. Monitor the training/implementation of Sheltered Instructional as a primary method of delivery of instruction for ELL students district wide/Critical Success Factors: Teacher Quality and Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2013-May 2015</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Sign in sheets from professional development,instructional coaching logs (August and Every six weeks) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall &amp; Spring)</p>
<p>10. Aligned reading instruction utilizing a Balanced Literacy approach for all Pre K-5th grade Bilingual students./Critical Success Factor: Teacher Quality and Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2) (Target Group: LEP, AtRisk, PRE K, K)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August 2013-May 2015</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)District Aligned Professional Development, (O)Staff Time</p>	<p>Summative - Admistrator walk through data, lesson plan audits as evidence of proper and consistent use of instruction (Every Six Weeks) Summative- Increased student achievement on local and state assessments (Fall &amp; Spring)</p>
<p>11. Implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring/Critical Success Factor: Learning Time and Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1) (Target Group: All) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal</p>	<p>Monthly</p>	<p>(O)District Aligned Professional Development, (O)Staff Time</p>	<p>Summative - Sign in-sheets, walk through data (Every six weeks) Student achievement as evidenced by increase in guided reading level (December &amp; May)</p>

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** The District will promote highly effective instruction for ELL and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>12. Provide initial state mandated professional development of the English Language Proficiency Standards (ELPS) to all new teachers serving LEP students/Critical Success Factor: Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)</p>	<p>Director of Federal Programs and Instruction</p>	<p>November 2013</p>	<p>(O)District Aligned Professional Development, (O)No Associated Cost</p>	<p>Summative - Sign in sheets, certificate of training (November) Teacher proficiency in utilization of ELPs as evidenced by administrator walk throughs (Every six weeks)</p>
<p>13. Renew purchase, provide training, and monitor usage of technology program (DynEd for Pre K-12th and Fast Forward for HS) for use with all Bilingual students Pre K-5th and designated ESL students 8th-12th./Critical Success Factor: Leadership Effectiveness</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2)</p>	<p>Director of Federal Programs and Instruction, Teacher(s)</p>	<p>August 2013-May 2015</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Program usage reports (Every six weeks) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall &amp; Spring)</p>
<p>14. Continue to increase use of English Language Proficiency Standards (ELPS) in daily lesson plans and daily instructional delivery./Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2013-May 2015</p>	<p>(O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Summative - Lesson plan audits and walk throughs (Every six weeks) Summative- Increased student achievement on TELPAS (March-April)</p>



# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** The District will promote highly effective instruction for ELL and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. Reimburse designated costs for ESL endorsement testing/certificate update./Critical Success Factor: Teacher Quality (Title I SW: 9,10) (Target Group: ESL) (NCLB: 1,2)	Director of Federal Programs and Instruction	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Endorsement documentation, expenditure reports (December) Increase in ESL endorsed teachers to meet the needs of ESL students (December & May)
16. Each campus will sustain or increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population/ Critical Success Factor: Leadership Effectiveness (Title I SW: 9) (Target Group: ESL) (NCLB: 2,5)	Director of Federal Programs and Instruction	August 2013-May 2015	(O)Access to Preparation Class	Summative - ESL endorsement documentation, teacher to student ratio analysis (December and May ) Increased student achievement on state and local assessments (Fall & Spring )
17. Increase the number of special education students taking the STAAR/Critical Success Factor: Academic Performance  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1)	ARD Committee, Director of Special Education , Principal, Teacher(s)	August 2013-May 2015	(F)IDEA Special Education	Summative - Lesson plans reflecting appropriate TEKS and rigor (Every Six Weeks) Summative- Reduction in the number of students taking STAAR M , ARD committee documentation (Fall & Spring)
18. Provide Inclusion Training for all Borger ISD paraprofessionals.  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,4,10) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education	August 2013	(F)IDEA Special Education	Summative - Sign in Sheets Certificates of Attendance Walk through data reflective of Inclusion Practices

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 5.** Provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased commended performances.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will ensure compliance with all State required initial trainings and updates/Critical Success Factor: Leadership Effectiveness (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher	1st semester	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets and certificates of training completion (within 1st semester)
2. Continuum of services offered at every campus and grade level/Critical Success Factor Academic Performance (Title I SW: 10) (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Student Schedules, teacher schedules and job descriptions (August) Summative-Increased number of students scoring Commended on state assessments (Spring)
3. Utilization of robotics at Middle School and High School/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT) (NCLB: 1)	G/T Lead Teacher	October 2013-May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Student schedules, number of students enrolled in robotics class (August ) Increase in number of students participating in Middle and High School programs (May 2013 and may 2014)
4. Continue to facilitate alignment of rigorous Pre-AP/AP curriculum /Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: GT) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson plan audit data, Walk through data (Every Six Weeks) Summative- AP test scores, STAAR commended scores
5. Utilize differentiated instructional strategies that are rigorous and relevant to strengthen the quality of instruction in Pre-AP, AP and Dual credit course offerings./Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All, GT) (NCLB: 5)	Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials	Summative - Walk through data, lesson plans, lesson plan audits (Every six weeks) Summative Increase in student achievement as evidenced by an increase in number of students scoring 3 or higher on AP exam by 5% (May)
6. Borger ISD will provide opportunities for students to take the PSAT at 10th and 11th grade. /Critical Success Factor: Academic Performance (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Counselor(s), Principal	May 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Increase in the number of students taking the PSAT (May 2014)

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 6.** Borger ISD 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-higher ed requirements(admissions, financial opportunities)Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: All) (NCLB: 1,5)	Counselor(s)	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Count of materials/number of times materials are distributed (Fall and Spring) Summative-Increased number of students participating in post secondary education as evidenced by survey, application data (May)
2. Borger ISD will offer college preparatory activities such as career day, counseling, ASVAB, military recruiting and college days. Critical Success Factor: Family and Community Engagement (Target Group: All) (NCLB: 1)	Counselor(s), Principal	On Days Designated by the District	(L)Local Taxes and State Per Capita Allotments	Summative - Increased number of students interested in post-secondary educational opportunities (May)
3. Development of CTE Advisory Committee to address CTE program needs and program effectiveness./Critical Success Factor: Increased Learning Time (Title I SW: 1) (Target Group: CTE) (NCLB: 1)	District CTE Coordinator, Instructional Liaison	August 2013	(O)No Associated Cost	Summative - Sign in sheets, agendas (Every 6 weeks) Summative- Increased CTE student participation and achievement as demonstrated by enrollment and student performance on state assessments.(May)
4. Borger ISD students will have the opportunity to select course study from a variety of clusters./Critical Success Factor: Academic Performance (Title I SW: 10) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator, Instructional Liaison, Principal	August 2013-May 2015	(F)CTE Carl Perkins	Summative - Increased student achievement based upon local and state assessments
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program./Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: All, CTE) (NCLB: 1,5)	Counselor(s), District CTE Coordinator	August 2013-May 2015	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records.(May )

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 6.** Borger ISD 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
6. Continued utilization of previously developed comprehensive CTE evaluation tool to drive CTE course offerings for students (additions or deletions)./Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: CTE) (NCLB: 1,5)	CTE Director, Instructional Liaison	August 2013-May 2015	(F)CTE Carl Perkins	Summative - Development and implementation of the comprehensive CTE evaluation tool (May)
7. Borger ISD will acquire CTE Professional Services Contract between Borger ISD and Region 16 in order to provide CTE teachers with professional development./Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Documentation of contact hours (Dec & May)
8. Borger ISD will monitor the implementation of the CTE Continuous Improvement Plan created as a PBMAS requirement./Critical Success Factor: Leadership Effectiveness (Title I SW: 1) (Target Group: CTE) (NCLB: 5)	District CTE Coordinator	August 2013-May 2015	(O)No Associated Cost, (O)Personnel, (O)Teacher pedagogy	Summative - As evidenced of implementation compliance to TEA (designated monitoring dates)
9. CTE teachers and core teachers will meet two times a month for instructional PLCs for instructional integration of TEKS, to analyze student data, and to alignment of instructional practices./ Critical Success Factor: Learning Time (Title I SW: 1) (Target Group: CTE) (NCLB: 1)	District CTE Coordinator, Instructional Liaison, Teacher(s)	August 2013-May 2015	(O)Staff Time	Summative - Increased curriculum and instructional alignment in CTE and Core classes as demonstrated by lesson plan audits, walk through data and student achievement.(Every Six Weeks)
10. Development of processes and procedures for CTE student performance monitoring and administrator/parent notification in order to provide early intervention measures./ Critical Success Factor: Data Analysis (Title I SW: 1) (Target Group: CTE) (NCLB: 1)	District CTE Coordinator, Instructional Liaison, Principal	August 2013-May 2015	(O)No Associated Cost	Summative - Contact logs and student achievement data (Every Six Weeks)

# BORGER ISD

**Goal 1.** Borger ISD will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 7.** Borger ISD will provide alternative learning environments and modes of instruction to increase graduation rates: Increase of 2%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued utilization of previously developed processes and procedures to ensure appropriateness of Discretionary DAEP Placements./ Critical Success factors: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,4,5)	Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Reduction in discretionary DAEP placements (PBMAS focus for Special Education) Dec & May
2. Borger ISD 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./Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Student plans, communication logs (December and May) Summative- Student achievement scores on local assessments post DAEP placement (May )
3. Borger ISD 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./Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Communication logs, individual student plans, lesson plans (Every six weeks) Summative-Student achievement as evidenced by post DAEP placement assessments (May)
4. Provide smaller class sizes and self-paced curriculum (Odyssey Lab) through NorthStar Academy /Critical Success Factors: Academic Performance (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	August 2013-May 2015	(S)State Compensatory	Summative - Campus rosters, student credit recovery data, Odyssey program usage reports (December & May) Summative-Number of students successfully recovering/earning credits to graduate (May)
5. Homebound instruction for students during post-natal care./Critical Success Factors: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Homebound academic records, homebound attendance records (Monthly) Increased student achievement and increased graduation for pregnant and parenting teens.(May)

# BORGER ISD

**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 : <ul style="list-style-type: none"> <li>• Scope and Sequence</li> <li>• Data Driven Decision Making</li> <li>• Assessment</li> </ul> Critical Success Factor: Leadership Effectiveness and Teacher Quality (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Teacher(s)	Dates of training availability	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Training sign in sheets, certificates of completion, lesson plan audits (December 2012 and May 2013) Summative- Local assessment/STAAR/EOC results (Fall & Spring)
2. Collaborative resource callibration team meetings./Critical Success Factor: Learning Time (Title I SW: 2) (Target Group: All) (NCLB: 1,5)	Principal	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 Director of Instruction (Every 6-9 weeks) Summative- Increased student achievement on state and local assessments (May)

# BORGER ISD

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

**Objective 2.** 100% of reading teachers will receive professional development to align instruction and close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD will implement a Continuum of Balanced Literacy Initiative which includes sustained and embedded balanced literacy training and coaching (Paul Belton Elementary, Gateway Elementary, Crockett Elementary and Borger Intermediate School)/Critical Success Factors: Leadership Effectiveness and Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4,10) (Target Group: All, PRE K, K) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Reading Recovery Teachers</p>	<p>August 2013-May 2015</p>	<p>(F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments, (O)Staff Time</p>	<p>Summative - Training sign in sheets, certificates of completion, and instructional coaching contact records (Every six weeks) Summative- Increased student literacy proficiency as demonstrated by benchamrks (December and May)</p>
<p>2. Designated teachers from Gateway Elementary will attend Reading Recovery/Literacy institute. Attending teachers will develop a training plan to train other teachers on information obtained from the Institute./Critical Success Factor: Academic Performance (Title I SW: 4,10) (Target Group: All, PRE K, K) (NCLB: 1)</p>	<p>Literacy Coordinator, Principal, Reading Recovery Teachers</p>	<p>November 2013</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Certificates of completion, expenditure reports, training plans (November) Summative- Increased teacher pedagogy in literacy as evidenced by walk through data and PDAS (May)</p>
<p>3. Instructional coaches will work with teachers at Crockett, Gateway and Borger Intermediate School to provide continued support and sustainablity for the SIOP Instructional Initiative./Critical Success Factor: Teacher Quality and Effective Leadership</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2013-May 2015</p>	<p>(S)Local Funds</p>	<p>Summative - Instructional coaching contact logs, debriefing documentation ((Monthly) Increased teacher proficiency as evidenced by adminstrator walk throughs and PDAS (May)</p>

# BORGER ISD

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

**Objective 3.** 100% of Bilingual/ESL teachers will implement varied models of instructional delivery and assessments to ensure differentiation to meet the needs of English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD will provide Sheltered Instruction strategies training for Gateway and Borger intermediate school. Critical Success Factors: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 2,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>November 2013</p>	<p>(O)Materials, (O)Staff Time</p>	<p>Summative - Training sign in sheets, certificates of completion (November) Summative- Increased educator implementation as evidenced by walk through data and PDAS (May)</p>
<p>2. Balanced Literacy Initiative: Provide all elementary bilingual teachers with training in Balanced Literacy/Critical Success Factor: Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,4,9,10) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>Monthly Starting in October</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel</p>	<p>Summative - Training sign in sheets, certificates of completion (Monthly Starting in October) Summative-Increased teacher proficiency in Balanced Literacy implementation as evidenced by administrator walk throughs and PDAS (May 2013)</p>
<p>3. Monthly Bilingual PLC Meetings (PreK-5th)/Critical Success Factor: Learning Time (Title I SW: 4,10) (Target Group: LEP, AtRisk, PRE K, K) (NCLB: 2,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>Monthly Starting October</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Training sign in sheets, agendas (Monthly Starting in October) Summative- Teacher utilization of PLC Topics in classroom instruction as evidenced through walkthrough data and PDAS (May)</p>
<p>4. Provide Technology Program Implementation Training/Critical Success Factors: Teacher Quality (Title I SW: 4) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>October 2013</p>	<p>(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL</p>	<p>Summative - Training sign in sheets, reports from program usage (October) Summative- Increased student achievement on TELPAS (March-April)</p>



# BORGER ISD

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

**Objective 3.** 100% of Bilingual/ESL teachers will implement varied models of instructional delivery and assessments to ensure differentiation to meet the needs of English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. BISD teachers in grades Pre-K and Kindergarten will receive targeted training the implementation of a Dual Language One Way instruction model to serve Bilingual Students. A grade level, first through fifth, will be added each year until current Transitional Early Exit Bilingual Program is replaced with Dual Language One Way.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,4) (Target Group: LEP) (NCLB: 2,5)</p>	<p>Executive Director of Special Programs, Principal, Professional Educational Consultants, Teacher(s)</p>	<p>August 2013-May 2015</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Formative - Six week common assessment data, student progress, campus needs assessment data</p>
<p>6. Borger ISD bilingual teachers in grades PK through 5th grade will receive targeted training and coaching in best practices in Bilingual/ESL instruction to increase rigor and relevance in these classrooms.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,4,9) (Target Group: ESL, LEP) (NCLB: 2,5)</p>	<p>Executive Director of Special Programs, Principal, Professional Educational Consultants</p>	<p>August 2013-May 2015</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Formative - Student assessment data, student progress, teacher and campus surveys and needs assessments</p>

# BORGER ISD

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

**Objective 4.** 100% of BISS science teachers will receive professional development and support in aligning instructional strategies and resources with the TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Targeted Professional Development will be provided through campus Collaborative Team Meetings and external district presenters with a sustained focus on monitoring the implementation of the learning. /Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,5)	Principal	District Designated Days	(O)Campus Based Professional Development, (O)Materials, (O)Personnel	Summative - Training sign in sheets and agendas (Designated Days by District) Summative- Increased student achievement as evidenced by performance on local and state assessments (Decemeber & May)
2. Science teachers will meet a minimum of 2 times per month in collaborative team meetings to address topics such as: embedded professional development, student data analysis, positive parent contacts, and curriculum development/alignment. Specific to Borger Middle School/ Critical Success Factor- Extended Learning Time (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,5)	Instructional Liaison, Principal, Teacher(s)	September-May	(O)No Associated Cost	Summative - Training sign in sheets, certificates of completion, and principal walkthrough data

# BORGER ISD

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

**Objective 5.** All administrators and instructional liaisons will receive professional development to support their leadership roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional coaches professional development with a focus on building common vocabulary, process skills, and on building an instructional strategy repertoire for leading and coaching. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Professional Educational Consultants	November	(F)Title 1 Part A Funds	Summative - Sign in sheets, certificates of completion (November) Summative- Increased instructional coaching capacity as evidenced by coaching documentation. (May)
2. The Borger ISD Superintendent will provide leadership training and support in administrator principal meetings./Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (NCLB: 5)	Superintendent(s)	Monthly	(O)No Associated Cost, (O)Personnel	Formative - Sign in sheets and agendas (Monthly) Summative- Increased instructional/leadership capacity as evidenced administrator appraisals and student performance on local and state assessments (April 2013)
3. District and campus administrator participation Panhandle School Leadership Association meetings, PLC (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	District Designated Days	(O)No Associated Cost, (O)Personnel	Summative - Region 16 record of attendance, certificates of attendance (District Designated Days) Summative- Increased instructional leadership capacity as evidenced by Principal Appraisals (April)
4. TASA Study Groups at Region 16. /Critical Success Factors: Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	District Designated Days	(O)No Associated Cost, (O)Personnel	Summative - Region 16 record of attendance and certificates of attendance (District Designated Days) Summative- Increased leadership capacity as evidenced by principal appraisals (April)

# BORGER ISD

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

**Objective 5.** All administrators and instructional liaisons will receive professional development to support their leadership roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The Borger ISD Literacy Initiative Team will participate in a leadership professional learning community. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	Monthly	(O)Staff Time	Summative - Sign In Sheets, Agendas (Monthly) Summative- Increased leadership capacity as evidenced by administrator and teacher appraisal. (April)
6. Borger ISD 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) (NCLB: 1)	Principal	August 2013-May 2015	(F)Title IIA Principal and Teacher Improvement	Summative - Instructional coaching documentation, agendas, sign in sheets (Monthly) Summative- Increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS (April)

# BORGER ISD

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

**Objective 6.** All BISD teachers are provide professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide sytematic and sustained professional development through instructional coaching for teachers and leadership instructional coaching for campus liasions and adminstrators./Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Professional Educational Consultants	District Designated Days	(F)Title 1 Part A Funds	Summative - Coaching documentation, sign in sheets (District designated dates) Summative-Increased leadership capacity as evidenced through adminstrator appraisals (April)
2. Title II Region 16 Contract and Support for Professional Development/Critical Success Factors: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(F)Title IIA Principal and Teacher Improvement	Summative - Region 16 record of attendance and certificates of completion (Monthly) Summative- Increased student achievement as evidenced by performance on state and local assessments. (May)
3. Provide professional development on working with students and families in poverty/Critical Success Factor: Teacher Quality (Title I SW: 9) (Target Group: ECD) (NCLB: 1)	Director of Federal Programs and Instruction	August 2013	(F)Title 1 Part A Funds	Summative - Sign in Sheets,certificates of attendance (August)
4. Sustain Professional Learning Community (PLC) professional development for teachers at each Borger ISD campus/Critical Success Factor: Teacher Quality & Leadership Effectivenss (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Principal, Professional Educational Consultants	August 2013	(F)Title 1 Part A Funds	Summative - Sign In Sheets, certificates of attendance (August 2012) Summative- Increased collaboration among educators as evidenced by PLC sign in sheets, agendas (May)
5. Region 16 Curriculum/Instruction Contract Applicable Trainings/Critical Success Factor: Teacher Quality and Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2013-May 2015	(F)Title 1 Part A Funds	Summative - Region 16 record of attendance and certificate for completion (May)

# BORGER ISD

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

**Objective 6.** All BISD teachers are provide professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Reading Recovery Sustained Training –CoCo (Dumas, TX)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	Monthly	(F)Title 1 Part A Funds	Summative - Dumas record of attendance (Monthly) Summative-Increased teacher pedagogy as evidenced by walk throughs and PDAS (Every six weeks)
7. Sustained professional development in Multi-Sensory Approach (MTA) dyslexia training for district dyslexia specialists. Texas/Critical Success Factor: Teacher Quality (Title I SW: 4,9) (Target Group: Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction, Dyslexia specialist	January 2014	(L)Local Taxes and State Per Capita Allotments	Summative - Certificate of attendance, agendas (October) Summative- Increased teacher pedagogy on meeting the needs of students as evidenced by walk throughs and PDAS (Every Six Weeks)
8. ESL Endorsement Training (ESC 16)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: ESL, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction	Designated Days	(O)Access to Region 16 ESL Preparation Class, (O)No Associated Cost	Summative - Certificate of attendance (Designated Days) Number of individuals testing and becoming ESL endorsed (May)
9. Collaborative PLC meetings between CTE Coordinator and CTE teachers to monitor implementation of the CTE Continuous Improvement Plan/Critical Success Factor: Increased Learning Time (Title I SW: 9) (Target Group: CTE) (NCLB: 1,5)	CTE Coordinator, District CTE Coordinator, High School CTE Coordinator	Every Six Weeks	(O)No Associated Cost, (O)Personnel, (O)Teacher pedagogy	Summative - Meeting sign in sheets and agendas (Every six weeks) Summative-Increased student achievement as evidenced on state and local assessments (December & May)
10. Designated CTE teachers will attend Work-Based Learner training (ESC 16)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	October 2013	(O)No Associated Cost, (O)Staff Time	Summative - ESC record of attendance and certificates of completion (September)

# BORGER ISD

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

**Objective 6.** All BISD teachers are provide professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide sytematic and sustained professional development in technology to meet educator needs/Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Technology	District Designated Dates	(L)Local Taxes and State Per Capita Allotments	Summative - Sign In Sheets, certificates of attendance (District Designated Dates) Summative- Increase teacher usage of technolgy as evidenced by walk through data and PDAS (Every Six weeks)
12. 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./Critical Success Factor: Leadership Effectiveness and Teacher Quality. (Title I SW: 1,4) (Target Group: All) (NCLB: 5)	Superintendent(s)	District Designated Days	(O)District Aligned Professional Development, (O)Personnel	Summative - Certificates of completion, agenda (District Designated Days) Summative- Increased curriculum alignment as evidence by lesson plans and walk throughs (Every 6-9 weeks)
13. Seek out additional professional development opportunities to sustain Inclusion Schools Training. Focus will be on developing a systems approach to all of the factors impacting inclusive education. (Title I SW: 4) (Target Group: SPED) (NCLB: 1)	Professional Educational Consultants	November 2012	(F)Title 1 Part A Funds	Summative - Sign in sheets, certificates of completion Summative- Increase in student achievement as evidenced by performance on state and local assessments. (May 2013)
14. Professional Development will be provided to enhance teacher and staff pedogogy.		August 2013- May 2015	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Formative - Formative: certificates of completion Summative: Increase in student achievement as evidenced by performance on state and local assessments.

# BORGER ISD

**Goal 3.** Borger ISD will strive to improve public support and confidence in schools.

**Objective 1.** Borger ISD 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 ISD will host back to school orientation "New Year's Parties."/Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	August 2013	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced by sign in sheets (August)
2. 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./Critical Success Factor: Family and Community Engagement & Academic Performance (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	October and Ongoing as Needed	(O)No Associated Cost, (O)Personnel	Summative - Number of parent participants as evidenced by sign in sheets (October) Summative- Increased student achievement as evidenced by state and local assessments (December & May)
3. District Head Start teachers conduct home visits with all children's parent participating in the program./Critical Success Factor: Family and Community Engagement (Title I SW: 6,7) (Target Group: ECD) (NCLB: 1)	Principal	August and May	(O)No Associated Cost, (O)Staff Time	Summative - Number of parent contacts (August & May)
4. Parents of students identified as being at risk of failing the science state assessment will have a teacher conference during the second semester concerning their child's academic performance. Contacts (written, conference, phone) will be provided in the parent's native language. (Specific to Borger Middle School)/Critical Success Factor: Family and Community Engagement & Academic Success (Title I SW: 6,9) (Target Group: All, H, ECD) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	September - May	(O)No Associated Cost, (O)Personnel	Summative - Parent participation in conferences as evidenced by conference sign in sheets (Every 6 Weeks) Summative- Increase in student achievement as evidenced by state and local assessments (Every 6 Weeks)
5. Increase parental involvement in the education of children through: ARD meetings, LPAC meetings, Parent Volunteer program, Title 1 Program Meetings, School Orientations, and Family Nights (Title I SW: 6) (Target Group: All) (NCLB: 1)	Parent Involvement Coordinators, Principal	August 2013 - May 2015	(F)Title 1 Part A Funds	Summative - Sign In Sheets, Agendas (April) Summative- Increased Parental Involvement and student Achievement (April)



# BORGER ISD

**Goal 3.** Borger ISD will strive to improve public support and confidence in schools.

**Objective 1.** Borger ISD will promote parent/community partnerships in education by increasing parental/community involvement opportunities by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Borger ISD campuses will host PTO and Booster Club organizations/Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Principal	Monthly	(O)No Associated Cost	Summative - Number of parent participants as evidenced by memberships (April)
7. Borger ISD will provide opportunities for parent involvement through parent/teacher compacts, parent advisory and site based meetings./Critical Success Factor: Family and Community Engagement (Title I SW: 6,10) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Parent Involvement as evidenced through sign in sheets(April)
8. 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./Critical Success Factor-Family and Community Engagement (Title I SW: 1) (Target Group: All) (NCLB: 5)	Director of Federal Programs and Instruction, Superintendent(s)	August 2013	(O)No Associated Cost	Summative - Copy of Letter, parent signatures of receipt, posting on district website, TEA submission documentation (August 2013)
9. Campuses will provide two parent meetings targeting the LEP population to provide testing information, program supports, campus expectations, and ways that they can support their child's learning./Critical Success Factor: Family and Community Engagement and Academic Performance (Title I SW: 1,9) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	Dates Designated by the District	(F)Title 1 Part A Funds	Summative - Sign in sheets (May) Summative- Parent surveys at the end of the 2013 school year (May)
10. Parental Involvement Liaisons will support parent involvement initiatives at each Title 1 campus and at the District Parent Involvement Center./Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 5)	Parent Involvement Coordinators, Principal	August 2013-May 2015	(F)Title 1 Part A Funds	Summative - Increased parent participation as evidenced by sign in sheets, event attendance, volunteer hours

# BORGER ISD

**Goal 3.** Borger ISD will strive to improve public support and confidence in schools.

**Objective 1.** Borger ISD will promote parent/community partnerships in education by increasing parental/community involvement opportunities by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide parents with information regarding Borger ISD: Calendar of Events, Channel 12, District Website, Regular Campus Communications, Campus Newsletters, Borger Herald Articles, Report Cards/Critical Success Factors: Parent and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2013-May 2015	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Summative - Increased Parent Involvement as evidenced by school contacts, volunteer sign in sheets (April)
12. Borger ISD will partner with local childcare providers Birth-Three years and up to provide pre-literacy related professional development and create a solid literacy line./Critical Success Factor: Family and Community Engagement (Title I SW: 7) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	District Designated Dates	(O)No Associated Cost	Summative - Number of Participants, Sign In Sheets, Agendas (Designated by District)

# BORGER ISD

**Goal 3.** Borger ISD will strive to improve public support and confidence in schools.

**Objective 2.** Borger ISD 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 ISD campuses will designate at least one person to translate Spanish/English for conferences./Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 2,5)	Principal	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced through conference sign in sheets
2. Borger ISD will to the extent possible, provide written communications from the campus and district in both English and Spanish./Critical Success Factor: Family and Community Engagement & Leadership Effectiveness (Title I SW: 6) (Target Group: ESL, LEP, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - Copies of parental communication in English and Spanish (Every Six Weeks) Summative- Increase parental involvement as evidenced by end of year campus parent survey (April)

# BORGER ISD

**Goal 3.** Borger ISD will strive to improve public support and confidence in schools.

**Objective 3.** The Borger ISD Parental Involvement Center will increase participation by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will offer ESL classes for parents and community members through the Borger ISD Parental Involvement Center./Critical Success Factor Family and Community Engagement (Title I SW: 6,10) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction	August 2013-May 2015	(F)Title III Bilingual / ESL, (S)Local Funds	Summative - Increased parental participation in ESL classes (May
2. Borger ISD will offer GED classes for parents and community members through the Borger ISD Parental Involvement Center. Critical Success Factor/Family and Community Engagement (Title I SW: 6) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	October 2012-May 2013		Summative - Increased parent involvement as evidenced through parent participation in GED classes (Every six weeks) Summative- Number of parents receiving GED (May 2013)

# BORGER ISD

**Goal 4.** Borger ISD will maintain a positive district culture.

**Objective 1.** Borger ISD will maintain or increase the teacher retention rate of 96% as evidence of a strong, positive district culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will develop a district administrative communication plan to facilitate communication and dissemination pertinent information to all employees in an effective and timely manner./Critical Success Factor- Leadership Effectiveness (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5)	Director of Federal Programs and Instruction, Principal	October 2013	(O)No Associated Cost, (O)Personnel	Summative - End of year teacher/parent survey results (May)
2. Collaborative planning times will be provided by the district to support data informed instructional decisions/strategies./Critical Success Factors- Increased Learning Time & Leadership Effectiveness (Title I SW: 4,8,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal	District Designated Dates	(O)Personnel, (O)Teacher pedagogy	Summative - Collaborative team sign in sheets and agendas (District Designated Dates) Summative- Teacher surveys (May)
3. Borger ISD will utilize public forums such as School Board meetings, school district website to showcase District and Campus successes./Critical Success Factor- Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Principal	Monthly	(O)No Associated Cost	Summative - End of the Year teacher/Parent survey (May)
4. Increased district administrator visibility on campus to support campus initiatives./Critical Success factor- Leadership Effectiveness (Title I SW: 8) (Target Group: All)	Executive Director of Special Programs, Superintendent(s)	August 2013-May 2015	(O)No Associated Cost, (O)Personnel	Summative - District walkthroughs and campus visit logs (Weekly)
5. Borger ISD will ensure that all teachers teaching in core academic subject areas are certified and "Highly Qualified"./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	August 2013	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments	Summative - Personnel records, tracking of teachers employed in the district that do not have "Highly Qualified" status. (August 2013-May 2015)
6. Borger ISD will provide signing bonuses for recruitment and retention of teachers to high need areas./Critical Success Factor: Teacher Quality (Title I SW: 5) (Target Group: All) (NCLB: 3)	Business Manager, Personnel Director, Principal	August 2013	(F)Title IIA Principal and Teacher Improvement	Summative - PDAS, Administrator Walk-Throughs (Every Six Weeks) Summative- Highly Qualified Report (September 2013 & September 2014)

# BORGER ISD

**Goal 4.** Borger ISD will maintain a positive district culture.

**Objective 1.** Borger ISD will maintain or increase the teacher retention rate of 96% as evidence of a strong, positive district culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Borger ISD will encourage current staff to seek certification in areas of teacher shortage and high needs./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	August 2013-May 2015	(F)Title 1 Part A Funds	Summative - Number of teachers participate in certification efforts (August 2013-May 2015) Summative- Borger ISD Personnel Records (May)
8. Borger ISD will, to the extent possible, provide paraprofessionals seeking certifications a flex schedule to assist with their educational requirements./Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 3) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	August 2013-May 2015	(F)Title 1 Part A Funds	Summative - Number of participating paraprofessionals August 2013-May 2015) Summative- Borger ISD Personnel Records (August 2013-May 2015)
9. Provide New Teacher Induction continuation of First Year Teacher Academy, and a mentor network for all new teachers./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2013-May 2015	(F)Title IIA Principal and Teacher Improvement	Summative - Sign In Shets, Mentor Network Assignments (August- May) Borger ISD personnel records, mentoring logs, contacts hours (May)

# BORGER ISD

**Goal 5.** Borger ISD will create and maintain a safe environment.

**Objective 1.** 100% of Borger ISD facilities will be assessed and plans developed to repair, renovate or replace existing structures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility./Critical Success Factor: Leadership Effectiveness & School Climate (Target Group: All) (NCLB: 4)	Principal, Safety Review Team, School Nurse, SRO Officer	January & May	(O)No Associated Cost, (O)Personnel	Summative - Maintenance records,safety review reports, accident reports (Every six weeks)

# BORGER ISD

**Goal 5.** Borger ISD will create and maintain a safe environment.

**Objective 2.** BISD will provide all students with a systematic K-12 program for drug, alcohol, violence education and prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character counts activities addressing topics including conflict resolution and self esteem. /Critical Success Factor: School Climate (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s)	August 2013-May 2015	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Counselor and teacher lesson plans and student attendance during lesson (Every Six Weeks)
2. Dating Violence Program/Critical Success Factor: School Climate (Target Group: All) (NCLB: 4)	Counselor(s)	Dates Designated by the District	(L)Local Taxes and State Per Capita Allotments	Summative - Counselor and teacher lesson plans (Dates Designated by the District)
3. Bullying programs (determined by campus)/Critical Success Factor: School Climate (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Reduced office referrals about bullying, Bullying hotline tips (Every Six Weeks)
4. District- wide drug free activities including Red Ribbon distribution during Red Ribbon Week (student programs and drug awareness materials distributed)./Critical Success Factor:Family and Community Engagement & School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	October 2013	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets from rally, weekly agenda of activities (October) Summative- Reduction in documented instances of drug use by students (May)
5. Add an additional School Resource Officer to serve the three Elementary campuses. (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Professional Educational Consultants, Superintendent(s)	August 2013-May 2015		Summative - Parent and Staff surveys



# BORGER ISD

**Goal 5.** Borger ISD will create and maintain a safe environment.

**Objective 3.** Borger ISD staff members will implement established safety procedures 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All district staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan (firedrills, tornado drills, intruder alerts)/Critical Success Factor: School Climate (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Principal	August 2013-May 2015	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills, incidence reports (May)
2. CPI Trainings/Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Special Education , Principal, School Nurse, SRO Officer, Teacher(s)	District Designated Dates	(O)Campus Based Professional Development, (O)No Associated Cost, (O)Staff Time	Summative - Certificate of completion and attendance records (District Designated Dates)
3. Borger ISD will utilize the RAPTOR visitor management system./Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Campus visitor data records (Weekly-Monthly) Summative- Parent visitor records, parent volunteer records (May)
4. Borger ISD will utilize surveillance cameras and monitors to increase, monitor parking lots, and facilities./Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Environmental Services, Principal	August 2013-May 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Surveillance records (Daily) Summative- Decrease in vandalism, loitering, facility safety (May)

# Expenditures

Resource	Source	Amount
CTE Carl Perkins	Federal	
Federal Grants	Federal	
IDEA Special Education	Federal	
Local Funds	State	
Local Taxes and State Per Capita Allotments	Local	
State Compensatory	State	
Title 1 Part A Funds	Federal	
Title I	Federal	
Title IIA Principal and Teacher Improvement	Federal	
Title III Bilingual / ESL	Federal	
<b>10 Resource(s)</b>		<b>Total: \$0</b>

# Resources

Resource	Source
CTE Carl Perkins	Federal
Federal Grants	Federal
Title 1 Part A Funds	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local Projects	Local
Local SSA ( Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
State Compensatory	State
State Grants	State

2013-2014 Region 16 Migrant SSA Member District Migrant Education Plan

District: **Borger ISD**

<p><b>Goal</b> Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.</p>											
<p><b>Objective</b> All identified Migrant students will receive services according to high priority.</p>											
<p><b>Required Program Activities</b></p>	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan	Summative Review	June		
	a. ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			
	b. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			
	c. NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			
	d. Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls; August 23-May 27	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			
	e. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			
	f. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			
	g. Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	Student Performance Log, Migrant Middle School Survey	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____			

2013-2014 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
<b>Required Program Activities</b>	h. Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor		July 1 through June 30; parent letter within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, home visit log	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	i. Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.	Migrant Coordinator, Administrator	Migrant Brochures	August	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	j. Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.	Migrant Coordinator, Administrator	Migrant Middle School letter	within first six weeks of student's enrollment	Copy of dated parent letter, recipient list, Meeting notice, Agenda, sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	k. Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	l. Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	m. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	n. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	Migrant Coordinator, Migrant Counselor		May 1 through September 1	Student Performance Log, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	o. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
p. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist		July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		

2013-2014 Region 16 Migrant SSA Migrant District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
Required Program Activities	q. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	r. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator	Pink Copy of COE	July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
Supplemental Program Activities--Secondary High School (Grades 9-12)	<i>Graduation Plan Support</i> --Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plan, district plan outlining procedures for late entry and/or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. TAKS Blast/STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2014	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. TAKS Blast/STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, October 2013, February 2014	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2013--application Winter 2013-2014--online course Summer 2014--trip	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	<i>High School Leadership Retreat</i> -- Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2013	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____

2013-2014 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan	Summative Review	June
Supplemental Program Activities--Middle School (Grades 6-8)	<i>School and Social Engagement</i> --Create an extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help student seek and receive help from parents, peers, and teachers with academically related and nonacademically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community.(e.g. TECH Smart)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	August 1 through May 30, Summer 2014	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
	<i>School and Social Engagement</i> --Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face. (e.g. MS Spring Retreat, E=MC <sup>2</sup> )	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	March 2014	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Supplemental Program Activities--Elementary School (Grades 1-6)	<i>Health and Safety Day for grades 3-5</i> -- One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, R16 Education Speciliast	Reg 16 SSA MEP funds	May 2014	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
Supplemental Program Activities-- Early Childhood/School Readiness Program (EE-Kindergarten)	<i>Supplemental Instruction</i> --Center Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of program: HeadStart, District Pre-K	Migrant Coordinator, School/Home Community Liaison, Teacher	Other Funds	August 23-May 27	Stepping Stones inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____
	<i>Supplemental Instruction</i> --Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: Stepping Stones	Migrant Coordinator, School/Home Community Liaison, Stepping Stones Teacher	Stepping Stones Curriculum, Other Funds	August 23-May 27	Stepping Stones inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____	_____

2013-2014 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
<b>Supplemental Program Activities--Support Services</b>	Identified Needs for Academic and Nonacademic Support Services --Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education-- Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____
	Other: Regional Migrant Parent Conference-- Two Day conference offered to focusing on motivating parent involvement. Parents will receive information about topics such as: health and nutrition, community resources [Health/Dental services, SNAP: Supplemental Nutrition Assistance Program (food stamps), library card, etc...], programs available for out of school youth, preschool education, bullying, transportation safety, fire safety, drug & alcohol awareness, identity protection, study skills, math games, Texas Migrant Interstate Program, scholarship process, early literacy, migrant services available, safety measures (pesticides, farm equipment, electrical), social skills, etc...	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, R16 Education Specialist	Reg 16 SSA MEP funds	October 2013	flyer, web notification, registration forms, agenda, sign-in sheets, evaluations	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? Yes _____ No _____



## Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE: I. Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered through Project Share.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## REGION 16 SSA Priority for Services Action Plan

<b>OBJECTIVE:</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.										
<b>GOAL:</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.										
<b>School Success Determinants:</b> passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					<b>Formative Evaluation Review</b>				<b>Summative Review</b>	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Ensure that Migrant Priority for Services (PFS) Student Reports are run monthly. District superintendent or migrant recruiter will notify Region 16 Education Service Center Migrant Coordinator if migrant PFS student reports are not received in the district by the 20th of each month.	Region 16 Education Service Center NGS Data Specialists, District Administrator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Monthly migrant PFS student reports on file in superintendent's office and each campus office in order to target services appropriately to migrant PFS students for improved academic performance.	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Provide a list of migrant priority for service (PFS) students to principal(s) and appropriate campus staff.	NGS Data Specialist, Migrant Service Coordinator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Log indicating dissemination of reports	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Review the academic status of each PFS student after each six-week grade reporting period. In consultation with campus administrator(s), counselor(s) and classroom teacher(s) a migrant individualized education plan (MIEP) will be developed for each PFS student not meeting or at risk of not meeting all academic standards.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every six weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Three week progress reports, six week report cards, IEP with date of consultation and signatures of participants	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Include services/strategies/interventions by non-migrant-funded programs in the MIEP of each PFS student.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	MIEP	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## REGION 16 SSA Priority for Services Action Plan

<b>OBJECTIVE:</b> Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.										
<b>GOAL:</b> To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.										
<b>School Success Determinants:</b> passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					<b>Formative Evaluation Review</b>			<b>Summative Review</b>		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Focus services on PFS students according to MIEPs	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Monthly service log/time and effort reflecting service(s) and time spent with PFS students	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___
F. Insure coordination of services to meet the needs of migrant students by facilitating access of services to community entities/agencies	Migrant service coordinator	Ongoing throughout the year	Texas Migrant Education Program Guidance, Section D and Section E	log documenting phone calls, home visits, etc.	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___
G. Conduct home visits to parents of PFS students to notify of PFS criteria and update on student's progress.	Migrant service coordinator, Migrant School Home community liaison, recruiter	Ongoing throughout the year; at a minimum of one per semester	Texas Migrant Education Program Guidance, Section D	phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, MIEP, etc.)	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___
H. Monitor all migrant student academic achievement with particular focus on migrant PFS student progress. Disaggregate data to determine and target achievement gaps between migrant and non-migrant students. Utilize data to target services and develop student MIEPs.	Campus and district administrators, counselors, teachers, migrant service coordinator, migrant counselor	Ongoing throughout the year	Title I, Part C Program Specific Provisions and Assurances	Data disaggregation and comparisons, MIEPs	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___