

# **BORGER ISD District Improvement Plan 2014/2016**

*Excellence begins now.*

# 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
Bodey, Teresa	Non-Classroom Professional
Brewer, Sarah	Gateway Teacher
Brown, Patti	District Level Professional
Butler, Priscilla	BIS Sped Teacher
Denton, Bree	HS/CTE
Francis, Katie	Paul Belton Elementary Teacher
Guest, Corey	BMS Teacher
Harris, Peggy	Communications Coordinator
Howard, Tracy	BHS Teacher
Mccarthy, Tony	Ex-officio Member
Mcdonald, Marcy	Crockett Teacher
Mckinney, Cathy	BMS Teacher
Mcmurry, Julie	Parent
Olin, Janet	Gateway Teacher
Plumley, Jodina	Business Representative
Purcell, Melissa	BIS Teacher
Riggle, Judy	Crockett Teacher
Schroeder, Barbie	Instructional Services Coordinator
Walker, Pam	HS Math
Webb, Mike	Community Representative
Welch, Chance	District Level Professional
Wilson, Kim	Crockett Teacher

**Borger Independent School District**  
**Needs Assessment**  
**Data Utilized from 2013-2014 school year for 2014-2016 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 2014-2015 school years 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 2014-2016 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)
- Systems Safeguards
- Parent Surveys
- Focus Groups
- Teacher interviews
- Staff Development Needs
- Best Practices
- Leadership Reviews

**Demographics**

Borger, Texas is located in the Texas Panhandle in Hutchinson County. The district serves approximately 2700 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
- 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 53.15% of the students are eligible for free or reduced-price lunches under the National School Lunch Program.

YEAR	2008	2009	2010	2011	2012	2013	2014
LEP % of Enrollment	8.3	9.0	10.1	10.0	10.3	8.64	8.39
Hispanic % of Enrollment	32.7	34.2	37.5	40.0	40.2	41.11	42.7
Eco/Disadvantaged % of Enrollment	42.9	44.6	49.3	51.0	52.3	53.55	53.6

### Homeless and Migrant Demographics

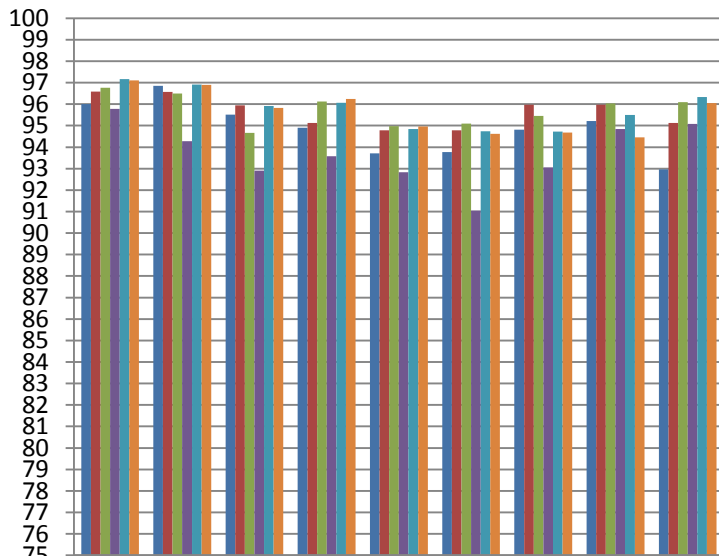
School Year	10-11	11-12	12-13	13-14
Migrant	0	5	8	8
Homeless	12	24	19	8
At Risk	1215	1170	1073	1211

### Title 1 Eligibility

Campus	2011-2012	2012-2013	2013-2014
Paul Belton Elementary	67.40%	71.20	64.53
Gateway Elementary	65.75%	64.90	59.46
Crockett Elementary	58.81%	61.50	61.80
Borger Intermediate	58.64%	57.40	59.91
Borger Middle School	51.65%	56.70	54.05
Borger High School	32.41%	37.60	36.48
<b>District</b>	<b>52.64%</b>	<b>56.13%</b>	<b>53.15%</b>

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.

## 2013-2014 Borger Attendance Rate Comparison



	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
High School	96.01	96.85	95.52	94.91	93.71	93.77	94.81	95.22	92.97
Middle School	96.58	96.57	95.94	95.13	94.79	94.79	95.98	95.97	95.12
Intermediate	96.76	96.49	94.66	96.13	94.97	95.09	95.46	96.03	96.09
PB ELE	95.78	94.27	92.90	93.58	92.83	91.05	93.05	94.84	95.08
Crockett	97.16	96.92	95.92	96.06	94.85	94.74	94.73	95.50	96.34
Gateway	97.11	96.90	95.83	96.25	94.96	94.62	94.68	94.46	96.05

■ High School    ■ Middle School    ■ Intermediate  
■ PB ELE    ■ Crockett    ■ Gateway

## Campus and District Attendance Comparisons

An analysis of the 2013-2014 school year student attendance for Borger ISD indicates that attendance rates for the district are at 95.24%. 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>Increased commitment at all campuses to differentiated instruction, individual intervention, and lesson cycle. Continued discussion of best practices and effectiveness of various methods.</p>	<p>Implementation of <u>The Fundamental Five</u> –begin as a leadership book study with continued roll out on individual campuses. Renewal of the traditional Lesson Cycle as a best practice for instructional delivery</p>
<p>Effective utilization of Instructional Coaching Model-Instructional Coaching.</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>
<p>Effective utilization of district created resources calibration instrument and the KILGO Scope and Sequence to drive instructional planning.</p>	<p>Professional development provided to district/campus administrators, instructional liaisons, and teachers with a focus on instructional planning</p>

	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 use and STAAR Test Maker purchase</li> <li>• Assessment Professional Development</li> </ul> Collaborative time utilized for assessment development	Continued use of STAAR 1, STAAR Test Maker and DMAC and other available resources for assessment development Continued collaborative planning time for assessment development. Plan for Common Formative Assessments at 2 and 3 week intervals—disaggregating and utilizing data for instructional decision making in a timely manner.
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 Leadership Reviews and PLCs.
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 implementation and use of available personnel to provide inclusion support in identified classrooms.	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 continue with Dual Language One Way program design implementation at Paul Belton and Gateway.
	Professional Development of new administrators to the district through Region 16 and embedded district PLC and Professional Development opportunities.

### **Narrative Summary:**

The district continued several initiatives during 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 implementation of developed Inclusion plans. These two initiatives have been integral success factors to the gains made in student performance. Borger ISD is in its fifth 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 use of STAAR 1 and STAAR Test Maker as tools 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 and district Bilingual Teachers. PLCs continue to grow in their effective use as a tool for problem solving, decision making, and collaboration. 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 years.

## **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	Continue to establish a clear, precise vision of where the district is going.
Staff feel supported by campus and district – Instructional Coaching, Collaborative Planning Time, Allocation of Resources, 2014-2015 pay increase, continuation of Stipends for various positions	Development and articulation of unified vision. Addition of Stipends for Bilingual teachers to increase retention for a high need area
	Continued development of the District Communications Coordinator to market, promote and “brand” the district for all stakeholders

### **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. Results also indicated that there is a need for better communication between the district, campuses, and teachers, but most believe that with the addition of a Communications Coordinator that this aspect is quickly improving district wide. Through increased communications, district understanding of adopted initiatives is improving. Teachers report, through their administrators, that they are more informed of the direction the district is heading.

## **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 2014-2015	2012-2013: 33% turnover (transfers and new hires) 2013-2014: 26.3%
Administrators attend job fairs, college days for recruitment	2013-2014: 26.3% (transfers and new hires) 2014-2015: 19.4%
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
Recruitment and Retention stipends for high needs areas including Bilingual	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 2013-2014 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. 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>Borger received an accountability rating of <u>Met Standard</u> and became eligible for distinction designations awarded to campuses based on indicators relative to a group of 40 campuses of similar type, size, and student demographics. <u>Borger High School</u> had 2 distinctions: Reading/ELA and in Social Studies. <u>Borger Middle School</u> had 3 distinctions: Science, Social Studies, and Student Progress. <u>Borger Intermediate School</u> had 3 distinctions: Reading/ELA, Science, and Student Progress.</p>	<p>Crockett Elementary continues to perform at 10% below the state average. Fourth Grade Reading performed at a 57% passing rate which is 17% behind the state average.</p>																																																																																																														
<table border="1"> <thead> <tr> <th colspan="4" data-bbox="499 446 630 479">2014 EOC</th> </tr> <tr> <th data-bbox="378 487 472 519"></th> <th data-bbox="378 487 472 519">Borger</th> <th data-bbox="567 487 651 519">State</th> <th data-bbox="756 487 808 519">+/-</th> </tr> </thead> <tbody> <tr> <td colspan="4" data-bbox="94 527 525 560"><b>9<sup>th</sup> /10<sup>th</sup> Grade-First time testers</b></td> </tr> <tr> <td data-bbox="94 568 210 600">Algebra I</td> <td data-bbox="378 568 451 600">89%</td> <td data-bbox="567 568 640 600">86%</td> <td data-bbox="756 568 798 600">+3</td> </tr> <tr> <td data-bbox="94 609 199 641">Biology</td> <td data-bbox="378 609 441 641">94%</td> <td data-bbox="567 609 640 641">93%</td> <td data-bbox="756 609 798 641">+1</td> </tr> <tr> <td data-bbox="94 649 210 682">English I</td> <td data-bbox="378 649 451 682">79%</td> <td data-bbox="567 649 640 682">72%</td> <td data-bbox="756 649 798 682">+7</td> </tr> <tr> <td data-bbox="94 690 220 722">English II</td> 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Math	86%	88%	-2	-3%
Science	70%	72%	-2	-1%
	<b>Borger</b>	<b>State</b>	<b>+/-</b>	<b>Borger-2013</b>
<b><u>6<sup>th</sup> Grade</u></b>				
Reading	79%	77%	+2	+11%
Math	83%	79%	+4	+3%
	<b>Borger</b>	<b>State</b>	<b>+/-</b>	<b>Borger-2013</b>
<b><u>7<sup>th</sup> Grade</u></b>				
Reading	72%	75%	-3	-5%
Math	75%	67%	+8	-6%
Writing	64%	70%	-6	-1%
	<b>Borger</b>	<b>State</b>	<b>+/-</b>	<b>Borger-2013</b>
<b><u>8<sup>th</sup> Grade</u></b>				
Reading	90%	89%	+1	-5%
Math	94%	86%	+8	+2%
Science	84%	71%	+13	-4%
Social Studies	64%	62%	+2	+1%
Algebra I	96%			

ELL Populations are still performing lower than other students groups

	<p style="text-align: center;"><b>PBMAS Data</b></p> <p style="text-align: center;"><b>BE English/ESL</b></p> <p>2014 BE STAAR Math Passing Rate- 57.5-Level 2  2014 BE STAAR Reading Passing Rate- 27.5-Level 3  2014-ESL STAAR Math Passing Rate -53.5- Level 2  2014-ESL STAAR Reading Passing Rate -44.2 Level 3  LEP Not Served Math Passing Rate – 48.6-Level 3  LEP Not Served Reading Passing Rate-42.9-Level 3</p> <p style="text-align: center;"><b>CTE</b></p> <p>CTE RHSP/DAP Diploma Rate – 64% Level 1  CTE Non-traditional Course Completion-Male- Level 2  CTE Non-Traditional Course Completion Female- Level 1</p> <p style="text-align: center;"><b>3-8 Special Education</b></p> <p>SPED STAAR 3-8 passing rate- Science- Level 1  SPED STAAR 3-8 passing rate- Writing- Level 2  SPED STAAR EOC Passing Rate- Writing – Level 2  SPED STAAR Participation Rate- Level 2  SPED Modified- Level 2  SPED Placement in Instructional Setting &gt;80% ages 6-11- Level 2  SPED Representation- Level 1  SPED LEP Representation- Level 1  SPED Discretionary ISS Placements- Level 1</p> <p style="text-align: center;"><b>No Child Left Behind</b></p> <p>Title I, Part A STAAR 3-8 Passing- Social Studies and Writing Level 1</p>
	<p>Writing vertical alignment of instructional practices, scope and sequence to increase student achievement in writing.</p>

**Narrative Summary:**

Borger ISD continues to make gains in State Accountability. Three tested campuses, Borger Middle School, Borger Intermediate School and Borger High School earned distinctions for the 2014 STAAR results. BISD is especially proud of these achievements as well as the incredible growth in EOC scores. Crockett Elementary continues to remain within similar range of scores for the past 3 years. Currently, the campus is on average 10% behind state averages on STAAR. This is a growth opportunity for the district. The ELL population also continues to be an area of need. BISD will be working to better implement ELPS, provide professional development in rigorous instruction for this and all populations, and will continue to recruit and retain quality teachers for the bilingual program. Campuses will conduct Student Level Reviews focusing on the ELL population and make targeted intervention decisions to meet the needs of our language learners. Overall district writing scores remain in the 60% range and the



district will continue to work on vertically aligning our writing curriculum and instruction. Opportunities for professional development to improve writing across all content areas and well as the implementation of the Critical Write piece of the Fundamental Five should prove to enhance the districts performance in writing.

## **Family and Community Involvement:**

### **Data Sources Reviewed:**

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

<b>STRENGTHS</b>	<b>NEEDS</b>
Parent and community criminal history reports processed on a regular basis, use of RAPTOR on campuses to monitor visitors, student entry and pick up	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 McKinney Vento population supports
Watchdogs program	District-wide APP to increase communication for parents, students, and teachers.
Mentoring program at Middle School	
Use of TWITTER to communicate district highlights	Improvement of District Web Page

### **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 2013-2014 school years, 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 and as a district, 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

<b>STRENGTHS</b>	<b>NEEDS</b>
Technology department is fully staffed after having vacancies for portions of the year.	Increase wireless coverage throughout the district
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	Additional IPAD labs and IPADs for teacher use—Develop distribution plan
United Streaming Contract	Demand for audio and visual usage is straining on bandwidth
Project Share Access	
DMAC Access	
Computer labs and adequate computers per classroom ratio	
Band-width was increased from 40 Mbps to 60 Mbps	
Technology needs are reported and requested through an online form located on the district website	

### **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 additional IPADS to the district

to be utilized by teachers and integrated with Smart boards and other technology. The goal is to move teacher throughout the classroom for instructional delivery and away from teacher work stations.

## **Borger ISD Needs Assessment Planning Year- 2014-2016 Priority of Needs**

### **Priority #1**

Continue to improve the 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. Focus on The Fundamental Five and Depth of Knowledge to increase rigor and student achievement of state expectations.

### **Priority #3**

Continue to 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**

Continue to 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. Move Common Assessments from 6 week intervals to 2/3 week intervals to provide more timely data to make intervention and second teach decisions more effective.

### **Priority #6**

Continue to improve district initiatives implementation through embedded professional development, PLCS, Leadership Reviews.

### **Priority #7**

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

### **Priority #8**

Continue to improve district communication between central administration, campuses, teachers, and parents, and community. Strive to market the district through improved communications and implementation of communications department.

### **Priority #9**

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. BISD will utilize the KILGO scope and sequence, assessment, and data disaggregation components to align the written, taught and tested curriculum. /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 2014-May 2016	(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 2014-May 2016	(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. Borger ISD will develop of common formative assessments and benchmarks reflective of 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 2014-May 2016	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Common formative assessments (Every 2 or 3 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 2014-May 2016	(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 2 or 3 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 2 or 3 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 2014-May 2016	(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 2014-May 2016	(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, AtRisk) (NCLB: 1,2)	Director of Federal Programs and Instruction	August 2014-May 2016	(F)Title III Bilingual / ESL, (S)State Compensatory	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 2014-May 2016	(F)Federal Grants	Summative -

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**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 2014-May 2016	(F)Federal Grants, (O)Personnel, (S)Local Funds	Summative - Ongoing assessment of effectiveness of technology through Common Formative Assessments and State Assessment Data
11. The district will seek to implement a teacher IPAD program in tested areas to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classrooms. (Title I SW: 1,2,10) (Target Group: All, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Director of Technology, Principal	August 2014-May 2016	(F)Federal Grants	Summative - Teacher surveys/interviews to monitor implementation effectiveness PDAS Summatives to show use of technology and instruction delivery improvement Results of Fundamental Five Monitoring through walk-through observations

# 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-5th 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, AtRisk, PRE K, K) (NCLB: 1)</p>	Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal	August 2014-May 2016	(O)Campus Based Professional Development, (O)Materials, (O)Staff Time, (S)State Compensatory	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, AtRisk)</p>	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	August 2014-May 2016	(O)Materials, (O)Teacher pedagogy, (S)State Compensatory	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, AtRisk) (NCLB: 1)</p>	Director of Curriculum and Instruction, Literacy Coordinator, Principal	August 2014-May 2016	(O)District Aligned Professional Development, (O)Materials, (O)Personnel, (O)Staff Time, (S)State Compensatory	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 2014-May 2016	(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

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**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 2014-May 2016	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)State Compensatory	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 2014-May 2016	(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)
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 2014-May 2016	(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)



# BORGER ISD

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**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
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 2014-May 2016 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, /Critical Success Factor: Academic Performance  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All, AtRisk)	Director of Federal Programs and Instruction	August 2014-May 2016	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)State Compensatory	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)
11. 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)	Principal	August 2014-May 2016	(F)Title 1 Part A Funds	Summative - PDAS, walk-throughs (Every six weeks) Summative- Increased student achievement (Fall & Spring)
12. Positions will be utilized to continue providing accelerated instruction for At Risk students. Critical Success Factor: Academic Performance (Target Group: AtRisk) (NCLB: 5)	Principal	August 2014-May 2016	(O)FTE - 18, (S)State Compensatory	Summative - PDAS, Administrator walk throughs (Every six weeks) Summative- Increased student performance as evidenced through local and state assessments (Fall & 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
<p>13. All classroom teachers will implement the five components of quality instruction to improve instructional delivery and student achievement as outlined in the Fundament Five: Frame the Lesson, Power Zone, Frequent Small-Group Purposeful Talk, Recognize and Reinforce, Write Critically.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Principal, Teacher(s)</p>	<p>August 2014-May 2016</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)Personnel, (O)Teacher pedagogy</p>	<p>Formative - Walk-Through data and PDAS will show evidence of implementation. Common Formative Assessments will monitored for increased student achievement.</p>
<p>14. Singapore Math Strategies will be taught in all K-5 math classes to support student acquisition of number sense, place value understanding, and problem solving strategies.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Instructional Liaison, Principal, Teacher(s)</p>	<p>August 2014-May 2016</p>	<p>(O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Teacher pedagogy, (S)Local Funds</p>	<p>Formative - Walk-through data and lesson plans will be audited to monitor implementation. Common formative assessments will be evaluated for student achievement increases in mathematics.</p>
<p>15. The traditional Lesson Cycle, as defined by Madeline Hunter, will be reviewed and implemented by all teachers for classroom instructional delivery.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,5,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August 2014-May 2016</p>	<p>(O)District Aligned Professional Development, (O)Educator Lesson Plans, (O)Staff Time</p>	<p>Formative - Lesson plan audits, walk-through and PDAS data will be evaluated for implementation.</p>
<p>16. A district Writing Vertical Alignment Team will be created to evaluate and writing instruction, curriculum materials and writing progress of students. An Alignment of instruction and expectations will be developed and communicated to all teachers across all content areas.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction, Teacher(s)</p>	<p>August 2014-May 2016</p>	<p>(O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time, (O)Teacher pedagogy</p>	<p>Formative - Performance on local state writing assessments will be disaggregated to find improvement trends. Lesson plans will be audited for increased writing opportunities across content areas, student writing samples will be monitored and evaluated for improvement.</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
1. Borger ISD campuses will utilize Tier II and Tier III interventions with students to fill achievement gaps. Critical Success Factor: Academic Performance  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All, AtRisk) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2014-May 2016	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)State Compensatory	Summative - RTI Records (Every 6 Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall & Spring)
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)	Director of Federal Programs and Instruction	August 2014-May 2016	(F)Title 1 Part A Funds	Summative - Intervention comparison data, purchase audit trails (September 2012) Increased student achievement as evidenced through local and state assessments (Fall & Spring)
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: All, AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	Every Six Weeks	(O)Personnel, (S)State Compensatory	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 & Spring)
4. 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, AtRisk)	Core Subject Teachers, Principal	August 2014-May 2016	(L)Local Taxes and State Per Capita Allotments, (S)State Compensatory	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)
5. 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 2014-May 2016	(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)

# 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
6. 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: LEP, AtRisk) (NCLB: 5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	June 2015 and 2016	(O)Personnel, (O)Staff Time, (S)Local Funds, (S)State Compensatory	Summative - Lesson plans and attendance logs (June) Summative- Pre- and Post assessment results (June)
7. 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  SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9) (Target Group: H, AA, ECD, LEP, SPED)		August 2014-May 2016	(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	Summative - Formative: data gathered from six week assessments and teacher observations Summative: data gathered from 2014 STAAR assessments

# 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, Dyslexic 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 2014</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 2014- May 2016</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 2014- May 2016</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 2014- May 2016</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, Dyslexic 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>August 2014-May 2016</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 2014-May 2016</p>	<p>(O)Personnel, (S)Local Funds</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 2014</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 2014- May 2016 August 2013-May 2015</p>	<p>(F)Title III Bilingual / ESL, (S)State Compensatory</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, Dyslexic and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. 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 2014-May 2016</p>	<p>(F)Title III Bilingual / ESL, (O)District Aligned Professional Development, (O)Staff Time, (S)State Compensatory</p>	<p>Summative - Administrator 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>10. 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, AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal</p>	<p>August 2014-May 2016</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>
<p>11. Provide materials and professional development concerning the English Language Proficiency Standards (ELPS) to 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>August 2014-May 2016</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>12. Renew purchase, provide training, and monitor usage of technology program (DynEd for Pre K-12th ) 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 2014-May 2016</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>

# 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, Dyslexic and Special Education students to increase student achievement and close identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>13. 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 2014-May 2016</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>
<p>14. 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)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2014-May 2016</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Endorsement documentation, expenditure reports (December) Increase in ESL endorsed teachers to meet the needs of ESL students (December &amp; May)</p>
<p>15. 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)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2014-May 2016</p>	<p>(O)Access to Preparation Class</p>	<p>Summative - ESL endorsement documentation, teacher to student ratio analysis (December and May ) Increased student achievement on state and local assessments (Fall &amp; Spring )</p>
<p>16. Increase the number of special education students taking the STAAR/Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1)</p>	<p>ARD Committee, Director of Special Education , Principal, Teacher(s)</p>	<p>August 2014-May 2016</p>	<p>(F)IDEA Special Education</p>	<p>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 &amp; Spring)</p>
<p>17. Provide Inclusion Training for all Borger ISD paraprofessionals.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education</p>	<p>August 2014</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Sign in Sheets Certificates of Attendance Walk through data reflective of Inclusion Practices</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 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	Fall 2014 and 2016	(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 2014-May 2016	(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	August 2014-May 2016	(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 2014-May 2016	(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 2014-May 2016	(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 2015	(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 Career and Technology 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 2014-May 2016	(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 2014	(O)No Associated Cost	Summative - Sign in sheets, agendas ( 3 times per year) 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 endorsement clusters./Critical Success Factor: Academic Performance (Title I SW: 10) (Target Group: CTE) (NCLB: 1,5)	Counselor(s), Director of Federal Programs and Instruction, District CTE Coordinator, Instructional Liaison, Principal	August 2014-May 2016	(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 2014-May 2016	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technolgy 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 Career and Technology 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 2014-May 2016	(F)CTE Carl Perkins	Summative - Development and implementation of the comprehensive CTE evaluation tool (May)
7. Borger ISD will acquire CTE Professional Development through Region 16, State CTE Conference, TCEA and other providers./Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	August 2014-May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Documentation of professional development attendance.
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 2014-May 2016	(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 2014-May 2016	(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 2014-May 2016	(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.

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 2014- May 2016	(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 2014- May 2016	(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 2014- May 2016	(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 2014- May 2016	(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 2014- May 2016	(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.** 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 calibration team meetings/ Treasure Hunts/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.** ELA 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 continue to 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, AtRisk, PRE K, K) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Reading Recovery Teachers</p>	<p>August 2014-May 2016</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (S)Local Funds, (S)State Compensatory</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 2014</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 all to provide continued support and sustainably for high quality instruction, differentiated instruction and implementation of district initiatives. 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 2014-May 2016</p>	<p>(S)Local Funds</p>	<p>Summative - Instructional coaching contact logs, debriefing documentation ((Monthly) Increased teacher proficiency as evidenced by administrator walk throughs and PDAS (May)</p>

# BORGER ISD

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

**Objective 3.** 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. 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>MAugust 2014- May 2016</p>	<p>(O)Materials, (O)Personnel, (S)Local Funds, (S)State Compensatory</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>2. 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>Fall 2014 and 2015</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>
<p>3. BISD bilingual teachers in grades Pre-K - First Grade 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, AtRisk) (NCLB: 2,5)</p>	<p>Executive Director of Special Programs, Principal, Professional Educational Consultants, Teacher(s)</p>	<p>August 2014- May 2016</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Six week common assessment data, student progress, campus needs assessment data</p>
<p>4. 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 2014- May 2016</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - 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.** 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. The district instructional team will participate in professional development in areas of coaching, 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	August 2014- May 2016	(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	Summative - 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 4.** 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. 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 2014-May 2016	(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)
6. Designated district staff will participate in TASA sponsored Curriculum Management System Curriculum Audit Training. (Title I SW: 2,4) (Target Group: All) (NCLB: 1,5)	Director of Curriculum and Instruction, Superintendent(s)	November 2014	(O)Personnel, (S)Local Funds	Summative - Training certificates

# BORGER ISD

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

**Objective 5.** All BISD teachers are provided 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 2014- May 2016	(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, AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction	August 2013August 2014- May 2016	(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 2014- May 2016	(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 5.** All BISD teachers are provided 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: AtRisk, Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction, Dyslexia specialist	August 2014-May 2016	(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 2014	(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 5.** All BISSD teachers are provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide systematic 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 technology 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, Assessment 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	August 2014-May 2016	(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 encouraged provided to enhance teacher and staff pedagogy.		August 2014-May 2016	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Formative: certificates of completion Summative: Increase in student achievement as evidenced by performance on state and local assessments.
15. Provide Inclusion Training for all Instructional Assistants to support the inclusion practices for Special Education students at all campuses.  PBMAS (Title I SW: 1,10) (Target Group: SPED) (NCLB: 1,5)	Director of Curriculum and Instruction, Director of Special Education , Professional Educational Consultants	August 2014	(F)IDEA Special Education, (O)Personnel, (O)Staff Time	Summative - Sign in sheets and agenda

# 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.

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 2014 and 2016	(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. Increase parental involvement in the education of children through: ARD meetings, LPAC meetings, Parent Volunteer program, Title 1 Program Meetings, School Orientations, PTO and Family Nights (Title I SW: 6) (Target Group: All) (NCLB: 1)	Parent Involvement Coordinators, Principal	August 2014- May 2016	(F)Title 1 Part A Funds	Summative - Sign In Sheets, Agendas (April) Summative- Increased Parental Involvement and student Achievement (April)
4. 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)
5. 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 2014- May 2016	(O)No Associated Cost, (O)Personnel	Summative - Parent Involvement as evidenced through sign in sheets(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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. 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) (Target Group: LEP, AtRisk) (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)
7. 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 2014-May 2016	(F)Title 1 Part A Funds	Summative - Increased parent participation as evidenced by sign in sheets, event attendance, volunteer hours
8. Provide parents with information regarding Borger ISD: District App, Calendar of Events, local cable channel, 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)	Communications Coordinator, Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Superintendent(s)	August 2014-May 2016	(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)

# 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 2014- May 2016	(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 2014- May 2016	(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 will maintain a Parental Involvement Center to meet the needs of parents and promote all aspects of parental involvement in the district.

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 2014- May 2016	(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	August 2014- May 2016		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 3.** Borger ISD will strive to improve public support and confidence in schools.

**Objective 4.** Borger ISD will utilize various communication avenues to market the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will implement district-wide communication with all stakeholders through the use of School Way, a web based APP that provides instant push notifications for users. (Title I SW: 1) (Target Group: All)	Communications Coordinator, Principal, Superintendent(s)	August 2014-May 2016	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Annual Needs Assessment data will be used to evaluate effectiveness of APP.
2. Communications Coordinator will increase communication throughout the district through inter-district communications including newsletters, emails, APP notifications. (Title I SW: 1) (Target Group: All)	Communications Coordinator	August 2014-May 2016	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Needs Assessment data will be evaluated to monitor effectiveness.
3. The district will seek methods and avenues to continue to market the district and provide consistency in district presentation among district entities. (Title I SW: 1) (Target Group: All)	Communications Coordinator	August 2014-May 2016	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - District Needs Assessment will be evaluated for effectiveness.

# 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 and implement 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)	Communications Coordinator, Director of Federal Programs and Instruction, Principal, Superintendent(s)	August 2014- May 2016	(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 Efectiveness (Title I SW: 8) (Target Group: All)	Executive Director of Special Programs, Superintendent(s)	August 2014- May 2016	(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 2014- May 2016	(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.
6. Borger ISD will provide recruitment and retention stipends 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 2014- May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - PDAS, Administrator Walk-Throughs (Every Six Weeks) Summative- Highly Qualified Report (September)

# 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 and support 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 2014-May 2016	(F)Title 1 Part A Funds	Summative - Number of teachers participate in certification efforts 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 2014-May 2016	(F)Title 1 Part A Funds	Summative - Number of participating paraprofessionals Summative- Borger ISD Personnel Records
9. Provide New Teacher Boot Camp to ready new teachers and teachers new to BISSD for implementing district initiatives. Campuses will provide 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 2014-May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Sign In Sheets, 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.** Borger ISD facilities will be routinely 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 2014- May 2016	(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 2014- May 2016	(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 2014 and 2015	(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. Maintain the School Resource Officer program to serve all campuses. (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Professional Educational Consultants, Superintendent(s)	August 2014- May 2016		Summative - Parent and Staff surveys
6. BISD will add a DAEP Director to maintain safety and program effectiveness at the campus providing DAEP services. (Target Group: AtRisk) (NCLB: 1,4,5)	Assistant Superintendent(s), Superintendent(s)	August 2014- May 2016	(S)Local Funds	Summative -

# 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 2014-May 2016	(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 2014-May 2016	(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 2014-May 2016	(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>

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2014/2016 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.



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

OBJECTIVE: VI. Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	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 <u>servicing such students.</u>										
<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 <u>succeed in school.</u>										
<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.	___	___	___	Accomplished Yes No	___
					Some Progress	___	___	___		___
					No Progress	___	___	___		___
					Discontinue	___	___	___		___
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.	___	___	___	Accomplished Yes No	___
					Some Progress	___	___	___		___
					No Progress	___	___	___		___
					Discontinue	___	___	___		___
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.	___	___	___	Accomplished Yes No	___
					Some Progress	___	___	___		___
					No Progress	___	___	___		___
					Discontinue	___	___	___		___
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.	___	___	___	Accomplished Yes No	___
					Some Progress	___	___	___		___
					No Progress	___	___	___		___
					Discontinue	___	___	___		___

## 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 <u>servicing such students.</u>										
<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 <u>succeed in school.</u>										
<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	____ ____

# Resources

Resource	Source
CTE Carl Perkins	Federal
Federal Grants	Federal
IDEA Special Education	Federal
KILGO Training and Resources	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 SSA ( Shared Services Arrangement)	Local
Access to Region 16 ESL Preparation Class	Other
Campus Based Professional Development	Other
District Aligned Professional Development	Other
Educator Lesson Plans	Other
Materials	Other
Personnel	Other
Resource Calibration Instrument	Other
Staff Time	Other
Teacher pedagogy	Other
Local Funds	State
State Compensatory	State