

# BORGER ISD

## **District Improvement Plan**

2012/2014

Date Reviewed: 10/11/12

Date Approved: 10/11/12

# 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 as evidenced by: All students: \*Reading- 8% increase (85% to 93% or RI of 2% for 87%)\*Math- 10% increase (82% to 92% or RI of 2% for 84%)\*Writing- 3% increase (91% to 94%)\*Social Studies-3% increase(94% to 97%)\*Science- 2% increase (79% to 80%)(Data Source- 2012 AYP Data and 2011 State TAKS Data)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization of KILGO scope and sequence, assessment, and data disaggregation components. /Critical Success Factor: Academic Performance (Title I SW: 1,4) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2012-May 2013	(O)District Aligned Professional Development, (O)Staff Time, (O)Teacher pedagogy	Formative - Common formative assessments (Every Six weeks) Summative- Increased scores on state assessments (Spring 2013)
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 2012-May 2014	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Formative - Common formative assessments (Every Six weeks) Summative- Increased scores on state assessments (Spring 2013)
3. Development of District Curriculum Team to analyze and develop resource documents that align KILGO and CSCOPE components./Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Curriculum and Instruction, Instructional Liaison, Principal	October 2012	(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (O)Access to Student Performance Data	Summative - Increased Student Achievement on State and Local assessments.(Spring 2013) Formative- Sign in sheets, working copies of curriculum (Every Six Weeks)
4. Training in and development of common formative assessments and benchmarks reflective of new state assessment rigor. /Critical Success Factors: Academic Performance and Data Analysis (Title I SW: 8) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	November 2012	(F)Title 1 Part A Funds - \$12,800, (F)Title IIA Principal and Teacher Improvement - \$6,500	Formative - Common formative assessments (Every Six weeks) Summative-Increase state assessment results (Spring 2013)
5. 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 2012-May 2014	(O)Educator Lesson Plans, (O)Staff Time	Formative - Common formative assessments (Every 6 weeks) Summative- Lesson plan audit results and improved student achievement (Every 9-12 Weeks)

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6. Analyze common assessment data for instructional improvement/Critical Success Factor:Use Quality Data to Drive Instruction  (Title I SW: 9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal, Superintendent(s)	Every Six Weeks	(O)No Associated Cost	Summative - Sign In Sheets of Data Analysis Meetings, Plans of Action (Every Six Weeks) Summative-Increased student achievement as evidenced by performance on state and local assessments (Every Six Weeks)
7. 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 2012-May 2014	(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)
8. 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 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$4,500, (O)Staff Time, (O)Teacher pedagogy	Formative - 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 2012-2013)
9. Borger ISD will collaborate with an educational consulting firm specializing in Bilingual/ESL education to investigate a change in programming option from Bilingual Early Exit to Dual Language One Way./ Critical Success Factor: Academic Achievement (Title I SW: 1) (Target Group: ESL, LEP) (NCLB: 1,2)	Director of Federal Programs and Instruction	November 2012	(F)Title III Bilingual / ESL - \$6,500	Summative - Increased student achievement as evidenced by increased language proficiency on TELPAS and on performance on state and local assessments (Spring and Fall 2012-2013) Formative-Sign in sheets to document meetings (November 2012)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Align reading instruction Pre K-2nd grade, utilizing a Balanced Literacy approach. /Critical Success Factor: Student Performance (Title I SW: 2,9,10) (Target Group: All, PRE K, K) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal	August 2012-May 2014	(O)Campus Based Professional Development, (O)Materials, (O)Staff Time	Formative - 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 2012-2013)
2. Provide reading supports for students transitioning from second grade balanced literacy to third grade state assessments./Critical Success Factor: Academic Performance (Title I SW: 9,10) (Target Group: All)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	November 2012-December 2013	(L)Local Taxes and State Per Capita Allotments - \$700, (O)Materials, (O)Teacher pedagogy	Summative - Increased reading proficiency as measured by second grade local assessments, third grade benchmarks and state assessments (Spring 2013) Formative- RTI records, running records levels (Every six weeks)
3. Development of Balanced Literacy Training and Implementation Sustainability Plan/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Curriculum and Instruction, Literacy Coordinator, Principal	August 2012	(O)No Associated Cost	Summative - Increased literacy proficiency as evidenced by local and state assessments.(August, December, May) Formative- Teacher utilization as observed in walk throughs, instructional coaching records (Every six weeks)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Addition of full time Literacy Coach for elementary campuses /Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Personnel Director, Principal	August 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$51,015	Summative - Increased literacy proficiency as evidenced by local and state assessments (Spring 2013) Formative-Teacher contact data, professional development sign in sheets (Every 6-9 weeks)
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	September 2012-May 2014	(F)Title 1 Part A Funds - \$107,497, (L)Local Taxes and State Per Capita Allotments - \$50,684	Summative - Increased reading proficiency among participants as evidenced by end of program Reading Recovery assessment (January & May 2013) 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 2012-May 2013	(F)Title 1 Part A Funds - \$12,250	Formative - Contact log, coaching documentation (Every Six Weeks) Summative-Increased teacher pedagogy as evidenced by walk through data and PDAS (Every Six Weeks)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Use of differentiated instructional strategies /Critical Success Factor: Academic Performance (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2012-May 2013	(O)No Associated Cost, (O)Teacher pedagogy	Formative - 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 2012-May 2014	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Formative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative- Increased student achievement as evidenced by increased performance on state and local assessments (Fall & Spring)
9. Campus and District administrators will utilize new walk through procedures to gather data and monitor the effectiveness of classroom instruction. Collected data will be analyzed for areas of teacher need and strategic plan will be created to address those needs./Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Director of Curriculum and Instruction, Principal	August 2012-May 2014-Every Six Weeks	(O)No Associated Cost	Formative - Administrator walk through data, action plans (Every six weeks) Summative- PDAS evaluations (Spring 2013)

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10. Use of instructional technologies and programs/Critical Success Factor: Academic Performance (Title I SW: 2,9,10) (Target Group: All)	Director of Federal Programs and Instruction	August 2012-May 2014	(F)Title 1 Part A Funds - \$15,181, (L)Local Taxes and State Per Capita Allotments - \$5,530	Formative - 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. Utilization of Sheltered Instructional strategies and English Language Proficiency Standards to scaffold instruction/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All, ESL, LEP) (NCLB: 1,2)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2012-May 2014	(O)Campus Based Professional Development, (O)Staff Time, (O)Teacher pedagogy	Formative - Instructional coaching logs, walk through action plans (Every six weeks) Summative- Increased student achievement scores as evidenced through local and state assessments (December and April)
12. Development of Sustainability Plan for SIOB and Sheltered Instruction training and implementation./Critical Success Factor: Academic Performance	Director of Curriculum and Instruction, ESC Educational Consultant, Instructional Liaison, Principal, Teacher(s)	August 2012		Formative - Monitoring dates of sustainability plan, walk through data, instructional coaching data (Every month 2012-2013) Summative- Increased student achievement as evidenced by state and local assessments (December 2012 & April 2013)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Supplemental positions will be utilized to support the educational needs of students at Title 1 campuses. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: All) (NCLB: 1)	Principal	August 2012	(F)Title 1 Part A Funds - \$168,944	Formative - PDAS, walk-throughs (Every six weeks) Summative- Increased student achievement (Fall 2012 & Spring 2013)
14. 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 2012-May 2014	(O)FTE - 18, (S)State Compensatory - \$855,770	Formative - PDAS, Administrator walk throughs (Every six weeks) Summative- Increased student performance as evidenced through local and state assessments (Fall 2012 & Spring 2013)



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**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  
 Reading: \*African American - 3% increase (90 to 93) \*Hispanic- 12% increase (81% to 93% or RI of 2% for 83%) \*White- 5% increase (88% to 93% or RI of 1% for 89%) \*Economically Disadvantaged- 11% increase (82% to 93% or RI of 2% for 84%) \*Special Education- 33% increase (60% to 93% or RI of 4% for 64%) \*LEP-27% increase (66% to 93% or RI of 3% for 69%) (Data Source- 2012 AYP Data and 2012 Raw Score State Data  
 Math: \*African American- 14% increase (78% to 92%) or RI of 2% for 80% \*Hispanic- 12% increase (80% to 92% or RI of 2% for 82%) \*White- 8% increase (84%)

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 (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	October 2012- May 2014	(F)Title 1 Part A Funds - \$13,000, (L)Local Taxes and State Per Capita Allotments - \$1,441	Summative - RTI Records (Every 6 Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall 2012 & Spring 2013)
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	September 2012	(F)Title 1 Part A Funds - \$3,500	Formative - Intervention comparison data, purchase audit trails (September 2012) Increased student achievement as evidenced through local and state assessments (Fall 2012 & Spring 2013)
3. The District will monitor Response to Intervention campus implementation to assure quality control. /Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	Every Six Weeks	(O)No Associated Cost, (O)Personnel	Formative - Utilization of district developed documentation for quality monitoring purposes (Every Six Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall 2012 & Spring 2013)
4. Borger Middle School will provide additional science instruction during the regular school day for students experiencing difficulty meeting mastery on science objectives by providing designated 7th and 8th grade students an "enrichment" class. /Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All, H, ECD) (NCLB: 1)	Principal	August 2012-May 2014	(O)No Associated Cost	Formative - Revised master schedule (Every month) Summative- Increased student achievement scores as evidenced by local and state assessments.(Fall 2012-Spring 2013)

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 Reading: \*African American - 3% increase (90 to 93) \*Hispanic- 12% increase (81% to 93% or RI of 2% for 83%) \*White- 5% increase (88% to 93% or RI of 1% for 89%) \*Economically Disadvantaged- 11% increase (82% to 93% or RI of 2% for 84%) \*Special Education- 33% increase (60% to 93% or RI of 4% for 64%) \*LEP-27% increase (66% to 93% or RI of 3% for 69%) (Data Source- 2012 AYP Data and 2012 Raw Score State Data  
 Math: \*African American- 14% increase (78% to 92%) or RI of 2% for 80% \*Hispanic- 12% increase (80% to 92% or RI of 2% for 82%) \*White- 8% increase (84%)

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5. Borger High School will use Flex in core areas for students not successful on the previous year's state assessment and as a preventive strategy to increase student achievement on the state assessment./Critical Success Factor: Learning Time (Target Group: All)	Principal	August 2012-May 2014	(O)No Associated Cost	Formative - Revised master schedule August 2012 & January 2013 Summative- Increased student achievement scores as evidenced through local and state assessments (Fall 2012 & Spring 2013)
6. The District will support campuses in providing tutorials for struggling students./Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: All, LEP)	Core Subject Teachers, Principal	November 2012-April 2014	(L)Local Taxes and State Per Capita Allotments - \$22,000	Formative - Tutorial attendance records and submission of tutorial lesson plans (Weekly) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall 2012 and Spring 2013)
7. Borger ISD will utilize an afterschool "ZAP" or Zeroes Aren't Permitted program to address the needs of students who fail to complete assignments/Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Principal	August 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$16,825	Formative - Record of student attendance (Weekly) Summative-Increase in student achievement as evidenced through course grades (Fall 2012 & Spring 2013)
8. The District will provide students needing remediation grades 1-12 the opportunity for Summer School. Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	June 2012 and June 2013	(L)Local Taxes and State Per Capita Allotments - \$23,000	Summative - Lesson plans and attendance logs (June 2013) Summative- Pre- and Post assessment results (June 2013)

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**Objective 4.** The District will promote highly effective instruction for LEP and Special Education students to increase student achievement and close identified learning gaps. Student Sub-Groups Reading: \*Special Education- 33% increase (60% to 93% or RI of 4% for 64%)\*LEP-27% increase (66% to 93% or RI of 3% for 69%) Student Sub-Groups Math: \*Economically Disadvantaged- 11% increase (81% to 92% or RI of 2% for 83%)\*Special Education- 36% increase (56% to 92% or RI of 4% for 40%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	September 2012	(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time	Formative - Data analysis data and distribution/articulation to campuses (October 2012) Increase number of Special Education students taking STAAR test by 10% (Spring 2013)
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  (Title I SW: 3,4) (Target Group: SPED) (NCLB: 3)	Director of Special Education , Personnel Director, Principal	August 2012-May 2013	(F)Title IIA Principal and Teacher Improvement	Summative - Review of Personnel Files (August) Borger ISD personnel records (August and as new employees are hired)
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 (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	August 2012-May 2014	(F)IDEA Special Education - \$529,462	Formative - Student schedules (August 2012 and ongoing as students are identified) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall 2012 & Spring 2013)
4. Special education focus on Middle School to support the implementation of a quality inclusion program./Critical Success Factor: Academic Performance (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal	August 2012-May 2014	(F)IDEA Special Education - \$1,778	Formative - Student Schedules (August 2012 and ongoing as students are identified) Summative-Increased number of special education students taking STAAR (Spring 2013)

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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./Critical Success Factor: Learning Time (Title I SW: 4) (Target Group: All) (NCLB: 1)	Instructional Liaison, Principal, Teacher(s)	Weekly	(O)No Associated Cost	Summative - Sign in sheets, calibration documentation (Weekly) Summative-Increased student achievement as evidenced by performance on state and local assessments Fall 2012 & Spring 2013
6. Implementation of new 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)	Director of Federal Programs and Instruction, Dyslexia specialist	September 2012	(L)Local Taxes and State Per Capita Allotments - \$2,500	Formative - Dyslexia progress reports (Every 6 weeks) Summative-Student success as evidenced by Number of students exiting of program (May 2013)
7. Borger ISD will meet the instructional needs of Dyslexic students through the addition of two part time dyslexia specialists. /Critical Success Factor: Academic Achievement (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction	August 2012	(L)Local Taxes and State Per Capita Allotments - \$29,262	Formative - Student dyslexia progress reports (Every six weeks) Summative- Increased compensatory skills as evidenced by number of students exiting the program (May 2013)
8. Intervention resources and materials for identified ELL students/Critical Success Factor: Student Achievement (Title I SW: 9,10) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)	Director of Federal Programs and Instruction	August 2012-May 2014	(F)Title III Bilingual / ESL - \$8,227	Formative - Intervention log, Expenditure reports, walk through data, lesson plan audits (Every Six Weeks) Increased scores on local and state assessments (Fall 2012 & Spring 2013)

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**Objective 4.** The District will promote highly effective instruction for LEP and Special Education students to increase student achievement and close identified learning gaps. Student Sub-Groups Reading: \*Special Education- 33% increase (60% to 93% or RI of 4% for 64%)\*LEP-27% increase (66% to 93% or RI of 3% for 69%) Student Sub-Groups Math: \*Economically Disadvantaged- 11% increase (81% to 92% or RI of 2% for 83%)\*Special Education- 36% increase (56% to 92% or RI of 4% for 40%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Monitor the training/implementation of Sheltered Instructional as a primary method of delivery of instruction for ELL students district wide/Critical Success Factors: Teacher Quality and Academic Performance (Title I SW: 1,2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)	Director of Federal Programs and Instruction, Principal	August 2012-May 2014	(F)Title III Bilingual / ESL - \$1,500	Formative - Sign in sheets from professional development, instructional coaching logs (August and Every six weeks) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall 2012 & Spring 2013)
10. Aligned reading instruction utilizing a Balanced Literacy approach for all Pre K-5th grade Bilingual students./Critical Success Factor: Teacher Quality and Academic Performance (Title I SW: 2) (Target Group: LEP, AtRisk, PRE K, K)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments - \$1,250, (O)District Aligned Professional Development, (O)Staff Time	Formative - 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 2012 & Spring 2013)
11. Implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring/Critical Success Factor: Learning Time and Teacher Quality (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	Monthly	(O)District Aligned Professional Development, (O)Staff Time	Formative - Sign in-sheets, walk through data (Every six weeks) Student achievement as evidenced by increase in guided reading level (December 2012 & May 2013)
12. Provide initial state mandated professional development of the English Language Proficiency Standards (ELPS) to all new teachers serving LEP students/Critical Success Factor: Teacher Quality (Title I SW: 2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)	Director of Federal Programs and Instruction	November 2012	(O)District Aligned Professional Development, (O)No Associated Cost	Formative - Sign in sheets, certificate of training (November) Teacher proficiency in utilization of ELPs as evidenced by administrator walk throughs (Every six weeks)

# BORGER ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Renew purchase, provide training, and monitor usage of technology program (DynEd for Pre K-12th and Fast Forward for HS) for use with all Bilingual students Pre K-5th and designated ESL students 8th-12th./Critical Success Factor: Leadership Effectiveness (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2)	Director of Federal Programs and Instruction, Teacher(s)	September 2012-May 2013	(F)Title III Bilingual / ESL - \$16,622	Formative - Program usage reports (Every six weeks) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall 2012 & Spring 2013)
14. Continue to increase use of English Language Proficiency Standards (ELPS) in daily lesson plans and daily instructional delivery./Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	August 2012-May 2014	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Lesson plan audits and walk throughs (Every six weeks) Summative- Increased student achievement on TELPAS (March-April)
15. Reimburse designated costs for ESL endorsement testing/certificate update./Critical Success Factor: Teacher Quality (Title I SW: 9,10) (Target Group: ESL) (NCLB: 1,2)	Director of Federal Programs and Instruction	August 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$197	Formative - Endorsement documentation, expenditure reports (December 2012) Increase in ESL endorsed teachers to meet the needs of ESL students (December 2012 & May 2013)
16. Each campus will sustain or increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population/ Critical Success Factor: Leadership Effectiveness (Title I SW: 9) (Target Group: ESL) (NCLB: 2,5)	Director of Federal Programs and Instruction	August 2012-May 2014	(O)Access to Preparation Class	Formative - ESL endorsement documentation, teacher to student ratio analysis (December 2012 and May 2013) Increased student achievement on state and local assessments (Fall 2012 & Spring 2013)

# BORGER ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. Increase the number of special education students taking the STAAR/Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: SPED) (NCLB: 1)	ARD Committee, Director of Special Education , Principal, Teacher(s)	August 2012-May 2013	(F)IDEA Special Education	Summative - Lesson plans reflecting appropriate TEKS and rigor (Every Six Weeks) Summative- Reduction in the number of students taking STAAR M , ARD committee documentation (Fall & Spring)

# 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. Reading- All Students Commended Level- 5% increase (25% to 30%) Math- All Students Commended Level- 5% increase (21% to 26%) (Data Source 2011 Released TAKS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Development of a committee to address advanced academics with a focus on advanced placement, dual credit/concurrent, and increased commended performance on state assessments./Critical Success Factors: Academic Performance (Title I SW: 1) (Target Group: GT, 9th, 10th, 11th, 12th) (NCLB: 1)	Director of Curriculum and Instruction, G/T Lead Teacher, Principal	October 2012	(O)No Associated Cost	Summative - Sign in sheets, agendas (Every 12 weeks) Increased enrollment and performance in advanced academics classes and on required academic assessments and increased commended performance as evidenced by enrollment numbers and student performance (May 2013 & May 2014)
2. The District will ensure compliance with all State required initial trainings and updates/Critical Success Factor: Leadership Effectiveness (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher	1st semester	(L)Local Taxes and State Per Capita Allotments - \$2,900	Summative - Sign in sheets and certificates of training completion (within 1st semester)
3. 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 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$70,377	Summative - Student Schedules, teacher schedules and job descriptions (August 2012) Summative-Increased number of students scoring Commended on state assessments (Spring 2013)
4. Utilization of robotics at Middle School and High School/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT) (NCLB: 1)	G/T Lead Teacher	October 2012-May 2013	(L)Local Taxes and State Per Capita Allotments - \$2,500	Summative - Student schedules, number of students enrolled in robotics class (August 2012) Increase in number of students participating in Middle and High School programs (May 2013 and may 2014)



# BORGER ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 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 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Lesson plan audit data, Walk through data (Every Six Weeks) Summative- AP test scores, STAAR commended scores
6. Utilize differentiated instructional strategies that are rigorous and relevant to strengthen the quality of instruction in Pre-AP, AP and Dual credit course offerings./Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All, GT) (NCLB: 5)	Director of Federal Programs and Instruction, Principal	August 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$5,500, (O)Materials	Formative - 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 2013)
7. 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 2013	(L)Local Taxes and State Per Capita Allotments - \$2,282	Formative - Increase in the number of students taking the PSAT (May 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College information is disseminated by counselors-higher ed requirements(admissions, financial opportunities)Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: All) (NCLB: 1,5)	Counselor(s)	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments - \$550	Formative - Count of materials/number of times materials are distributed (Fall 2102 and Spring 2013) Summative-Increased number of students participating in post secondary education as evidenced by survey, application data (May 2013)
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 - \$2,500	Summative - Increased number of students interested in post-secondary educational opportunities (May 2013)
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 2012	(O)No Associated Cost	Formative - Sign in sheets, agendas (Every 6 weeks) Summative- Increased CTE student participation and achievement as demonstrated by enrollment and student performance on state assessments.(May 2013)
4. Borger ISD students will have the opportunity to select course study from a variety of clusters./Critical Success Factor: Academic Performance (Title I SW: 10) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator, Principal	August 2012-May 2013	(F)CTE Carl Perkins - \$23,329	Formative - 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 2012-May 2013	(F)CTE Carl Perkins - \$1,600	Summative - Number of participants utilizing the program as evidenced by technology usage records.(May 2013)

# BORGER ISD

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continued utilization of previously developed comprehensive CTE evaluation tool to drive CTE course offerings for students (additions or deletions)./Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: CTE) (NCLB: 1,5)	CTE Director	August 2012-May 2014	(F)CTE Carl Perkins - \$250	Summative - Development and implementation of the comprehensive CTE evaluation tool (May 2013)
7. Borger ISD will acquire CTE Professional Services Contract between Borger ISD and Region 16 in order to provide CTE teachers with professional development./Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	August 2012-May 2013	(L)Local Taxes and State Per Capita Allotments - \$5,000	Summative - Documentation of contact hours (Dec 2012 & May 2013)
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 2012-May 2013	(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)	September 2012-May 2013	(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 2012-May 2014	(O)No Associated Cost	Summative - Contact logs and student achievement data (Every Six Weeks)

# BORGER ISD

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

**Objective 7.** Borger ISD will provide alternative learning environments and modes of instruction to increase graduation rates: Increase of 2% (92% to 94%) Data Source 2011 AYP Data)

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 2012-May 2014	(O)No Associated Cost, (O)Personnel	Summative - Reduction in discretionary DAEP placements (PBMAS focus for Special Education) Dec 2012 & May 2013
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 2012-May 2014	(O)No Associated Cost, (O)Personnel	Formative - Student plans, communication logs (December 2011 and May 2012) Summative- Student achievement scores on local assessments post DAEP placement (May 2013)
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 2012-May 2014	(O)No Associated Cost, (O)Personnel	Formative - Communication logs, individual student plans, lesson plans (Every six weeks) Summative-Student achievement as evidenced by post DAEP placement assessments (May 2013)
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 2012-May 2014	(S)State Compensatory - \$14,250	Formative - Campus rosters, student credit recovery data, Odyssey program usage reports (December 2012 & May 2013) Summative-Number of students successfully recovering/earning credits to graduate (May 2013)

# BORGER ISD

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**Objective 7.** Borger ISD will provide alternative learning environments and modes of instruction to increase graduation rates: Increase of 2% (92% to 94%) Data Source 2011 AYP Data)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 2012-May 2014	(L)Local Taxes and State Per Capita Allotments - \$825	Formative - Homebound academic records, homebound attendance records (Monthly) Increased student achievement and increased graduation for pregnant and parenting teens.(May 2013)

# BORGER ISD

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

**Objective 1.** 100% of Borger ISD core content faculty will receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for the STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sustained training with Margaret Kilgo Consulting in the areas of : <ul style="list-style-type: none"> <li>• Scope and Sequence</li> <li>• Data Driven Decision Making</li> <li>• Assessment</li> </ul> Critical Success Factor: Leadership Effectiveness and Teacher Quality (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Teacher(s)	Dates of training availability	(F)Title 1 Part A Funds - \$32,000, (F)Title IIA Principal and Teacher Improvement - \$23,680	Formative - Training sign in sheets, certificates of completion, lesson plan audits (December 2012 and May 2013) Summative- Local assessment/STAAR/EOC results (Fall 2012 & Spring 2013)
2. Collaborative resource callibration team meetings./Critical Success Factor: Learning Time (Title I SW: 2) (Target Group: All) (NCLB: 1,5)	Principal	Every Six-Nine Weeks	(L)Local Taxes and State Per Capita Allotments - \$7,800	Formative - 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 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD will implement a Continuum of Balanced Literacy Initiative which includes sustained and embedded balanced literacy training and coaching (Paul Belton Elementary, Gateway Elementary, and Crockett Elementary)/Critical Success Factors: Leadership Effectiveness and Teacher Quality (Title I SW: 4,10) (Target Group: All, PRE K, K) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Reading Recovery Teachers</p>	<p>September 2012- May 2014</p>	<p>(F)Title IIA Principal and Teacher Improvement - \$4,123, (L)Local Taxes and State Per Capita Allotments - \$2,400, (O)Staff Time</p>	<p>Formative - 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 Paul Belton Early Childhood Center and 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 2012</p>	<p>(F)Title 1 Part A Funds - \$5,000, (F)Title IIA Principal and Teacher Improvement - \$4,000</p>	<p>Formative - Certificates of completion, expenditure reports, training plans (November 2012) Summative- Increased teacher pedagogy in literacy as evidenced by walk through data and PDAS (May 2013)</p>
<p>3. Instructional coaches will work with teachers at Crockett to provide continued support and sustainability for the SIOP Instructional Initiative./Critical Success Factor: Teacher Quality and Effective Leadership (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>September 2012- May 2013</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 2013)</p>

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will provide Sheltered Instruction strategies training for Middle School./Critical Success Factors: Academic Performance (Title I SW: 4) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction, Principal	November 2012	(O)Materials, (O)Staff Time	Formative - Training sign in sheets, certificates of completion (November 2012) Summative- Increased educator implementation as evidenced by walk through data and PDAS (May 2013)
2. Balanced Literacy Initiative: Provide all elementary bilingual teachers with training in Balanced Literacy/Critical Success Factor: Teacher Quality (Title I SW: 2,4,9,10) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 5)	Director of Federal Programs and Instruction	Monthly Starting in October	(L)Local Taxes and State Per Capita Allotments - \$1,200, (O)Materials, (O)Personnel	Formative - 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)
3. Monthly Bilingual PLC Meetings (PreK-5th)/Critical Success Factor: Learning Time (Title I SW: 4,10) (Target Group: LEP, AtRisk, PRE K, K) (NCLB: 2,5)	Director of Federal Programs and Instruction	Monthly Starting October 2012	(L)Local Taxes and State Per Capita Allotments - \$1,150	Formative - Training sign in sheets, agendas (Monthly Starting in October) Summative- Teacher utilization of PLC Topics in classroom instruction as evidenced through walkthrough data and PDAS (May 2013)
4. Provide Technology Program Implementation Training/Critical Success Factors: Teacher Quality (Title I SW: 4) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2,5)	Director of Federal Programs and Instruction	October 2012	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL - \$750	Formative - Training sign in sheets, reports from program usage (October) Summative- Increased student achievement on TELPAS (March-April)



# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Targeted Professional Development will be provided through campus Collaborative Team Meetings and external district presenters with a sustained focus on monitoring the implementation of the learning. (Specific to Borger Middle School to address AU status)/Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,5)</p>	<p>Principal</p>	<p>District Designated Days</p>	<p>(L)Local Taxes and State Per Capita Allotments - \$250, (O)Campus Based Professional Development, (O)Materials, (O)Personnel</p>	<p>Formative - Training sign in sheets and agendas (Designated Days by District) Summative- Increased student achievement as evidenced by performance on local and state assessments (Decemeber 2012 &amp; May 2013)</p>
<p>2. Science teachers will meet a minimum of 2 times per month in collaborative team meetings to address topics such as: embedded professional development, student data analysis, positive parent contacts, and curriculum development/alignment. Specific to Borger Middle School/ Critical Success Factor- Extended Learning Time (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,5)</p>	<p>Instructional Liaison, Principal, Teacher(s)</p>	<p>September-May</p>	<p>(O)No Associated Cost</p>	<p>Summative - Training sign in sheets, certificates of completion, and principal walkthrough data</p>

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional coaches professional development with a focus on building common vocabulary, process skills, and on building an instructional strategy repertoire for leading and coaching. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Professional Educational Consultants	November 2012	(F)Title 1 Part A Funds - \$4,000	Summative - Sign in sheets, certificates of completion (November) Summative- Increased instructional coaching capacity as evidenced by coaching documentation. (May 2013)
2. The Borger ISD Superintendent will provide leadership training and support in administrator principal meetings./Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (NCLB: 5)	Superintendent(s)	Monthly	(O)No Associated Cost, (O)Personnel	Formative - Sign in sheets and agendas (Monthly) Summative- Increased instructional/leadership capacity as evidenced administrator appraisals and student performance on local and state assessments (April 2013)
3. District and campus administrator participation Panhandle School Leadership Association meetings, PLC (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	District Designated Days	(O)No Associated Cost, (O)Personnel	Formative - Region 16 record of attendance, certificates of attendance (District Designated Days) Summative- Increased instructional leadership capacity as evidenced by Principal Appraisals (April 2013)
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	Formative - Region 16 record of attendance and certificates of attendance (District Designated Days) Summative- Increased leadership capacity as evidenced by principal appraisals (April 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The Borger ISD Literacy Initiative Team will participate in a leadership professional learning community. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	Monthly	(O)Staff Time	Formative - Sign In Sheets, Agendas (Monthly) Summative- Increased leadership capacity as evidenced by administrator and teacher appraisal. (April 2012)
6. Borger ISD will utilize Instructional Liaisons to facilitate planning, curriculum/assessment alignment, and instructional strategies coaching with core content area teachers. Critical Success Factor: Learning Time (Target Group: All) (NCLB: 1)	Principal	August 2012-May 2013	(F)Title IIA Principal and Teacher Improvement - \$47,203	Summative - Instructional coaching documentation, agendas, sign in sheets (Monthly) Summative- Increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS (April 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide sytematic and sustained professional development through instructional coaching for teachers and leadership instructional coaching for campus liasions and adminstrators./Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Professional Educational Consultants	District Designated Days	(F)Title 1 Part A Funds - \$5,500	Formative - Coaching documentation, sign in sheets (District designated dates) Summative-Increased leadership capacity as evidenced through adminstrator appraisals (April 2013)
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 2012-May 2013	(F)Title IIA Principal and Teacher Improvement - \$12,000	Formative - Region 16 record of attendance and certificates of completion (Monthly) Summative- Increased student achievement as evidenced by performance on state and local assessments. (May 2013)
3. Provide professional development on working with students and families in poverty/Critical Success Factor: Teacher Quality (Title I SW: 9) (Target Group: ECD) (NCLB: 1)	Director of Federal Programs and Instruction	August 2012	(F)Title 1 Part A Funds - \$500	Formative - Sign in Sheets,certificates of attendance (August 2012)
4. Provide 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 2012	(F)Title 1 Part A Funds	Formative - Sign In Sheets, certificates of attendance (August 2012) Summative- Increased collaboration among educators as evidenced by PLC sign in sheets, agendas (May 2013)
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 2012-May 2013	(F)Title 1 Part A Funds - \$7,548	Formative - Region 16 record of attendance and certificate for completion (May 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Reading Recovery Sustained Training –CoCo (Dumas, TX)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	Monthly	(F)Title 1 Part A Funds - \$2,700	Formative - Dumas record of attendance (Monthly) Summative-Increased teacher pedagogy as evidenced by walk throughs and PDAS (Every six weeks)
7. Sustained professional development in Multi-Sensory Approach (MTA) dyslexia training for district dyslexia specialists. Texas/Critical Success Factor: Teacher Quality (Title I SW: 4,9) (Target Group: Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction, Dyslexia specialist	January 2013	(L)Local Taxes and State Per Capita Allotments - \$1,765	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	Formative - Certificate of attendance (Designated Days) Number of individuals testing and becoming ESL endorsed (May 2013)
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	Formative - Meeting sign in sheets and agendas (Every six weeks) Summative-Increased student achievement as evidenced on state and local assessments (December 2012 & May 2013)
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 2012	(O)No Associated Cost, (O)Staff Time	Formative - ESC record of attendance and certificates of completion (September)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide sytematic and sustained professional development in technology to meet educator needs/Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Technology	District Designated Dates	(L)Local Taxes and State Per Capita Allotments	Summative - Sign In Sheets, certificates of attendance (District Designated Dates) Summative- Increase teacher usage of technolgy as evidenced by walk through data and PDAS (Every Six weeks)
12. New employees to the district or to grade levels will have the opportunity to attend KILGO Scope and Sequence and Data Driven Decision Making to support implementation sustainability efforts./Critical Success Factor: Leadership Effectiveness and Teacher Quality. (Title I SW: 1,4) (Target Group: All) (NCLB: 5)	Superintendent(s)	District Designated Days	(O)District Aligned Professional Development, (O)Personnel	Summative - Certificates of completion, agenda (District Designated Days) Summative- Increased curriculum alignment as evidence by lesson plans and walk throughs (Every 6-9 weeks)
13. Two day Step by Step Inclusion Schools Training. Focus will be on developing a systems approach to all of the factors impacting inclusive education. (Title I SW: 4) (Target Group: SPED) (NCLB: 1)	Professional Educational Consultants	November 2012	(F)Title 1 Part A Funds - \$4,500	Formative - Sign in sheets, certificates of completion Summative- Increase in student achievement as evidenced by performance on state and local assessments. (May 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will host back to school orientation "New Year's Parties." /Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	August 2012	(O)No Associated Cost, (O)Personnel	Formative - 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 2012 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 2012 & May 2013)
3. District Head Start teachers conduct home visits with all children's parent participating in the program. /Critical Success Factor: Family and Community Engagement (Title I SW: 6,7) (Target Group: ECD) (NCLB: 1)	Principal	August 2012 and May 2013	(O)No Associated Cost, (O)Staff Time	Summative - Number of parent contacts (August & May)
4. Parents of students identified as being at risk of failing the science state assessment will have a teacher conference during the second semester concerning their child's academic performance. Contacts (written, conference, phone) will be provided in the parent's native language. (Specific to Borger Middle School) /Critical Success Factor: Family and Community Engagement & Academic Success (Title I SW: 6,9) (Target Group: All, H, ECD) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	September 2012- May 2013	(O)No Associated Cost, (O)Personnel	Summative - Parent participation in conferences as evidenced by conference sign in sheets (Every 6 Weeks) Summative- Increase in student achievement as evidenced by state and local assessments (Every 6 Weeks)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Increase parental involvement in the education of children through: ARD meetings, LPAC meetings, Parent Volunteer program, Title 1 Program Meetings, School Orientations, and Family Nights (Title I SW: 6) (Target Group: All) (NCLB: 1)	Parent Involvement Coordinators, Principal	August 2012-May 2013	(F)Title 1 Part A Funds - \$500	Formative - Sign In Sheets, Agendas (April 2013) Summative- Increased Parental Involvement and student Achievement (April 2013)
6. Borger ISD campuses will host PTO and Booster Club organizations/Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Principal	Monthly	(O)No Associated Cost	Summative - Number of parent participants as evidenced by memberships (April 2012)
7. Borger ISD will provide opportunities for parent involvement through parent/teacher compacts, parent advisory and site based meetings./Critical Success Factor: Family and Community Engagement (Title I SW: 6,10) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2012-May 2013	(O)No Associated Cost, (O)Personnel	Summative - Parent Involvement as evidenced through sign in sheets(April 2013)
8. Parents received a copy of the School Improvement LEA Parent Notification letter in their student's Back to School packet. The letter is posted on district website and new students enrolling in the district receive a copy in their enrollment packet./Critical Success Factor-Family and Community Engagement (Title I SW: 1) (Target Group: All) (NCLB: 5)	Director of Federal Programs and Instruction, Superintendent(s)	August 2012	(O)No Associated Cost	Formative - Copy of Letter, parent signatures of receipt, posting on district website, TEA submission documentation (August 2012)
9. Campuses will provide two parent meetings targeting the LEP population to provide testing information, program supports, campus expectations, and ways that they can support their child's learning./Critical Success Factor: Family and Community Engagement and Academic Performance (Title I SW: 1,9) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	Dates Designated by the District	(F)Title 1 Part A Funds - \$125	Summative - Sign in sheets (May 2013) Summative- Parent surveys at the end of the 2013 school year (May 2013)



# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Parental Involvement Liaisons will support parent involvement initiatives at each Title 1 campus and at the District Parent Involvement Center./Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 5)	Parent Involvement Coordinators, Principal	August 2012-May 2013	(F)Title 1 Part A Funds - \$81,854	Summative - Increased parent participation as evidenced by sign in sheets, event attendance, volunteer hours (2013)
11. Provide parents with information regarding Borger ISD: Calendar of Events, Channel 12, District Website, Regular Campus Communications, Campus Newsletters, Borger Herald Articles, Report Cards/Critical Success Factors: Parent and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2012-May 2013	(F)Title I - \$800, (L)Local Taxes and State Per Capita Allotments	Formative - Increased Parent Involvement as evidenced by school contacts, volunteer sign in sheets (April 2013)
12. Borger ISD will partner with local childcare providers Birth-Three years and up to provide pre-literacy related professional development and create a solid literacy line./Critical Success Factor: Family and Community Engagement (Title I SW: 7) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	District Designated Dates	(O)No Associated Cost	Formative - Number of Participants, Sign In Sheets, Agendas (Designated by District)

# BORGER ISD

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

**Objective 2.** Borger ISD will provide translation services for non-English speaking parents 100% of the time and 95% of written communication will be available in English/Spanish.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD campuses will designate at least one person to translate Spanish/English for conferences./Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 2,5)	Principal	May 2012	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced through conference sign in sheets (April 2013)
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 2012-May 2013	(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 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will offer ESL classes for parents and community members through the Borger ISD Parental Involvement Center./Critical Success Factor Family and Community Engagement (Title I SW: 6,10) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction	October 2012-May 2013	(F)Title III Bilingual / ESL - \$1,250, (S)Local Funds	Summative - Increased parental participation in ESL classes (May 2013)
2. Borger ISD will offer GED classes for parents and community members through the Borger ISD Parental Involvement Center. Critical Success Factor/Family and Community Engagement (Title I SW: 6) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	October 2012-May 2013	(L)Local Taxes and State Per Capita Allotments - \$3,500	Summative - Increased parent involvement as evidenced through parent participation in GED classes (Every six weeks) Summative- Number of parents receiving GED (May 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will develop a district administrative communication plan to facilitate communication and dissemination pertinent information to all employees in an effective and timely manner./Critical Success Factor- Leadership Effectiveness (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5)	Director of Federal Programs and Instruction, Principal	October 2012	(O)No Associated Cost, (O)Personnel	Summative - End of year teacher/parent survey results (May 2013)
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 2013)
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 2013)
4. Increased district administrator visibility on campus to support campus initiatives./Critical Success factor- Leadership Effectiveness (Title I SW: 8) (Target Group: All)	Executive Director of Special Programs, Superintendent(s)	August 2012- May 2013	(O)No Associated Cost, (O)Personnel	Formative - 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 2012	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments	Formative - Personnel records, tracking of teachers employed in the district that do not have "Highly Qualified" status. (August 2012-May 2013)

# BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Borger ISD will provide signing bonuses for recruitment and retention of teachers to high need areas./Critical Success Factor: Teacher Quality (Title I SW: 5) (Target Group: All) (NCLB: 3)	Business Manager, Personnel Director, Principal	August 2012	(F)Title IIA Principal and Teacher Improvement - \$13,500	Summative - PDAS, Administrator Walk-Throughs (Every Six Weeks) Summative- Highly Qualified Report (September 2012 & September 2013)
7. Borger ISD will encourage current staff to seek certification in areas of teacher shortage and high needs./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	August 2012-May 2013	(F)Title 1 Part A Funds	Formative - Number of teachers participating in certification efforts (August 2012-May 2013) Summative- Borger ISD Personnel Records (May 2013)
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 2012-May 2013	(F)Title 1 Part A Funds	Formative - Number of participating paraprofessionals (August 2012-May 2013) Summative- Borger ISD Personnel Records (August 2012-May 2013)
9. Provide New Teacher Induction continuation of First Year Teacher Academy, and a mentor network for all new teachers./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2012-May 2-13	(F)Title IIA Principal and Teacher Improvement	Formative - Sign In Shets, Mentor Network Assignments (August 2012- May 2013) Borger ISD personnel records, mentoring logs, contacts hours (May 2013)

# BORGER ISD

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

**Objective 1.** 100% of Borger ISD facilities will be assessed and plans developed to repair, rennovate 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 2013	(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 2012-May 2013)	(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 - \$200	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 2012-May 2013	(L)Local Taxes and State Per Capita Allotments - \$650	Summative - Reduced office referrals about bullying, Bullying hotline tips (Every Six Weeks)
4. Community wide drug free rally during Red Ribbon Week (student programs and drug awareness materials distributed)./Critical Success Factor:Family and Community Engagement & School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	October 2013	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets from rally, weekly agenda of activities (October) Summative- Reduction in documented instances of drug use by students (May 2103)

# 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 2012-May 2013	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills, incidence reports (May 2013)
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 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Campus visitor data records (Weekly-Monthly) Summative- Parent visitor records, parent volunteer records (May 2013)
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 2012-May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Surveillance records (Daily) Summative- Decrease in vandalism, loitering, facility safety (May 2013)



# Expenditures

Resource	Source	Amount
CSCOPE Curriculum	Federal	
CTE Carl Perkins	Federal	\$25,179
IDEA Special Education	Federal	\$531,240
KILGO Training and Resources	Federal	
Local Funds	State	
Local Taxes and State Per Capita Allotments	Local	\$320,253
State Compensatory	State	\$870,020
Title 1 Part A Funds	Federal	\$477,399
Title I	Federal	\$800
Title IIA Principal and Teacher Improvement	Federal	\$111,006
Title III Bilingual / ESL	Federal	\$34,849
<b>11 Resource(s)</b>		<b>Total: \$2,370,746</b>

# 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.

# Resources

Resource	Source
Federal Grants	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local Projects	Local
Local SSA ( Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
State Grants	State

# BORGER ISD Site Base

Name	Position
Brown, Patti	District Level Professional
Butler, Priscilla	IS/Sped.
Coleman, Paula	HS/CTE
Francis, Katie	Kindergarten
Guest, Corey	MS/Science
Holder, De'Lila	District Level Professional
Howard, Tracy	HS/Science
McCarthy, Tony	Ex-officio Member
McDonald, Marcy	3rd Grade
McKinney, Cathy	MS/S.S.
McMurry, Julie	Parent
Newell, Cyndi	IS/ELA
Olin, Janet	2nd Grade
Plumley, Jodina	Business Representative
Rosser, Ken	Non-Classroom Professional
Savage, Bonnie	1st Grade
Sherman, Tracy	HS/ELA
Webb, Mike	Community Representative
Welch, Chance	District Level Professional

**Borger Independent School District**  
**Needs Assessment**  
**Based on 2011-2012 school year for 2012-2014 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 2012-2013 school year. 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 2012-2014 District Improvement Plan are based on the following data:

- TAKS Raw Data Summary Report – student performance
- AYP TAKS Equivalency Data
- Parent Surveys
- Focus Groups
- Teacher interviews
- Staff Development Needs
- Best Practices

### **Demographics**

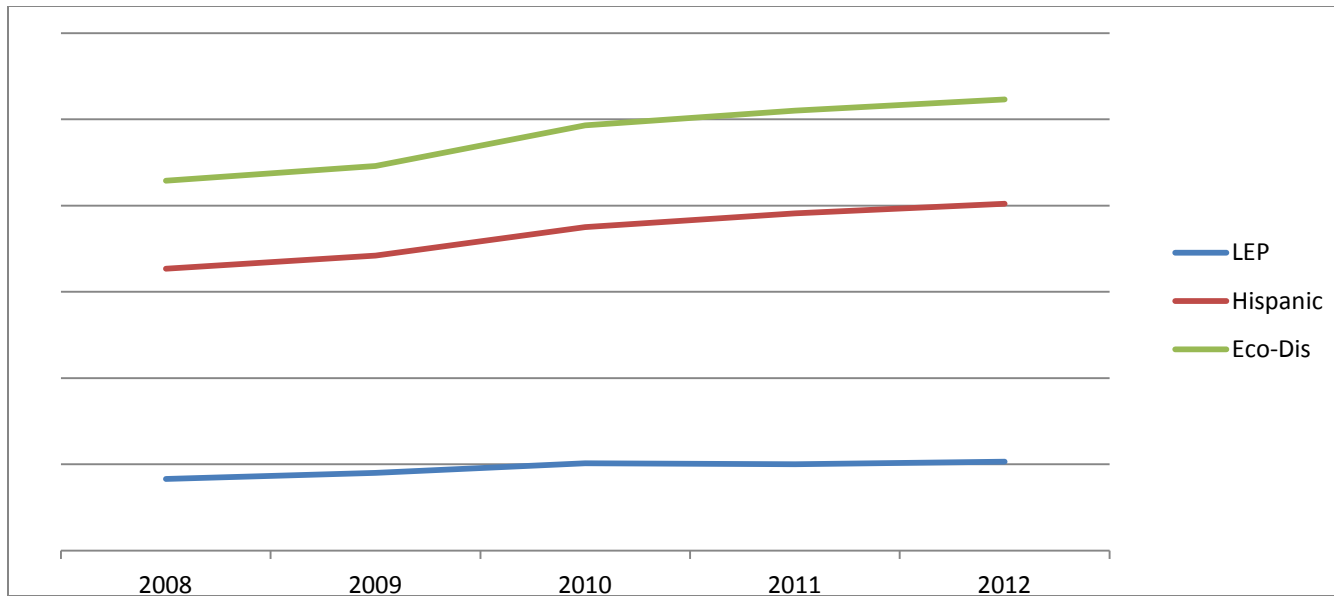
Borger, Texas is located in the Texas Panhandle in Hutchinson County. The district serves 2819 students. It is in a rural district with 6 campuses.

Five of the campuses are Title 1. District campuses are single attendance:

- Paul Belton Early Childhood Center- 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 52.6% of the students are eligible for free or reduced-price lunches under the National School Lunch Program. The numbers of LEP, Hispanic, Economically Disadvantaged, Migrant, and Homeless students have steadily grown over the last four years. Borger ISD has seen an increase in homeless and migrant populations from 2010-2012.

## Hispanic, Economic Disadvantaged and LEP Numbers



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

## Homeless and Migrant Demographics 2010-2012

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

## Title 1 Eligibility

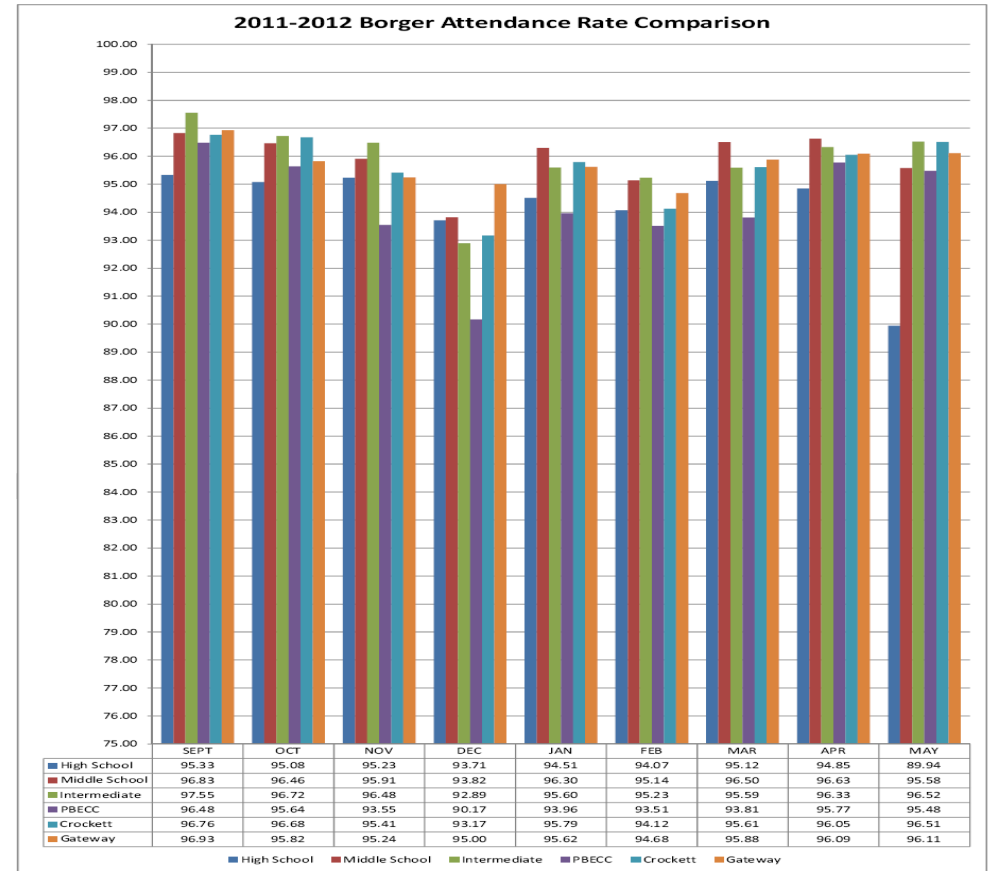
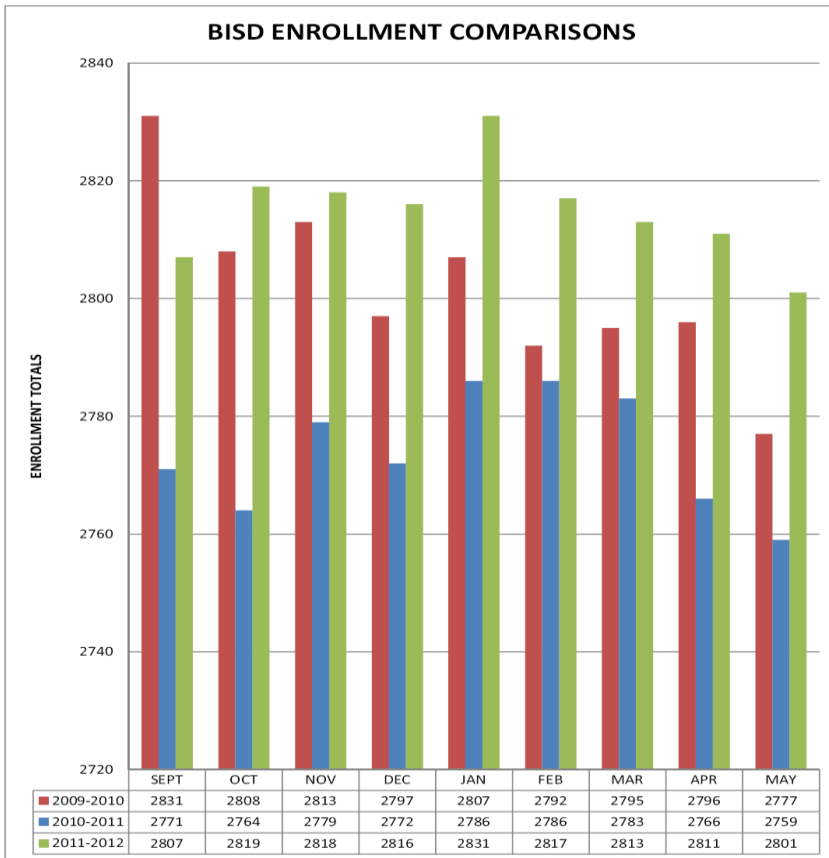
Paul Belton ECC	67.40%
Gateway Elementary	65.75%
Crockett Elementary	58.81%
Borger Intermediate	58.64%
Borger Middle School	51.65%
Borger High School	32.41%
District	52.64%

ENROLLMENT May 25, 2012										
CAMPUS	SP. ED.	PPCD	HS	PK	K	1ST	2ND	3RD	4TH	TOTAL
PAUL BELTON	-	7	94	120	204	-	-	-	-	425
Teachers	-	1	3**	3**	10	-	-	-	-	20†*
GATEWAY	0	-	-	-	-	217	205	-	-	422
Teachers	1	-	-	-	-	11	10	-	-	29†
CROCKETT	30	-	-	-	-	-	-	179	167	376
Teachers	2	-	-	-	-	-	-	9	9	25†
<b>TOTAL ELEMENTARY</b>	30	7	94	120	204	217	205	179	167	1223
<b>TOTAL # CLASSROOM TEACHERS</b>										74
CAMPUS		5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>	TOTAL
BORGER INTERMEDIATE		193								193
Teachers										15
BORGER MIDDLE			194	220	209	-	-	-	-	623
Teachers										51
BORGER HIGH		-	-	-	-	232	183	171	176	762
Teachers										68††
<b>TOTAL SECONDARY</b>		193	194	220	209	232	183	171	176	1578

### Enrollments Comparisons:

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
■ 2009-2010	2831	2808	2813	2797	2807	2792	2795	2796	2777
■ 2010-2011	2771	2764	2779	2772	2786	2786	2783	2766	2759
■ 2011-2012	2807	2819	2818	2816	2831	2817	2813	2811	2801





The Texas Assessment of Knowledge and Skills (TAKS) is the primary instrument 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.

The federal accountability system, known as Adequate Yearly Progress (AYP), is based on TAKS scores for certain student sub-groups, specifically African American, Hispanic, White, LEP (Limited English Proficient), Special Education, and Economically Disadvantaged. In addition, attendance and graduation rates are also considered a part of AYP. Borger ISD did not meet AYP for the 2011-2012 school year in the area of reading and moved into the School Improvement Program (SIP), Stage 3a, Year 1. The district exceeded the Special Education Cap in the areas of Reading-All Students, Hispanic, and Special Education. The District also exceeded the Cap in Special Education Math indicator. For the 2010-2011 school year, the district received the rating of "Academically Acceptable" from the Texas Education Agency. All state accountability ratings were suspended for the 2011-2012 school year due to the transition of new state assessments.

The district had one campus (Crockett Elementary) in School Improvement for the 2011-2012 school year. Crockett Elementary was Stage 1, Year 2. The campus has worked on meeting AYP by implementing research based intervention strategies, parental involvement initiatives, and high quality professional development for educators. Crockett made 2012 AYP and was exited from school improvement in August of 2012.

Borger ISD has one school designated Academically Unacceptable and “PEG” by the Texas Education Agency in 2011. Due to the transition to new state testing, the accountability rating will remain in place for the 2012-2013 school year. The campus had two student groups scoring below the state acceptable rating of 60% in the area of science. The campus has completed a Focused Data Analysis and created a School Improvement Plan to address the area of concern in science and student achievement. Borger Middle School feeder pattern is to Borger High School.

Borger High School was ranked Academically Acceptable by TEA for 2010-2011. Due to the transition to new state testing, the accountability rating will remain in place for the 2012-2013 school year. State assessment results, indicated Math and Science as an area of concern. To address the concern in Science the campus increased time (double blocked) Science. Freshman students were double blocked in IPC and Biology as a preventative strategy to increase student achievement on local and state assessments. The campus provided transitional supports for students entering the campus as Freshman. The campus continued support networks for struggling students. The campus implemented an Integrated Study Preparation Class (ISP) that directly targeted students that were struggling in the areas of math and science. The campus also offered Extended Day Tutorials 2 days per week. The students were able to make up work, receive remediation in areas of weakness, and review for TAKS, or STAAR EOC exams. Borger High School has not made AYP in Math from 2007-2012. If the campus were Title 1, it would be considered a Priority, Stage 5 campus.

### District PBMAS for years 2009-2010/2010-2011/and 2011-2012

2010	2011	2012
<p style="text-align: center;"><b>BE English/ESL Staging Level- 1B</b></p> <p>2010 Bilingual Reading Passing Rate- 57.1 (Performance Indicator Level 2)            2010 Bilingual Science Passing Rate- 36.7 (Performance Indicator Level 2)            2010 ESL Mathematics Passing Rate- 42.6 (Performance Indicator Level 2)            2010 ESL Science Passing Rate-30.2 (Performance Indicator Level 3)</p> <p style="text-align: center;"><b>2010 CTE-Stage 4</b></p> <p>2010 CTE (LEP) Mathematics- Passing Rate -21.6 (Performance Level 3)            2010 CTE (LEP) Reading/ELA- Passing Rate-52.7 (Performance Level 2)            2010 CTE (SPED Mathematics)- Passing Rate 16.3 (Performance Level 3)            2010 CTE (SPED Science)- Passing Rate-30.8 (Performance Level 3)            2010 CTE (SPED Social Studies)- Passing Rate 58.1 (Performance Level 2)</p> <p style="text-align: center;"><b>Special Education Staging Level- 1B</b></p> <p>2010 TAKS/TAKS Accommodated Science -Passing Rate 35.2 (Performance Level 2)            2010 TAKS/TAKS Accommodated Science -Passing Rate 47.1 (Performance Level O RI)</p>	<p style="text-align: center;"><b>BE English/ESL 2011 Stage-2</b></p> <p>2011 Bilingual Reading Passing Rate- 44.4 (Performance Indicator Level 3)            2011 Bilingual Science Passing Rate- 50 (Performance Indicator NA)            2011 ESL Mathematics Passing Rate- (Performance Indicator Level 3)            2011 ESL Science Passing Rate-33.3 (Performance Indicator Level 3)</p> <p style="text-align: center;"><b>2011 CTE-Stage 2</b></p> <p>2011 CTE (LEP) Mathematics- NA            2011 CTE (LEP) Reading/ELA- Passing Rate-66.7 (Performance Level NA)            2011 (SPED Mathematics)- Passing Rate 39.1 (Performance Level 3)            2011 CTE (SPED Science)- Passing Rate-36.8 (Performance Level O RI)            2011 CTE (SPED Social Studies)- Passing Rate 58.1 (Performance Level O RI)            2011 CTE (SPED Reading) -Passing Rate 59.2 (Performance Level 2)</p>	<p style="text-align: center;"><b>BE English/ESL</b></p> <p>2012-ESL STAAR Math Passing Rate -65 (Performance Indicator 1)            2012-ESL STAAR Reading Passing Rate -50 (Performance Indicator 2)            LEP (Not Served) Reading -65 Performance Indicator 1            TELPAS Composite Multiple Years Rate-13.3 Performance Indicator 2</p> <p style="text-align: center;"><b>CTE</b></p> <p>CTE TAKS Passing rate Math- 65.2 (Performance Level 1)            CTE Econ Disadv. TAKS Passing Rate Math-52.2 (PI 2)            CTE SPED TAKS Passing rate Math-37.7 (PI- 3)            CTE SPED TAKS Passing rate ELA-53.2 (PI- 2)            CTE SPED TAKS Passing rate Science -41.7 (PI- 3)            CTE SPED TAKS Passing rate Social Studies 68.3 (PI- 1)</p> <p style="text-align: center;"><b>Special Education</b></p> <p>SPED STAAR Modified Participation Rate-40.5 (PI -2)            SPED STAAR Participation Rate-27.9 (Performance Indicator 2)            SPED LESS Restrictive (6-11)- 29.9 (Performance Indicator 2)            SPED Representation-9.6 (Performance Level-1)            SPED LEP Representation- 1.9 (Performance Indicator 1)</p>

# Adequate Yearly Progress Data

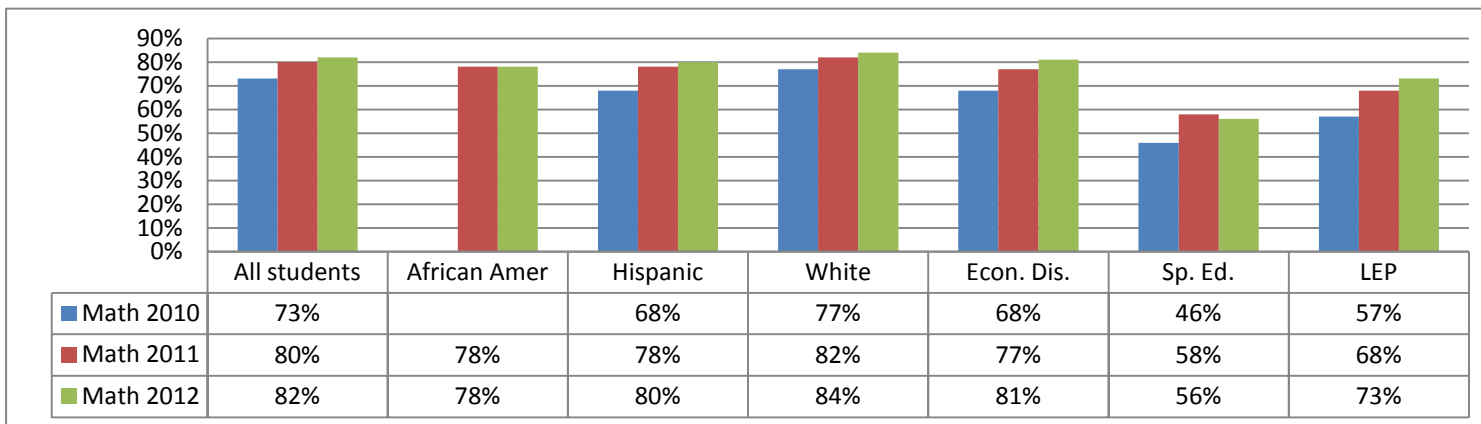
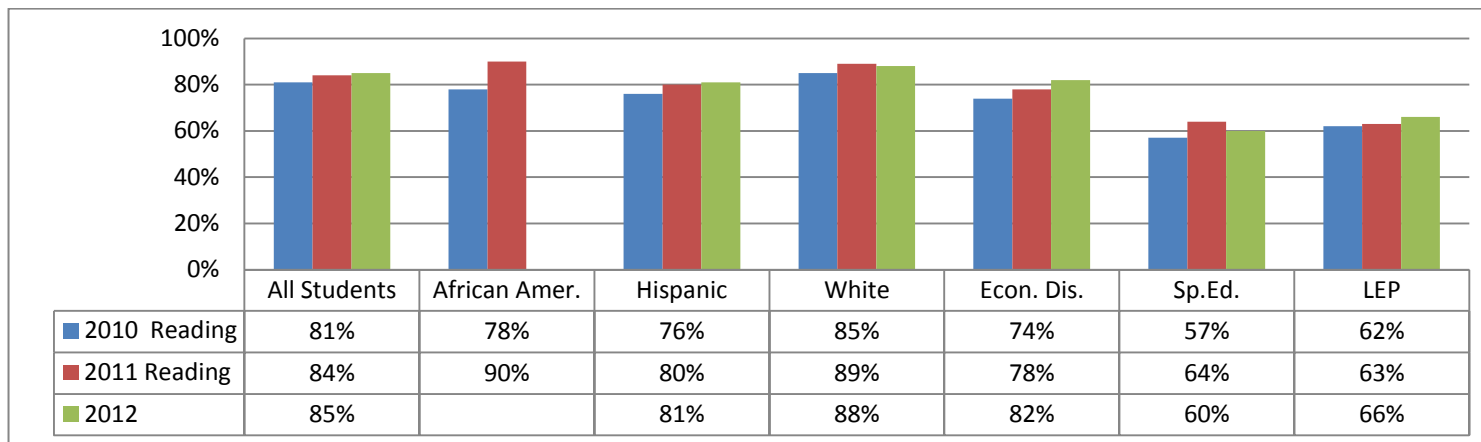
## Comparison of Performance Rates for the District and Sub Populations:

Reading- District	2012	All Students 85%	African American 90%	Hispanic- 81%	White-88%	SPED- 60%	Eco DIS-82%	LEP-66%
	2011	All Students 84%	African American 78%	Hispanic- 80%	White-89%	SPED- 64%	Eco DIS-78%	LEP-63%

The District saw gains in reading in the "All students (1%)", Hispanic (1%), African American (12%), LEP (3%) , and Eco Disadv (4%) populations. SPED decreased by 4% and the White Sub Population decreased by 1%.

Math- District	2012	All Students 82%	African American 78%	Hispanic 80%	White-84%	SPED- 56%	Eco DIS-81%	LEP-73%
	2011	All Students 80%	African American 78%	Hispanic 78%	White-82%	SPED- 58%	Eco DIS-77%	LEP-68%

Math scores have risen in the "All students" ( 2%), Hispanic (2%), White (2%), Eco. DIS(4%), LEP(5%), populations. SPED decreased by (2%) and the African American population remained the same.



# 2012-2013 AYP

Data Source- 2012 AYP Data

## **Student Sub-Groups Reading:**

\*African American - 3% increase (90 to 93)

\*Hispanic- 12% increase (81% to 93% or RI of 2% for 83%)

\*White- 5% increase (88% to 93% or RI of 1% for 89%)

\*Economically Disadvantaged- 11% increase (82% to 93% or RI of 2% for 84%)

\*Special Education- 33% increase (60% to 93% or RI of 4% for 64%)

\*LEP-27% increase (66% to 93% or RI of 3% for 69%)

## **Student Sub-Groups Math:**

\*African American- 14% increase (78% to 92%) or RI of 2% for 80%

\*Hispanic- 12% increase (80% to 92% or RI of 2% for 82%)

\*White- 8% increase (84% to 92% or RI of 2% for 86%)

\*Economically Disadvantaged- 11% increase (81% to 92% or RI of 2% for 83%)

\*Special Education- 36% increase (56% to 92% or RI of 4% for 40%)

\*LEP- 19% increase (73% to 92% or RI of 3% for 76%)

**2012 STAAR Results-Raw scores**

	<b>Borger</b>	<b>Region 16</b>	<b>Comparison</b>
<b><u>3<sup>th</sup> Grade</u></b>			
Reading	58%	63%	-5
Math	63%	65%	-2
<b><u>4<sup>th</sup> Grade</u></b>			
Reading	64%	66%	-2
Math	65%	67%	-2
Writing	52%	59%	-7
<b><u>5<sup>th</sup> Grade</u></b>			
Reading	65%	67%	-2
Math	66%	68%	-2
Science	73%	73%	0
<b><u>6<sup>th</sup> Grade</u></b>			
Reading	65%	67%	-2
Math	58%	60%	-2
<b><u>7<sup>th</sup> Grade</u></b>			
Reading	66%	66%	0
Math	57%	56%	+1
Writing	57%	60%	-3
<b><u>8<sup>th</sup> Grade</u></b>			
Reading	71%	65%	+6
Math	57%	55%	+2
Science	69%	61%	+8
Social Studies	56%	52%	+4

Reading:

Achievement data indicates that the district lags behind the regional average in grades 3<sup>rd</sup>-7<sup>th</sup>. 8<sup>th</sup> grade reading were 6 points above the regional average.

Math:

The district lags behind regional averages in the area of math in grades 3-6, but 7<sup>th</sup> and 8<sup>th</sup> grades were above the regional average.

**2011**      **-2.94 average difference in 3rd-8<sup>th</sup> with Region 16 average**

**2012**      **-.47 average difference in 3rd-8<sup>th</sup> with Region 16 average**

**Average gain in 3<sup>rd</sup>-8<sup>th</sup> for each assessment compared to Region 16**      **+2.47**

## 2012 Preliminary EOC and TAKS Passing Rates

	<b>Borger</b>	<b>Region 16</b>	<b>Comparison</b>	
Algebra I EOC	61%	82%	-21	Includes 8 <sup>th</sup> grade
Biology EOC	82%	85%	-3	
English I Reading EOC	48%	64%	-16	
English I Writing EOC	36%	51%	-15	
World Geography EOC	64%	77%	-13	

	<b>Borger</b>	<b>State</b>	<b>Comparison</b>
--	---------------	--------------	-------------------

### 10<sup>th</sup> Grade

Math TAKS	46%	74%	-28
Science TAKS	65%	75%	-10
ELA TAKS	79%	91%	-11
Social Studies TAKS	87%	94%	-7

### 11<sup>th</sup> Grade

Math TAKS	84%	91%	-7
Science TAKS	94%	94%	0
ELA TAKS	92%	93%	-1
Social Studies TAKS	98%	98%	0

**District Student Performance Data**

**AYP**

**District Reading 1 and 2 years math increases**

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+1	+12	+1	-1	+4	-4	+3

**District 2 year gains**

+4	+18	+5	+3	+8	+3	+4
----	-----	----	----	----	----	----

***District Math 1 and 2 year increases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+2	+0	+2	+2	+4	-2	+5

**District 2 year gains**

+9	+7	+12	+7	+13	+10	+16
----	----	-----	----	-----	-----	-----

**Crockett-Met AYP. Exited school improvement**

***Reading Increases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+6	-5	+9	+4	+11	-12	+14

***Math Increases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+4	+14	+5	+5	+8	-5	+8

**BIS-Missed AYP. Reading**

***Reading Increases/Decreases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
-2	+12	-8	-2	-2	-2	+2

***Math***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+5	-8	+9	+1	+10	+15	+28

**BMS-Met AYP.**

***Reading Increases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+3	+17	+3	+1	+4	+4	+2

***Math Increases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
+3	-3	+5	+3	+5	+4	0

**BHS-Missed AYP. Reading/ELA and Math**

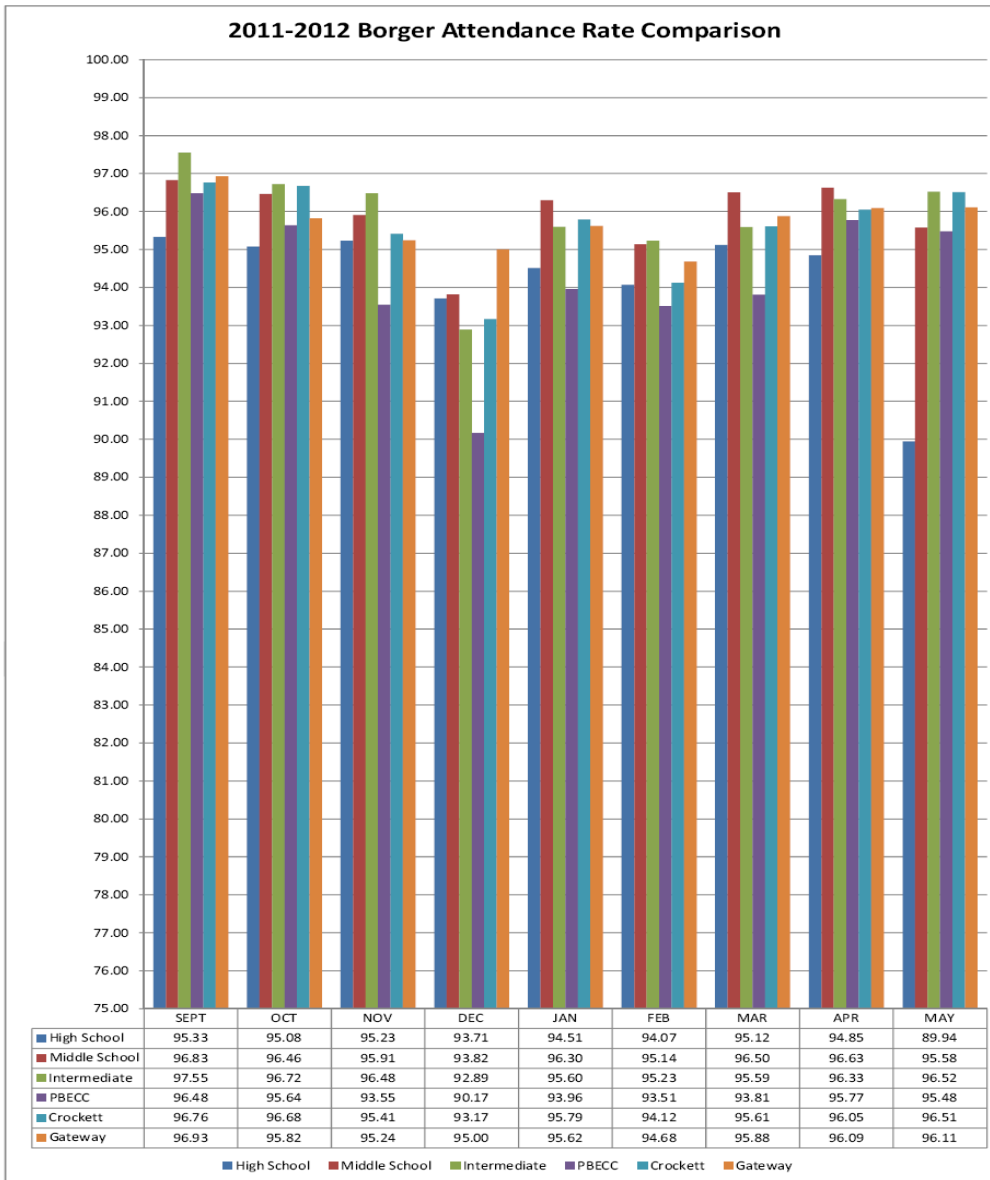
***Reading Increases/Decreases***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
-10	+22	-10	-10	-4	-9	-26

***Math***

<u>All</u>	<u>AA</u>	<u>His</u>	<u>Wh</u>	<u>Eco Dis</u>	<u>Sped Ed</u>	<u>LEP</u>
-15	+11	-14	-16	-16	-16	+2

## Campus and District Attendance Comparisons



An analysis of the 2011-2012 school year student attendance for Borger ISD indicates that attendance rates for the district are at 95.1%. The district goal is 96% for the district and each campus. The district and each campus has 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.





## Curriculum, Instruction and Assessment

### Data Sources Reviewed

List the actual data sources reviewed below.

Region XIII District Snapshot

- Lesson Plan Audits

Instructional Design/Delivery

- Common Formative Assessments

PDAS

- 

Walk Through Data

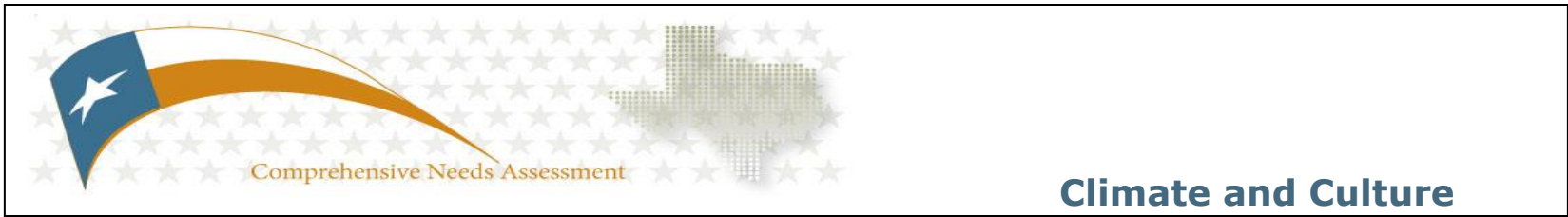
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## Curriculum, Instruction and Assessment (Strengths and Needs)

Strengths	Needs																								
<p><b>Balanced Literacy Reading Initiative</b>            Reading Level Results  <i>Paul Belton Elementary School and Gateway Elementary</i>            Paul Belton            Kindergarten-70% at Level C or higher, 49% above C            Gateway            1<sup>st</sup> Grade-84% at Level I or higher.            Average reading levels gain per student-8            2<sup>nd</sup> Grade-95% at Level M-N or higher            Average reading levels gain per student-6</p>	<p>Due to high teacher turnover, significant training will be necessary to sustain Initiatives and Impactful Instruction</p> <ul style="list-style-type: none"> <li>● 33% turnover in staff (includes transfers and new hires)</li> </ul> <table border="1" data-bbox="737 1073 1598 1520"> <thead> <tr> <th>District/Campus</th> <th>Turnover Rate- All Staff</th> <th>Turnover Rate- Reading</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>33%</td> <td>30%</td> </tr> <tr> <td>Paul Belton Elementary –Pre K-Kinder Borger ISD Literacy Initiative Campus</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>Gateway Elementary-1<sup>st</sup>-2<sup>nd</sup> grades Borger ISD Literacy Initiative Campus</td> <td>30%</td> <td>32%</td> </tr> <tr> <td>Crockett Elementary – 3<sup>rd</sup>-4<sup>th</sup> grades (Was in School Improvement for 2011 and 2012) Released as of August 8, 2012- Sheltered Instruction Observation Protocol Initiative Campus</td> <td>39%</td> <td>44%</td> </tr> <tr> <td>Borger Intermediate- 5<sup>th</sup> Grade</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>Borger Middle School (6<sup>th</sup>-8<sup>th</sup> grades) (New principal and assistant principal as of 2012-2013 school year)</td> <td>31%</td> <td>13%</td> </tr> <tr> <td>Borger High School -9<sup>th</sup>-12<sup>th</sup> grades (New principal and assistant principal as of 2012-2013 school year)</td> <td>51%</td> <td>45%</td> </tr> </tbody> </table>	District/Campus	Turnover Rate- All Staff	Turnover Rate- Reading	District	33%	30%	Paul Belton Elementary –Pre K-Kinder Borger ISD Literacy Initiative Campus	26%	35%	Gateway Elementary-1 <sup>st</sup> -2 <sup>nd</sup> grades Borger ISD Literacy Initiative Campus	30%	32%	Crockett Elementary – 3 <sup>rd</sup> -4 <sup>th</sup> grades (Was in School Improvement for 2011 and 2012) Released as of August 8, 2012- Sheltered Instruction Observation Protocol Initiative Campus	39%	44%	Borger Intermediate- 5 <sup>th</sup> Grade	6%	0%	Borger Middle School (6 <sup>th</sup> -8 <sup>th</sup> grades) (New principal and assistant principal as of 2012-2013 school year)	31%	13%	Borger High School -9 <sup>th</sup> -12 <sup>th</sup> grades (New principal and assistant principal as of 2012-2013 school year)	51%	45%
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SIOP Instructional Strategies Initiative	Continued Instructional Coaching
Effective utilization of Instructional Coaching Model	Development of Balanced Literacy Sustainability Plan and monitoring of implementation
Effective development and utilization of district created resources calibration instrument	Development of new walkthrough processes and procedures to monitor teacher effectiveness
Formative and summative assessments align to the curriculum framework <ul style="list-style-type: none"> <li>• STAAR 1 Purchase</li> <li>• Assessment Professional Development</li> </ul> Collaborative time utilized for assessment development	Continued professional development for educators to meet the needs of special populations
Educator professional development to meet the needs of special populations (Dyslexia, ELL, SPED)	Evaluation and improvement of intervention and prevention programs for all campuses
Professional development provided to assist educators in targeting instructional improvement	Development of district curriculum team in accordance with Corrective action
	Development of alignment document focusing on CSCOPE VAD and KILGO
	Develop Borger ISD Adolescent Literacy Plan
	Continue processes and procedures to strengthen inclusionary services for students with disabilities
	Analysis of bilingual program design to investigate Dual Language 1 Way implementation
	Continue to assist educators in becoming ESL endorsed to meet student needs and program needs.

**Narrative Summary:** The district started several initiatives during 2011-2012 school year that were instrumental in improving connectivity between the written, taught, and tested curriculum. The district began a district literacy initiative with a focus on aligning reading instruction Pre K-2<sup>nd</sup> grades with transitional supports for 3<sup>rd</sup> and 4<sup>th</sup> grade students. The district also began training and implementation of Sheltered Instructional strategies. These two initiatives have been integral success factors to the gains made in student performance. Borger ISD is in its third year of utilizing the KILGO Scope and Sequence. Borger ISD utilizes this sequence for teaching the Texas curriculum standards, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs), and for aligning classroom instruction and assessment to the depth and complexity of the new Texas standards-based assessments, STAAR and EOC, in all four core subject areas. Teachers and administrators attended trainings on KILGO Scope and Sequence, Data Driven Decision Making, and Assessments. The district's new and veteran teachers are still learning the various KILGO components and are in various levels of proficiency in implementation. Formative and summative assessments aligned to the curriculum framework have been another focus of the district. Professional development in assessment development, utilization of collaborative time for assessment development, and the purchase of STAAR 1 as a tool in assessment development have been provided to teachers and administrators. During the 2012-2013 school year the district will work to align components of CSCOPE, KILGO, and other district adopted curriculum resources, in order to provide a more effective curriculum and support system for its students and teachers. This component of alignment has been written into the district's Corrective Action plan and accepted by TEA. The district's educators will continue to calibrate educational resources to the depth and complexity of the content, context, and verb of the TEK. At the end of the 2011-2012 school year and over the summer, Borger ISD experienced a significant increase in turn over in staff over previous years, 33% (includes transfers and new hires). The sustainability of previously implemented initiatives are a priority of the district. In accordance with the district's Corrective Action plan, the district will focus on strengthening instruction and providing supports for district initiatives sustainability. The district will continue to support teachers with instructional coaching to strengthen educator pedagogy and instruction.



## Data Sources Reviewed

- |   |         |
|---|---------|
| ● Region XIII District Snapshot Summary | ● _____ |
| ● Surveys                               | ● _____ |
| ● Focus Groups                          | ● _____ |

## Climate and Culture

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

## Narrative Summary:

Borger ISD values the positive climate and culture that exists within the district. This climate and culture reflects the shared ideas—assumptions, values, and beliefs—that gives Borger ISD its identity and standard for expected behaviors. These ideas are deeply embedded in the district. Understandings shared by teachers, staff, and students structure the district’s responses to demands made from outside (e.g., by parents and the community), and from inside (e.g., by the central administration and its communication of directions from the school board, state and federal governments). Employee input is valued by the school district and used as a catalyst for change. Feedback from district educators were the following: Teachers are becoming comfortable with utilization of the KILGO XXX TEKS identification tool used in the district and rated it high in effectiveness. The addition of scheduled collaborative planning time to work on lesson planning and assessment development was perceived as beneficial and imperative to the instructional planning process. Instructional coaching is being embraced as a form of embedded professional development. The purchase of STAAR 1 was articulated as being an instrumental tools in providing student data in order to make informed instructional decisions Results also indicated that there is a need for better communication between the district, campuses, and teachers. Many teachers were found to lack a thorough understanding of district initiatives. The District Snapshot summary also confirmed the need for developing a clear articulated vision and supports for its articulation.



## Staff Quality

### Data Sources Reviewed

- Region XIII District
- Employee Pay Scale
- State Base Pay

- Hiring Procedures
- Hiring/Retention Records
- PDAS/Walkthrough Data

### Staff Quality (Needs and Strengths)

Strengths	Needs
100% highly qualified for 2011-2012	33% turnover (transfers and new hires)- Retention of staff
Administrators attend job fairs, college days for recruitment	Educators new to profession or grade level need PD opportunities and instructional coaching
Flex scheduling for paraprofessionals working on degrees in order to attend classes	Add Bilingual Teacher
Facilitated leadership roles for those employees working on administrative certifications: Administrative internships	Additional teachers getting ESL endorsements in order to better serve our LEP population
Instructional Liaison positions at each campus to facilitate instructional planning, data disaggregation and instructional coaching	Continued recruiting efforts to fill high needs areas
Signing bonus for high needs areas	
District pays \$225 per month for employee health insurance	
Longevity stipends	
Master's degree stipends	
District pays \$7680 above State beginning salaries	
Instructional coaching & professional development focuses for teacher support/mentoring program	

### Narrative Summary:

Borger ISD was 100% highly qualified for the 2011-2012 school year. 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. The 2011-2012 school year brought a 33% turnover rate for the district and retention efforts are 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	● EOC Results
● AYP Results	● Graduation/Completion Data
● Raw STAAR Data based on TAKS Equivalency	● Advanced Academics Data
● PBMAS	
● Common Formative Assessments Results	

### Student Achievement (Needs and Strengths)

Strengths	Needs
<p>Closing the gap between <i>All Student</i> and <i>Economically Disadvantaged</i> student groups:            2010- 7% gap in reading between the two groups    2012-3% gap in reading between the two groups            2010-5% gap in math between the two groups    2012- 1% gap in math between the two groups</p>	<p>District Failure to Meets AYP Reading and Math (Exceeded Cap)            Reading- All Student, Hispanic, and Special Education            Math- Special Education</p>
<p>Over the last two years, gains were made in the all student group in reading and math:            2010- All Student Group Math-73%    2012-All Student Group math- 82% (9% increase)            2010- All Student Group Reading-81%    2012-All Student Group Reading-85% (4% increase)</p>	<p>District reading results are behind those of the Region in grades 3<sup>rd</sup>-7<sup>th</sup></p>
<p>Crockett Elementary School Exited School Improvement</p>	<p>District math results are behind those of the Region in grades 3<sup>rd</sup>-6<sup>th</sup></p>
<p>Closing the gap between Borger ISD and Region 16 averages in areas of reading and math            2011                    -2.94 average difference in 3rd-8<sup>th</sup> with Region 16 average            2012                    -.47 average difference in 3rd-8<sup>th</sup> with Region 16 average            Average gain in 3<sup>rd</sup>-8<sup>th</sup> for each assessment compared to Region 16    <u>+2.47</u></p>	<p>LEP and Special Education Populations are significantly lower than other students groups</p>
<p>Increases in student math performance over the last two years for LEP, Special Education, and Economically Disadvantaged Populations:            2010-Math LEP    57%                    2012-Math LEP 73% (+16)            2010- Math Sped    46%                    2012- Math SPED 56% (+10)            2010- Math Eco. Dis    68%                    2012- Math Eco. DIS 81% (+13)</p>	<p>Borger Middle School remains rated “Academically Unacceptable” by TEA            (Area of Science)</p>

## Strengths Continued

Increases in student reading performance over the last two years for LEP, Special Education, and Economically Disadvantaged Populations:

2010-Reading LEP	62%	2012-Reading LEP	66% (+4)
2010- Reading SPED	57%	2012- Reading SPED	60% (+3)
2010- Reading Eco. Dis	74%	2012- Reading Eco. DIS	82% (+8)

## Narrative Summary

Borger ISD has made numerous gains in student performance over a two year period. Gaps between the All Student and Economically Disadvantaged groups are narrowing. All populations including the “all student” group have increased in both math and reading from 2010-2012. Borger ISD did not meet AYP for the 2011-2012 school year in the area of reading and moved into the School Improvement Program (SIP), Stage 3a, Year 1. The district exceeded the Special Education Cap in the areas of Reading-All Students, Hispanic, and Special Education. The District also exceeded the Cap in Special Education Math indicator. For the 2010-2011 school year, the district received the rating of “Academically Acceptable” from the Texas Education Agency. All state accountability ratings were suspended for the 2011-2012 school year due to the transition of new state assessments. The district had one campus (Crockett Elementary) in School Improvement for the 2011-2012 school year. Crockett Elementary was Stage 1, Year2. The campus has worked on meeting AYP by implementing research based intervention strategies, parental involvement initiatives, and high quality professional development for educators. Crockett made 2012 AYP and was exited from school improvement in August of 2012.

Borger ISD has one school designated Academically Unacceptable and “PEG” by the Texas Education Agency in 2011. Due to the transition to new state testing, the accountability rating will remain in place for the 2012-2013 school year. The campus had two student groups scoring below the state acceptable rating of 60% in the area of science. The campus has completed a Focused Data Analysis and created a School Improvement Plan to address the area of concern in science and student achievement. Borger Middle School feeder pattern is to Borger High School.

Borger High School was ranked Academically Acceptable by TEA for 2010-2011. Due to the transition to new state testing, the accountability rating will remain in place for the 2012-2013 school year. Borger High did not meet AYP for the 2011-2012 school year. It is important to note that if Borger High School were a Title 1 campus, it would be considered a Priority, Stage 5 campus.

Special education and LEP populations are significantly behind other student populations. CTE student performance remains an area of concern, especially the areas of CTE/SPED in Math, ELA, and Science. CTE/Economically Disadvantaged students are also not meeting standard.

Graduation rates are being closely monitored. Especially the areas of: Four Year Longitude

## Needs Continued

**Populations of special education and LEP remain significantly behind other student groups:**

### Reading

Special Education- 33% increase (60% to 93% or RI of 4% for 64%)

LEP-27% increase (66% to 93% or RI of 3% for 69%)

### Math

\*Special Education- 36% increase (56% to 92% or RI of 4% for 40%)

\*LEP- 19% increase (73% to 92% or RI of 3% for 76%)

Graduation Rates are being monitored closely

EOC and TAKS Passing Rate are significantly below the state averages in :

	Borger ISD	State	
Algebra I EOC	61%	82%	-21
-English I Reading EOC	48%	64%	-16
English I Writing EOC	36%	51%	-15
World Geography EOC	64%	77%	-13

### 10<sup>th</sup> Grade

Math TAKS	46%	74%	-28
Science TAKS	65%	75%	-10
ELA TAKS	79%	91%	-11
Social Studies TAKS	87%	94%	-7

### 11<sup>th</sup> Grade

Math TAKS	84%	91%	-7
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PBMAS Data- Areas of CTE/SPED are an area of concern in areas of Math, ELA, and Science

### **BE English/ESL**

2012-ESL STAAR Math Passing Rate -65 (Performance Indicator 1)

2012-ESL STAAR Reading Passing Rate -50 (Performance Indicator 2)

LEP (Not Served) Reading -65 Performance Indicator 1

TELPAS Composite Multiple Years Rate-13.3 Performance Indicator 2

### **CTE**

CTE TAKS Passing rate Math- 65.2 (Performance Level 1)

CTE Econ Disadv. TAKS Passing Rate Math-52.2 (PI 2)

CTE SPED TAKS Passing rate Math-37.7 (PI- 3)

CTE SPED TAKS Passing rate ELA-53.2 (PI- 2)

CTE SPED TAKS Passing rate Science -41.7 (PI- 3)

CTE SPED TAKS Passing rate Social Studies 68.3 (PI- 1)

### **Special Education**

SPED STAAR Modified Participation Rate-40.5 (PI -2)

SPED STAAR Participation Rate-27.9 (Performance Indicator 2)

SPED LESS Restrictive (6-11)- 29.9 (Performance Indicator 2)

SPED Representation-9.6 (Performance Level-1)

SPED LEP Representation- 1.9 (Performance Indicator 1)

## Family and Community Involvement



### Data Sources Reviewed

List the actual data sources reviewed below.

- Surveys ● \_\_\_\_\_
- Focus Groups ● \_\_\_\_\_
- Parent Involvement Volunteer Numbers ● \_\_\_\_\_

### Parent and Community Involvement

Strengths	Needs
160 parent and community criminal history reports processed	Continue to create parent involvement opportunities for parents that are convenient for their schedules and tap into their gifts and talents.
ESL classes for parents	Strategies to increase parent involvement for ESL/Bilingual parents
GED classes for parents	Continue with migrant and Homeless population supports
Addition of RAPTOR system	
Parenting Classes	
Watchdogs program	
Mentoring program at Middle School	

### Parental Involvement

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 2011-2012 school year, 160 parents and community volunteers applied for Criminal History reports to be conducted in order for them to volunteer on campuses. Borger ISD is continuing to work on creative ways to allow parents that would like to volunteer to do so at convenient times that may be outside the school day. Borger ISD applies for and receives federal funding. Borger ISD meets federal compliance guidelines for parental involvement through annual Title I meetings, Parent Involvement Compacts, Parent Involvement Policy and End-of-Year annual surveys. The district offers an informal section on the district website that contains information concerning a variety of topics for parent information. Parents are also provided access to their child's grades and attendance online through a parent portal. Campuses host a variety of events throughout the year that parents are encouraged to attend. Borger began using the RAPTOR system at each campus to process visitors. Parents were very supportive of this initiative. Based on campus parent surveys, findings indicate that additional strategies are needed to increase communication and parent involvement among parents of LEP students. The district needs to continue to develop strategies to meet at times that are convenient for parents.



Comprehensive Needs Assessment

## Technology

### Data Sources Reviewed

List the actual data sources reviewed below.

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

## Findings/Analysis

Strengths	Needs
Technology department is fully staffed after having vacancies for portions of the year.	Purchase additional Smartboards and provide training
A plan is being developed to update old hardware	Lack of wireless access at some campuses
All teachers have document cameras	Demand for audio and visual usage is straining on bandwidth
80% of teachers Smart Board technology	Additional professional development in technology
United Streaming Contract	
Project Share Access	
DMAC, CSCOPE Access	
Computer labs and adequate computers per classroom ratio	

## 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 Smartboards to teachers and students without access.



# **Borger ISD Needs Assessment Planning Year- 2012-2013**

## **Priority of Needs**

### **Priority #1**

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

### **Priority #2**

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

### **Priority #3**

**Align reading instructional strategies in the primary elementary grades.**

### **Priority #4**

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

### **Priority #5**

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

### **Priority #6**

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

### **Priority #6**

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

**Priority #7**

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

**Priority #8**

**Increase parental involvement with an emphasis on the LEP population.**

# Region 16 Migrant SSA



Migrant Section for  
2012-2013

District Improvement Plan

2012-2013 Region 16 Migrant SSA Member District Migrant Education Plan

District: Borger ISD

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

2012-2013 Region 16 Migrant SSA Member District Migrant Education Plan

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

2012-2013 Region 16 Migrant SSA Migrant District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
Required Program Activities	q. Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator		April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	r. PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code.	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator	Pink Copy of COE	July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities--Secondary High School (Grades 9-12)	<i>Graduation Plan Support</i> --Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services, (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	Migrant Counselor	Reg 16 SSA MEP funds	August 1 through June 30	Individualized migrant student action plan, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>Supplemental Instruction</i> --Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>Supplemental Instruction</i> --Tutoring in Core Content Areas during the Regular School Day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. TAKS Blast/STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30, June 2013	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

2012-2013 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review	
							Jan	June
Supplemental Program Activities-- Secondary High School (Grades 9-12)	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. TAKS Blast/STAAR Burst)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30, February 2013	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>The Close Up Washington Experience</i> is a multiple-day event that provides the opportunity for migrant students to experience United States government in action. Students gain leadership skills and are encouraged to return home and participate in their communities. Migrant students will better understand their role as citizens. Students will submit an application and once selected will take an online course to help prepare them for the experience. During the trip, students will network with other migrant students from across the region and together they will form the Migrant Student Leadership Team for the following school year.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Fall 2012-- application Winter 2012-2013-- online course Summer 2013--trip	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>High School Leadership Retreat</i> --Conduct a two day workshop for migrant high school students to enrich and expand their leadership skills. They will participate in a Ropes Course which will enhance their team-building skills and encourage bonding. A panel of professionals with migrant roots will address the issues migrant students are facing and help them access resources and mentoring opportunities. Students will have a college experience at WTAMU. Students are encouraged to get acquainted with and network with other migrant students from across the region.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	October 2012	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
Supplemental Program Activities-- Middle School (Grades 6-8)	<i>Supplemental Instruction</i> --Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	<i>Supplemental Instruction</i> --Tutoring in Core Content Areas during the Regular School Day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____	

2012-2013 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Summative Review		
							Jan	Review	June
Supplemental Program Activities--Middle School (grades 6-8)	<i>School and Student Engagement</i> --Create an extracurricular club or leadership organization specific to migrant students which meets regularly and is designed to (1) help students develop effective learning and study skills; (2) help student seek and receive help from parents, peers, and teachers with academically related and nonacademically related problems or concerns; (3) provide leadership opportunities; and (4) facilitate social engagement with school community.(e.g. TECH Smart)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	August 1 through May 30, Summer 2013	Agendas, presentaion handouts, sign-in sheets	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		
	<i>School and Social Engagement</i> --Conduct a full-day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and nonacademically related issues they may face. (e.g. MS Spring Retreat, E=MC <sup>2</sup> )	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	March 2013	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		
Supplemental Program Activities--Elementary School (Grades 1-6)	<i>Supplemental Instruction</i> --Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Teacher, Educational Aide	Other funds	August 1 through May 30	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		
	<i>Health and Safety Day for grades 3-5</i> -- One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	May 2013	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		
Supplemental Program Activities--Early Childhood/School Readiness Program (EE-Kindergarten)	<i>Supplemental Instruction</i> --Other Center-Based: Head Start, District Pre-K	Migrant Coordinator, School/Home Community Liaison, Head Start/ Pre-K Teacher	Other funds	August 23-May 27	Stepping Stones inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		
	<i>Supplemental Instruction</i> --Home-Based Stepping Stones: Provide a lead teacher to train and support staff and administer home-based implementation of the Stepping Stones Early Childhood Program to migrant 3-and 4-year-olds if childrent cannot be served by other available resources.	Migrant Coordinator, School/Home Community Liaison, Stepping Stones Teacher	Stepping Stones Curriculum, Other funds	August 23-May 27	Stepping Stones inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	Accomplished? Yes _____ No _____		



2012-2013 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Evaluation Review	Jan	Summative Review	June
Supplemental Program Activities-- Support Services	Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funded	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____		Accomplished? Yes _____ No _____	
	Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education--Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist		July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____		Accomplished? Yes _____ No _____	

# Region 16 Migrant SSA



## Priority for Services Action Plan 2012-2013

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

## REGION 16 SSA Priority for Services Action Plan

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

## REGION 16 SSA Priority for Services Action Plan

<b>OBJECTIVE:</b>		Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.								
<b>GOAL:</b>		To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.								
<b>School Success Determinants:</b>					<b>Formative Evaluation Review</b>			<b>Summative Review</b>		
passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly						<b>Nov</b>	<b>Mar</b>	<b>June</b>		<b>Aug</b>
<b>Action</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Documentation</b>						
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	____ ____ ____

# Region 16 Migrant SSA



## Identification and Recruitment of Migrant Students

2012-2013

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

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

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

OBJECTIVE: II. Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Conduct ID&R for <u>Potentially</u> Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

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

OBJECTIVE: II. Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for <u>Currently</u> Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and Coe Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Between September 1 and November 1. For 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____



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

OBJECTIVE: III. Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Make contact with potential growers. Make recruiter assignments for contacting growers within districts' boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by November 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By December 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	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 Action Plan - Identification and Recruitment of Migrant Students**

OBJECTIVE: IV. Region 16 MEP SSA member districts will lead interagency coordination.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Formative Evaluation		Nov	Mar	June		Aug
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	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 Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE: V. Region 16 MEP SSA member districts will assure quality control.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

## 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	— — — —