

BORGER ISD
District Improvement Plan
2015/2017

Big Opportunities...Small School Setting

Chance Welch, Superintendent
200 E. Ninth Street
806-273-1000

BORGER ISD

Mission

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

Vision

*Borger I.S.D.
Belief Statements*

We believe that:

The core business of the district is classroom instruction and curriculum

Academic achievement is a primary focus

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

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

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

Vision Continued

A physically and emotionally safe environment promotes student learning

Student welfare is the primary focus of all decisions

All students deserve a quality school and a quality education

Student success is enhanced by positive relationships and mutual respect

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

Commitment to continuous improvement of all district activities is vital

Nondiscrimination Notice

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

BORGER ISD Site Base

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

BORGER 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.
 - Objective 2.** The District will promote highly effective instruction that will meet the needs of all students and increase student achievement.
 - Objective 3.** The District will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments.
 - Objective 4.** The District will promote highly effective instruction for ELL, Dyslexic and Special Education students to increase student achievement and close identified learning gaps.
 - Objective 5.** Provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased commended performances.
 - Objective 6.** Borger ISD will provide Career and Technology Education and college preparatory classes to prepare students for the workplace and for post secondary education by increasing participation number.
 - Objective 7.** Borger ISD will provide alternative learning environments and modes of instruction to increase graduation rates.
- Goal 2.** Borger ISD will increase student achievement by providing high quality professional development.
- Objective 1.** ELA teachers will receive professional development to align instruction and close achievement gaps.
 - Objective 2.** Bilingual/ESL teachers will implement varied models of instructional delivery and assessments to ensure differentiation to meet the needs of English Language Learners.
 - Objective 3.** All administrators and instructional liaisons will receive professional development to support their leadership roles and responsibilities.
 - Objective 4.** All BISS teachers are provided professional development opportunities that will impact each campus CIP plan.
- 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.
 - 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.
 - Objective 3.** The Borger ISD will maintain a Parental Involvement Center to meet the needs of parents and promote all aspects of parental involvement in the district.
 - Objective 4.** Borger ISD will utilize various communication avenues to market the district.
 - Objective 5.** Borger ISD will meet the needs of foster students in the district.

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 evidenced in a strong, positive district culture.

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

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

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

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

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BISD will utilize the KILGO scope and sequence, assessment, and data disaggregation components to align the written, taught and tested curriculum. /Critical Success Factor: Academic Performance (Title I SW: 1,4) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(O)District Aligned Professional Development, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments (Every Six weeks) Summative- Increased scores on state assessments (Spring)
2. Alignment of instruction, curriculum, and resources to address the content, context, verb, and academic vocabulary to the depth and complexity of the TEK/SE. /Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments (Every Six weeks) Summative- Increased scores on state assessments (Spring)
3. Borger ISD will develop and implement throughout the year, pre-assessments and common formative assessments and benchmarks reflective of state assessment rigor. /Critical Success Factors: Academic Performance and Data Analysis (Title I SW: 8) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Common formative assessments (Every 2 or 3 weeks) Summative-Increase state assessment results (Spring)
4. Verification of consistent implementation of scope and sequence through lesson plan audits /Critical Success Factor: Data Analysis and Leadership Effectiveness (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal	August 2015-May 2017	(O)Educator Lesson Plans, (O)Staff Time	Summative - Common formative assessments (Every 6 weeks) Summative- Lesson plan audit results and improved student achievement (Every 9-12 Weeks)
5. Analyze common assessment data for instructional improvement and student achievement. /Critical Success Factor:Use Quality Data to Drive Instruction (Title I SW: 9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal, Superintendent(s)	Every 2 or 3 or 6 weeks	(O)No Associated Cost	Summative - Sign In Sheets of Data Analysis Meetings, Plans of Action (Every Six Weeks) Summative-Increased student achievement as evidenced by performance on state and local assessments (Every 2 or 3 Weeks)

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6. 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 2015-May 2017	(L)Local Taxes and State Per Capita Allotments, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments, sign in sheets, completed calibration document (Every Six weeks) Summative- Increased student achievement as evidenced on local and state assessments (Fall and Spring)
7. Purchase supplemental materials and supplies to enhance curriculum and instruction. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,5)		August 2015-May 2017	(F)Federal Grants, (S)Local Funds	Summative -
8. Provide technology instruction and support of content instruction through the use of computer labs, smartboards, IPAD labs and other technologies. Resources will be aligned with TEKS and District and Campus initiatives. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Campus Intstructional Technologist, Director of Federal Programs and Instruction, Director of Technology, Principal, Teacher(s)	August 2015-May 2017	(F)Federal Grants, (O)Personnel, (S)Local Funds	Summative - Ongoing assessment of effectiveness of technology through Common Formative Assessments and State Assessment Data
9. The district will seek to implement a teacher IPAD program to support and enhance district instructional delivery initiatives, including the Fundamental Five, designed to increase student engagement, achievement and deepen the depth of knowledge and rigor in the classrooms. (Title I SW: 1,2,10) (Target Group: All, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Director of Technology, Principal	August 2015-May 2017	(F)Federal Grants	Summative - Teacher surveys/interviews to monitor implementation effectiveness PDAS Summatives to show use of technology and instruction delivery improvement Results of Fundamental Five Monitoring through walk-through observations

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<p>10. The district will subscribe to Learning List as an instructional resource alignment tool to assist teachers with planning instruction to the depth and complexity of the TEKS and aligning resources to instructional and student needs. This tool will also be utilized to provide embedded professional development on the depth and complexity of the TEKS</p> <p>PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>November 2015-May 2017</p>	<p>(F)Title 1 Part A Funds, (S)Local Funds</p>	<p>Formative - Lesson plan audits Walk Through data collection</p>

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Align reading instruction Pre K-8th grade, utilizing a Balanced Literacy approach. /Critical Success Factor: Student Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All, AtRisk, PRE K, K) (NCLB: 1)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal</p>	<p>August 2015-May 2017</p>	<p>(O)Campus Based Professional Development, (O)Materials, (O)Staff Time, (S)State Compensatory</p>	<p>Summative - Increased reading proficiency among participants as evidenced by guided reading levels documented in running records, walk throughs, and lesson plan audits (Every 6-9 weeks)</p> <p>Summative- Benchmarks (August, December, May)</p>
<p>2. Utilization of full time Literacy Coach for elementary and middle school campuses to support literacy instruction and support. /Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Personnel Director, Principal</p>	<p>August 2015-May 2017</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Increased literacy proficiency as evidenced by local and state assessments (Spring)</p> <p>Formative-Teacher contact data, professional development sign in sheets (Every 6-9 weeks)</p>
<p>3. Reading Recovery Program for 1st grade, at risk students/Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Reading Recovery Teachers</p>	<p>August 2015-May 2017</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)State Compensatory</p>	<p>Summative - Increased reading proficiency among participants as evidenced by end of program Reading Recovery assessment (January & May)</p> <p>Formative- Student contact sheets, RTI records, running records (Every six weeks)</p>
<p>4. Provide professional development through instructional coaching/Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, ESC Educational Consultant, Instructional Liaison, Professional Educational Consultants</p>	<p>August 2015-May 2017</p>	<p>(O)Personnel, (O)Staff Time</p>	<p>Summative - Contact log, coaching documentation (Every Six Weeks)</p> <p>Summative-Increased teacher pedagogy as evidenced by walk through data and PDAS (Every Six Weeks)</p>

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<p>5. Use of differentiated instructional strategies /Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Instructional Liaison, Principal</p>	<p>August 2015-May 2017</p>	<p>(O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Summative - Evidence of differentiated instructional strategies as evidenced by administrative walk through data and lesson plan audits (Every 6-9 weeks) Summative- Increased student performance as evidence by local and state assessments (Fall and Spring)</p>
<p>6. All classroom teachers will implement the five components of quality instruction to improve instructional delivery and student achievement as outlined in the Fundamental Five: Frame the Lesson, Power Zone, Frequent Small-Group Purposeful Talk, Recognize and Reinforce, Write Critically.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Principal, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)Personnel, (O)Teacher pedagogy</p>	<p>Summative - Walk-Through data and PDAS will show evidence of implementation. Common Formative Assessments will monitored for increased student achievement.</p>
<p>7. Teachers will develop standards based "seed questions" to support the implementation of Frequent Small Group Purposeful Talk and the Fundamental. Five/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Instructional Liaison, Principal</p>	<p>August 2015-May 2017</p>	<p>(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Summative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative- Increased student achievement as evidenced by increased performance on state and local assessments (Fall & Spring)</p>

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<p>8. Campus and District administrators will utilize systemic walk through procedures by utilizing PowerWalks Observation Tool to gather data and monitor the effectiveness of classroom instruction, specifically the implementation of the Fundamental Five, and High Yield Instructional Practices. 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)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Principal, Superintendent(s)</p>	<p>August 2015- May 2017 Every Six Weeks</p>	<p>(S)Local Funds</p>	<p>Summative - Administrator walk through data, action plans (Every six weeks) Summative- PDAS evaluations (Spring)</p>
<p>9. Use of instructional technologies and programs including but not limited to I Station, Aleks, Voyager Learning (5th grade), Study Island, Compass Learning /Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All, AtRisk)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2015- May 2017</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)State Compensatory</p>	<p>Summative - Administrator walk through data to support integration of instructional technologies, lesson plan audits, usage logs (Every 6-9 weeks) Summative- Increased student performance on state and local assessments (December and April)</p>
<p>10. Supplemental positions will be utilized to support the educational needs of students at Title 1 campuses. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: All) (NCLB: 1)</p>	<p>Principal</p>	<p>August 2015- May 2017</p>	<p>(F)Title 1 Part A Funds</p>	<p>Summative - PDAS, walk-throughs (Every six weeks) Summative- Increased student achievement (Fall & Spring)</p>
<p>11. Positions will be utilized to continue providing accelerated instruction for At Risk students. Critical Success Factor: Academic Performance (Target Group: AtRisk) (NCLB: 5)</p>	<p>Principal</p>	<p>August 2015- May 2017</p>	<p>(O)FTE - 18, (S)State Compensatory</p>	<p>Summative - PDAS, Administrator walk throughs (Every six weeks) Summative- Increased student performance as evidenced through local and state assessments (Fall & Spring)</p>

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<p>12. Singapore Math Strategies will be taught in all K-5 math classes to support student acquisition of number sense, place value understanding, and problem solving strategies.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Instructional Liaison, Principal, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(O)Campus Based Professional Development, (O)District Aligned Professional Development, (O)Educator Lesson Plans, (O)Materials, (O)Personnel, (O)Teacher pedagogy, (S)Local Funds</p>	<p>Summative - Walk-through data and lesson plans will be audited to monitor implementation. Common formative assessments will be evaluated for student achievement increases in mathematics.</p>
<p>13. The traditional Lesson Cycle, as defined by Madeline Hunter, will be reviewed and implemented by all teachers for classroom instructional delivery.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,5,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(O)District Aligned Professional Development, (O)Educator Lesson Plans, (O)Staff Time</p>	<p>Summative - Lesson plan audits, walk-through and PDAS data will be evaluated for implementation.</p>
<p>14. A district Writing Vertical Alignment Team will be utilized to evaluate and writing instruction, curriculum materials and writing progress of students. An Alignment of instruction and expectations will be developed and communicated to all teachers across all content areas.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time, (O)Teacher pedagogy</p>	<p>Summative - Performance on local state writing assessments will be disaggregated to find improvement trends. Lesson plans will be audited for increased writing opportunities across content areas, student writing samples will be monitored and evaluated for improvement.</p>
<p>15. Research-based phonics program will be purchased and implemented at grades K-2 and third grade intervention.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction, Teacher(s)</p>	<p>September 2016-May 2017</p>	<p>(F)Title 1 Part A Funds</p>	<p>Formative - TPRI Testing, benchmarking, teacher observation and anecdotal records will be used to assess growth in phonemic and phonological awareness for students grades K-2.</p>

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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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD campuses will utilize Tier II and Tier III interventions with students to fill achievement gaps. Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: All, AtRisk) (NCLB: 1)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p>	<p>August 2015-May 2017</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)State Compensatory</p>	<p>Summative - RTI Records (Every 6 Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall & Spring)</p>
<p>2. Borger ISD will research and purchase intervention materials and programs/Critical Success Factor: Academic Performance (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2015-May 2017</p>	<p>(F)Title 1 Part A Funds</p>	<p>Summative - Intervention comparison data, purchase audit trails (September 2012) Increased student achievement as evidenced through local and state assessments (Fall & Spring)</p>
<p>3. The District will monitor Response to Intervention campus implementation to assure quality control. /Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: All, AtRisk) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>Every Six Weeks</p>	<p>(O)Personnel, (S)State Compensatory</p>	<p>Summative - Utilization of district developed documentation for quality monitoring purposes (Every Six Weeks) Summative-Increased student achievement as evidenced by state and local assessments (Fall & Spring)</p>
<p>4. The District will support campuses in providing tutorials for struggling students./Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: All, LEP, AtRisk)</p>	<p>Core Subject Teachers, Principal</p>	<p>August 2015-May 2017</p>	<p>(L)Local Taxes and State Per Capita Allotments, (S)State Compensatory</p>	<p>Summative - Tutorial attendance records and submission of tutorial lesson plans (Weekly) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall and Spring)</p>
<p>5. Borger ISD will utilize an afterschool "ZAP" or Zeroes Aren't Permitted program to address the needs of students who fail to complete assignments/Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All) (NCLB: 1,5)</p>	<p>Principal</p>	<p>August 2015-May 2017</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Record of student attendance (Weekly) Summative-Increase in student achievement as evidenced through course grades (Fall & Spring)</p>

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

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<p>6. The District will provide students needing remediation grades 1-12 and Kindergarten and First Grade bilingual students the opportunity for Summer School. Critical Success Factor: Learning Time</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9,10) (Target Group: LEP, AtRisk) (NCLB: 5)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p>	<p>June 2016 and 2017</p>	<p>(O)Personnel, (O)Staff Time, (S)Local Funds, (S)State Compensatory</p>	<p>Summative - Lesson plans and attendance logs (June) Summative- Pre- and Post assessment results (June)</p>
<p>7. Borger ISD will implement strategic interventions, differentiated instruction, and targeted assistance at each campus and in each area where System Safeguards were not met on state assessments. Specific focus will be on the following district level sub groups-- Writing: Hispanic, Econ. Dis., Sped, ELL; Reading: Sped, ELL; Science: Sped, ELL</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9) (Target Group: H, AA, ECD, LEP, SPED)</p>		<p>August 2015-May 2017</p>	<p>(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time</p>	<p>Summative - Formative: data gathered from six week assessments and teacher observations Summative: data gathered from 2014 STAAR assessments</p>
<p>8. Borger ISD will incorporate NWEA MAP TESTING in grades 3-4 and 6-8 to provide diagnostic assessment information to inform instruction, tutorials, and progress toward TEK Mastery. (Title I SW: 1,8,9,10) (Target Group: All, 3rd, 4th, 5th, 6th, 7th , 8th) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction, Principal, Teacher(s)</p>	<p>August 2015-May 2107</p>	<p>(S)Local Funds</p>	<p>Summative - Assessments will be conducted up to 3 times a year to evaluate student progress and inform instruction.</p>
<p>9. TPRI Testing will be utilized at grades K-2 to provide diagnostic assessment on early literacy, phonological awareness and graphophonemic knowledge. (Title I SW: 8,9,10) (Target Group: All, K, 1st, 2nd) (NCLB: 1,5)</p>	<p>Director of Curriculum and Instruction, Principal, Teacher(s)</p>	<p>September 2015-May 2017</p>	<p>(O)Materials, (O)Staff Time</p>	<p>Formative - Assessments will be administered three times a year and used to make instructional grouping decisions</p>

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

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10. Compass Learning, a web based supplemental curriculum, will be utilized at grades 3-4 and 6-8 to support and enhance math instruction. This program will be integrated with the NWEA MAP Testing data to develop individualized, data driven math intervention for students. (Title I SW: 1,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Principal	September- May	(O)Personnel, (S)Local Funds	Summative - MAP and STAAR results will be reviewed to determine effectiveness of program goals
11. Compass Reading will be utilized as supplemental reading instruction and support in grades 3-4 and 6-8 (provided through TSI). SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Principal, Teacher(s)	September - May 2017	(F)Title 1 Part A Funds	Formative - Data will be used to inform instruction and intervention plans for students.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure all teachers and teachers assistants have the proper certification and/or endorsement and /or certificates of training required to meet the needs of special education students./Critical Success Factor: Teacher Quality</p> <p>(Title I SW: 3,4) (Target Group: SPED) (NCLB: 3)</p>	<p>Assistant Superintendent(s), Director of Special Education , Principal</p>	<p>August 2014- May 2016</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Review of Personnel Files (August) Borger ISD personnel records (August and as new employees are hired))</p>
<p>2. Perform item analysis of Special Education student achievement data to determine gaps in learning and develop instructional goals that will progress each toward taking appropriate state assessment. /Critical Success Factor: Data Analysis</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal, Teacher(s)</p>	<p>September 2015, 2016</p>	<p>(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time</p>	<p>Summative - Data analysis data and distribution/articulation to campuses (October 2013) Increase number of Special Education students taking STAAR test by 10% (Spring 2014)</p>
<p>3. Continuum of Services available based on need as determined by ARD for special education students including: Life Skills, Resource, Inclusion, and Content Mastery/Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal, Teacher(s)</p>	<p>August 2015- May 2017</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Student schedules (August and ongoing as students are identified) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)</p>
<p>4. Special education focus at each Borger ISD Campus to support the implementation of a quality inclusion program./Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)</p>	<p>Director of Special Education , Principal</p>	<p>August 2015- May 2017</p>	<p>(F)IDEA Special Education</p>	<p>Summative - Student Schedules (August 2012 and ongoing as students are identified) Summative-Increased number of special education students taking STAAR (Spring 2013)</p>

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Special education teachers and general education teachers will participate in common Professional Learning Communities and resource calibration teams to analyze student data, align instructional practices, calibrate resources and increase teacher pedagogy and thereby increasing student achievement for Special Education Students/Critical Success Factor: Learning Time</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Instructional Liaison, Principal, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(O)No Associated Cost</p>	<p>Summative - Sign in sheets, calibration documentation (Weekly) Summative-Increased student achievement as evidenced by performance on state and local assessments Fall & Spring.</p>
<p>6. Implementation of district dyslexia program for qualifying students (Multi-Sensory Teaching Approach-MTA)/Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: Dys) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Dyslexia specialist</p>	<p>August 2015-May 2017</p>	<p>(O)Personnel, (S)Local Funds</p>	<p>Summative - Dyslexia progress reports (Every 6 weeks) Summative-Student success as evidenced by Number of students exiting of program (May)</p>
<p>7. Borger ISD will meet the instructional needs of Dyslexic students through the addition of a full time dyslexia specialist. /Critical Success Factor: Academic Achievement (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2015</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Student dyslexia progress reports (Every six weeks) Summative- Increased compensatory skills as evidenced by number of students exiting the program (May)</p>
<p>8. Aligned reading instruction utilizing a Balanced Literacy approach for all Pre K-5th grade Bilingual students./Critical Success Factor: Teacher Quality and Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2) (Target Group: LEP, AtRisk, PRE K, K)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(F)Title III Bilingual / ESL, (O)District Aligned Professional Development, (O)Staff Time, (S)State Compensatory</p>	<p>Summative - Administrator walk through data, lesson plan audits as evidence of proper and consistent use of instruction (Every Six Weeks) Summative- Increased student achievement on local and state assessments (Fall & Spring)</p>

BORGER ISD

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. Implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring/Critical Success Factor: Learning Time and Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1) (Target Group: All, AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Principal</p>	<p>August 2015-May 2017</p>	<p>(O)District Aligned Professional Development, (O)Staff Time</p>	<p>Summative - Sign in-sheets, walk through data (Every six weeks) Student achievement as evidenced by increase in guided reading level (December & May)</p>
<p>10. Provide materials and professional development concerning the English Language Proficiency Standards (ELPS) to teachers serving LEP students/Critical Success Factor: Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2015-May 2017</p>	<p>(O)District Aligned Professional Development, (O)No Associated Cost</p>	<p>Summative - Sign in sheets, certificate of training (November) Teacher proficiency in utilization of ELPs as evidenced by administrator walk throughs (Every six weeks)</p>
<p>11. Renew purchase, provide training, and monitor usage of technology program (DynEd for Pre K-12th) for use with all Bilingual students Pre K-5th and designated ESL students 8th-12th. /Critical Success Factor: Leadership Effectiveness</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2)</p>	<p>Director of Federal Programs and Instruction, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Program usage reports (Every six weeks) Summative-Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)</p>

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>12. Implement Fast ForWord supplemental reading instructional program for ELL students at Borger Middle School and Borger High School to enhance reading instruction.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9,10) (Target Group: ESL, 9th, 10th, 11th, 12th, 6th, 7th) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction, Principal, Teacher(s)</p>	<p>September 2015-May 2017</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Formative - Monitoring of student progress with use of program and built in assessments. Correlate program performance with common formative assessments, TELPAS and Woodcock Munoz language proficiency assessments.</p>
<p>13. Continue to increase use of English Language Proficiency Standards (ELPS) and Sheltered Instruction in daily lesson plans and daily instructional delivery./Critical Success Factor: Academic Performance</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2015-May 2017</p>	<p>(O)No Associated Cost, (O)Teacher pedagogy</p>	<p>Summative - Lesson plan audits and walk throughs (Every six weeks) Summative- Increased student achievement on TELPAS (March-April)</p>
<p>14. Purchase supplemental IPADs or other hand-held technology to support beginning and intermediate ELL students in core content classes at 6th-8th grades and Bilingual classes in grades 1-5.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 9,10) (Target Group: ESL, 6th, 7th , 8th) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>September 2015-May 2017</p>	<p>(F)Title 1 Part A Funds</p>	<p>Formative - Monitor student language acquisition as supported by use of translation tools/apps and supplementary programs used</p>
<p>15. Provide supplemental instructional supplies to support English Language Learners.</p> <p>PBMAS/SYSTEM SAFEGUARDS (Title I SW: 1,9,10) (Target Group: LEP) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2015-May 2017</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Formative - lesson plans teacher observations</p>

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. 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)	Assistant Superintendent(s), Director of Federal Programs and Instruction	August 2015- May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Endorsement documentation, expenditure reports (December) Increase in ESL endorsed teachers to meet the needs of ESL students (December & May)
17. 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)	Assistant Superintendent(s), Director of Federal Programs and Instruction	August 2015- May 2017	(O)Access to Preparation Class, (S)Local Funds	Summative - ESL endorsement documentation, teacher to student ratio analysis (December and May) Increased student achievement on state and local assessments (Fall & Spring)

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will ensure compliance with all State required initial trainings and updates/Critical Success Factor: Leadership Effectiveness (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets and certificates of training completion (within 1st semester)
2. Continuum of services offered at every campus and grade level/Critical Success Factor Academic Performance (Title I SW: 10) (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher, Principal	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Student Schedules, teacher schedules and job descriptions (August) Summative-Increased number of students scoring Commended on state assessments (Spring)
3. Utilization of robotics at Middle School and High School/Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT) (NCLB: 1)	G/T Lead Teacher	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Student schedules, number of students enrolled in robotics class (August) Increase in number of students participating in Middle and High School programs (May 2013 and may 2014)
4. Continue to facilitate alignment of rigorous Pre-AP/AP curriculum /Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: GT) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson plan audit data, Walk through data (Every Six Weeks) Summative- AP test scores, STAAR commended scores
5. Utilize differentiated instructional strategies that are rigorous and relevant to strengthen the quality of instruction in Pre-AP, AP and Dual credit course offerings./Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All, GT) (NCLB: 5)	Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments, (O)Materials	Summative - Walk through data, lesson plans, lesson plan audits (Every six weeks) Summative Increase in student achievement as evidenced by an increase in number of students scoring 3 or higher on AP exam by 5% (May)
6. Borger ISD will provide opportunities for students to take the PSAT and TSI at appropriate secondary grades. /Critical Success Factor: Academic Performance (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Counselor(s), Principal	Spring 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increase in the number of students taking the PSAT (May 2014)

BORGER ISD

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

Objective 6. Borger ISD will provide Career and Technology Education and college preparatory classes to prepare students for the workplace and for post secondary education by increasing participation number.

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 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Count of materials/number of times materials are distributed (Fall and Spring) Summative-Increased number of students participating in post secondary education as evidenced by survey, application data (May)
2. Borger ISD will offer college preparatory activities such as career day, counseling, ASVAB, military recruiting, TSI Testing, and college days. Critical Success Factor: Family and Community Engagement (Target Group: All) (NCLB: 1)	Counselor(s), Principal	On Days Designated by the District	(L)Local Taxes and State Per Capita Allotments	Summative - Increased number of students interested in post-secondary educational opportunities (May)
3. Implementation of the 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 2015-May 2017	(O)No Associated Cost	Summative - Sign in sheets, agendas (3 times per year) Summative- Increased CTE student participation and achievement as demonstrated by enrollment and student performance on state assessments.(May)
4. Borger ISD students will have the opportunity to select course study from a variety of endorsement clusters./Critical Success Factor: Academic Performance (Title I SW: 10) (Target Group: CTE) (NCLB: 1,5)	Counselor(s), Director of Federal Programs and Instruction, District CTE Coordinator, Instructional Liaison, Principal	August 2015-May 2017	(F)CTE Carl Perkins	Summative - Increased student achievement based upon local and state assessments
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Career Cruising" program./Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: All, CTE) (NCLB: 1,5)	Counselor(s), District CTE Coordinator	August 2015-May 2017	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records.(May)

BORGER ISD

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

Objective 6. Borger ISD will provide Career and Technology Education and college preparatory classes to prepare students for the workplace and for post secondary education by increasing participation number.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continued utilization of previously developed comprehensive CTE evaluation tool to drive CTE course offerings for students (additions or deletions)./Critical Success Factor: Academic Performance (Title I SW: 1,10) (Target Group: CTE) (NCLB: 1,5)	CTE Director, Instructional Liaison	August 2015-May 2017	(F)CTE Carl Perkins	Summative - Development and implementation of the comprehensive CTE evaluation tool (May)
7. Borger ISD will acquire CTE Professional Development through Region 16, State CTE Conference, TCEA and other providers./Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	August 2015-May 2017	(F)CTE Carl Perkins, (S)State Compensatory	Summative - Documentation of professional development attendance.
8. Borger ISD will monitor the implementation of the CTE Continuous Improvement Plan created as a PBMAS requirement./Critical Success Factor: Leadership Effectiveness (Title I SW: 1) (Target Group: CTE) (NCLB: 5)	District CTE Coordinator	August 2015-May 2017	(O)No Associated Cost, (O)Personnel, (O)Teacher pedagogy	Summative - As evidenced of implementation compliance to TEA (designated monitoring dates)
9. CTE teachers and core teachers will meet two times a month for instructional PLCs for instructional integration of TEKS, to analyze student data, and to alignment of instructional practices./ Critical Success Factor: Learning Time (Title I SW: 1) (Target Group: CTE) (NCLB: 1)	District CTE Coordinator, Instructional Liaison, Teacher(s)	August 2015-May 2017	(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 2015-May 2017	(O)No Associated Cost	Summative - Contact logs and student achievement data (Every Six Weeks)

BORGER ISD

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

Objective 7. Borger ISD will provide alternative learning environments and modes of instruction to increase graduation rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued utilization of previously developed processes and procedures to ensure appropriateness of Discretionary DAEP Placements./ Critical Success factors: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,4,5)	Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(O)No Associated Cost, (O)Personnel	Summative - Reduction in discretionary DAEP placements (PBMAS focus for Special Education) Dec & May
2. Borger ISD will continue to utilize the previously developed plan for students transitioning from DAEP to ensure consistency in curriculum alignment and rigor level while in an alternative placement./Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Director of DAEP, Principal	August 2015-May 2017	(O)No Associated Cost, (O)Personnel	Summative - Student plans, communication logs (December and May) Summative- Student achievement scores on local assessments post DAEP placement (May)
3. Borger ISD will continue to utilize the previously developed communication plan between the DAEP and the student's home campus to monitor student progress so that core subject teachers can provide instructional support as needed./Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Director of DAEP, Principal	August 2015-May 2017	(O)No Associated Cost, (O)Personnel	Summative - Communication logs, individual student plans, lesson plans (Every six weeks) Summative-Student achievement as evidenced by post DAEP placement assessments (May)
4. Provide smaller class sizes and self-paced curriculum (Odyssey Lab) through NorthStar Academy /Critical Success Factors: Academic Performance (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Director of DAEP, Principal	August 2015-May 2017	(S)State Compensatory	Summative - Campus rosters, student credit recovery data, Odyssey program usage reports (December & May) Summative-Number of students successfully recovering/earning credits to graduate (May)
5. Homebound instruction will be provided for students meeting homebound requirements./Critical Success Factors: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Homebound academic records, homebound attendance records (Monthly) Increased student achievement and increased graduation for pregnant and parenting teens.(May)

BORGER ISD

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

Objective 1. ELA teachers will receive professional development to align instruction and close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD will continue to implement a Continuum of Balanced Literacy Initiative which includes sustained and embedded balanced literacy training and coaching (Paul Belton Elementary, Gateway Elementary, Crockett Elementary and Borger Intermediate School, Borger Middle School)/Critical Success Factors: Leadership Effectiveness and Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 4,10) (Target Group: All, AtRisk, PRE K, K) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Literacy Coordinator, Reading Recovery Teachers</p>	<p>August 2015-May 2017</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (S)Local Funds, (S)State Compensatory</p>	<p>Summative - Training sign in sheets, certificates of completion, and instructional coaching contact records (Every six weeks) Summative- Increased student literacy proficiency as demonstrated by benchamrks (December and May)</p>
<p>2. Designated teachers from Gateway Elementary will attend Reading Recovery/Literacy institute. /Critical Success Factor: Academic Performance (Title I SW: 4,10) (Target Group: All, PRE K, K) (NCLB: 1)</p>	<p>Literacy Coordinator, Principal, Reading Recovery Teachers</p>	<p>November 2014</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Certificates of completion, expenditure reports, training plans (November) Summative- Increased teacher pedagogy in literacy as evidenced by walk through data and PDAS (May)</p>
<p>3. Instructional coaches will work with teachers at all campuses to provide continued support and sustainability for high quality instruction, differentiated instruction and implementation of district initiatives. Critical Success Factor: Teacher Quality and Effective Leadership</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2015-May 2017</p>	<p>(S)Local Funds</p>	<p>Summative - Instructional coaching contact logs, debriefing documentation ((Monthly) Increased teacher proficiency as evidenced by administrator walk throughs and PDAS (May)</p>
<p>4. District-wide professional development will be provided by Erik Francis, Maverik Education, to assist teachers in developing rigorous, standards based "seed questions". SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,4,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Curriculum and Instruction</p>	<p>August 2016</p>	<p>(O)Access to facilities, (O)Staff Time, (S)Local Funds</p>	<p>Formative - Through instructional coaching, needs will be assessed and met for individual teachers and PLCs.</p>

BORGER ISD

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

Objective 1. ELA teachers will receive professional development to align instruction and close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. District designees will be trained through McRel in Classroom Instruction That Works and will turn this training around to campus staff throughout the year. SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Director of Curriculum and Instruction, Superintendent(s)	August 2016-August 2017	(O)Staff Time, (S)Local Funds	Formative - Needs will be assessed and met through PLCs and individual instructional coaching opportunities.

BORGER ISD

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

Objective 2. Bilingual/ESL teachers will implement varied models of instructional delivery and assessments to ensure differentiation to meet the needs of English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Balanced Literacy Initiative: Provide all elementary bilingual teachers with training and continued support in literacy instructional strategies. /Critical Success Factor: Teacher Quality</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 2,4,9,10) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2015-May 2017</p>	<p>(O)Materials, (O)Personnel, (S)Local Funds, (S)State Compensatory</p>	<p>Summative - Training sign in sheets, certificates of completion (Monthly Starting in October) Summative-Increased teacher proficiency in Balanced Literacy implementation as evidenced by administrator walk throughs and PDAS (May 2013)</p>
<p>2. Provide Technology Program Implementation Training for continued use of software programs to supplement instruction. /Critical Success Factors: Teacher Quality (Title I SW: 4) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2,5)</p>	<p>Director of Federal Programs and Instruction</p>	<p>August 2015-May 2017</p>	<p>(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL</p>	<p>Summative - Training sign in sheets, reports from program usage (October) Summative- Increased student achievement on TELPAS (March-April)</p>
<p>3. BIRD bilingual teachers in grades Pre-K - First Grade and Second Grade will receive targeted support in the implementation of a Dual Language One Way instruction model to serve Bilingual Students. A grade level, first through fifth, will be added each year until current Transitional Early Exit Bilingual Program is replaced with Dual Language One Way.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,4) (Target Group: LEP, AtRisk) (NCLB: 2,5)</p>	<p>Executive Director of Special Programs, Principal, Professional Educational Consultants, Teacher(s)</p>	<p>August 2015-May 2017</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Six week common assessment data, student progress, campus needs assessment data</p>
<p>4. Borger ISD bilingual teachers in grades PK through 5th grade will receive targeted training and coaching in best practices in Bilingual/ESL/ELPS instruction to increase rigor and relevance in these classrooms.</p> <p>SYSTEM SAFEGUARDS/PBMAS (Title I SW: 1,2,4,9) (Target Group: ESL, LEP) (NCLB: 2,5)</p>	<p>Executive Director of Special Programs, Principal, Professional Educational Consultants</p>	<p>August 2015-May 2017</p>	<p>(F)Title III Bilingual / ESL</p>	<p>Summative - Student assessment data, student progress, teacher and campus surveys and needs assessments</p>

BORGER ISD

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

Objective 3. All administrators and instructional liaisons will receive professional development to support their leadership roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district instructional team will participate in professional development in areas of coaching, building common vocabulary, process skills, and on building an instructional strategy repertoire for leading and coaching. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Professional Educational Consultants	August 2015- May 2017	(F)Title 1 Part A Funds	Summative - Sign in sheets, certificates of completion (November) Summative- Increased instructional coaching capacity as evidenced by coaching documentation. (May)
2. The Borger ISD Superintendent will provide leadership training and support in administrator principal meetings./Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (NCLB: 5)	Superintendent(s)	Monthly	(O)No Associated Cost, (O)Personnel	Summative - Sign in sheets and agendas (Monthly) Summative- Increased instructional/leadership capacity as evidenced administrator appraisals and student performance on local and state assessments (April 2013)
3. District and campus administrator participation Panhandle School Leadership Association meetings, PLC (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	District Designated Days	(O)No Associated Cost, (O)Personnel	Summative - Region 16 record of attendance, certificates of attendance (District Designated Days) Summative- Increased instructional leadership capacity as evidenced by Principal Appraisals (April)
4. Professional organization conferences will be utilized to provide designated district administrators with professional learning, support and networking opportunities to support district goals and mission. (TASA, TEA, ASCD, TCEA, PSLA, Etc. /Critical Success Factors: Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Superintendent(s)	Designated Days	(O)Personnel, (S)Local Funds	Summative - Region 16 record of attendance and certificates of attendance (District Designated Days) Summative- Increased leadership capacity as evidenced by principal appraisals (April)

BORGER ISD

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

Objective 3. All administrators and instructional liaisons will receive professional development to support their leadership roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger ISD will utilize Instructional Liaisons to facilitate planning, curriculum/assessment alignment, and instructional strategies coaching with core content area teachers and/or grade level teams in grades 3-12 Critical Success Factor: Learning Time (Target Group: All) (NCLB: 1)	Principal	August 2015-May 2017	(F)Title IIA Principal and Teacher Improvement	Summative - Instructional coaching documentation, agendas, sign in sheets (Monthly) Summative- Increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS (April)
6. Designated district staff will participate in TASA sponsored Curriculum Management System Curriculum Audit Training. (Title I SW: 2,4) (Target Group: All) (NCLB: 1,5)	Director of Curriculum and Instruction, Superintendent(s)	November 2015	(O)Personnel, (S)Local Funds	Summative - Training certificates
7. The district will contract with Lead Your School, the consultant company founded by Sean Cain and Michael Laird, authors of THE FUNDAMENTAL FIVE. Data will be gathered on the district's implementation of The Fundamental Five in call classrooms. District administrators will participate in provided coaching. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,3,4,5)	Director of Curriculum and Instruction, Superintendent(s)	December 2015	(O)Access to facilities, (O)Staff Time, (S)Local Funds	Formative - Data will be utilized to inform next steps in leadership implementation of district initiatives. Coaching needs of instructional staff will be identified and planned and implemented as needed.

BORGER ISD

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

Objective 4. All BISD teachers are provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide sytematic and sustained professional development through instructional coaching for teachers and leadership instructional coaching for campus liasions and adminstrators./Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Professional Educational Consultants	District Designated Days	(F)Title 1 Part A Funds	Summative - Coaching documentation, sign in sheets (District designated dates) Summative-Increased leadership capacity as evidenced through adminstrator appraisals (April)
2. Title II Region 16 Contract and Support for Professional Development/Critical Success Factors: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(F)Title IIA Principal and Teacher Improvement	Summative - Region 16 record of attendance and certificates of completion (Monthly) Summative- Increased student achievement as evidenced by performance on state and local assessments. (May)
3. Provide professional development on working with students and families in poverty/Critical Success Factor: Teacher Quality (Title I SW: 9) (Target Group: ECD, AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction	August 2015-May 2017	(S)Local Funds	Summative - Sign in Sheets,certificates of attendance (August)
4. Sustain Professional Learning Community (PLC) professional development for teachers at each Borger ISD campus/Critical Success Factor: Teacher Quality & Leadership Effectivenss (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Principal, Professional Educational Consultants	August 2015-May 2017	(F)Title 1 Part A Funds	Summative - Sign In Sheets, certificates of attendance (August 2012) Summative- Increased collaboration among educators as evidenced by PLC sign in sheets, agendas (May)
5. Region 16 Curriculum/Instruction Contract Applicable Trainings/Critical Success Factor: Teacher Quality and Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2015-May 2017	(F)Title 1 Part A Funds	Summative - Region 16 record of attendance and certificate for completion (May)

BORGER ISD

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

Objective 4. All BISSD teachers are provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Reading Recovery Sustained Training –CoCo (Dumas, TX)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	Monthly	(F)Title 1 Part A Funds	Summative - Dumas record of attendance (Monthly) Summative-Increased teacher pedagogy as evidenced by walk throughs and PDAS (Every six weeks)
7. Sustained professional development in Multi-Sensory Approach (MTA) dyslexia training for district dyslexia specialists. Texas/Critical Success Factor: Teacher Quality (Title I SW: 4,9) (Target Group: AtRisk, Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction, Dyslexia specialist	August 2015-May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Certificate of attendance, agendas (October) Summative- Increased teacher pedagogy on meeting the needs of students as evidenced by walk throughs and PDAS (Every Six Weeks)
8. ESL Endorsement Training (ESC 16)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: ESL, AtRisk) (NCLB: 2,5)	Assistant Superintendent(s), Director of Federal Programs and Instruction	Designated Days	(F)Title I, (O)Access to Region 16 ESL Preparation Class	Summative - Certificate of attendance (Designated Days) Number of individuals testing and becoming ESL endorsed (May)
9. Collaborative PLC meetings between CTE Coordinator and CTE teachers to monitor implementation of the CTE Continuous Improvement Plan/Critical Success Factor: Increased Learning Time (Title I SW: 9) (Target Group: CTE) (NCLB: 1,5)	CTE Coordinator, District CTE Coordinator, High School CTE Coordinator	Every Six Weeks	(O)No Associated Cost, (O)Personnel, (O)Teacher pedagogy	Summative - Meeting sign in sheets and agendas (Every six weeks) Summative-Increased student achievement as evidenced on state and local assessments (December & May)
10. Designated CTE teachers will attend Work-Based Learner training (ESC 16)/Critical Success Factor: Teacher Quality (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	October 2015	(O)No Associated Cost, (O)Staff Time	Summative - ESC record of attendance and certificates of completion (September)

BORGER ISD

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

Objective 4. All BISSD teachers are provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide systematic and sustained professional development in technology to meet educator needs/Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Technology	District Designated Dates	(L)Local Taxes and State Per Capita Allotments	Summative - Sign In Sheets, certificates of attendance (District Designated Dates) Summative- Increase teacher usage of technology as evidenced by walk through data and PDAS (Every Six weeks)
12. New employees to the district or to grade levels will have the opportunity to attend KILGO Scope and Sequence, Assessment and Data Driven Decision Making to support implementation sustainability efforts./Critical Success Factor: Leadership Effectiveness and Teacher Quality. (Title I SW: 1,4) (Target Group: All) (NCLB: 5)	Superintendent(s)	District Designated Days	(O)District Aligned Professional Development, (O)Personnel	Summative - Certificates of completion, agenda (District Designated Days) Summative- Increased curriculum alignment as evidence by lesson plans and walk throughs (Every 6-9 weeks)
13. Seek out additional professional development opportunities to sustain Inclusion Schools Training. Focus will be on developing a systems approach to all of the factors impacting inclusive education. (Title I SW: 4) (Target Group: SPED) (NCLB: 1)	Professional Educational Consultants	August 2015-May 2017	(F)Title 1 Part A Funds	Summative - Sign in sheets, certificates of completion Summative- Increase in student achievement as evidenced by performance on state and local assessments. (May 2013)
14. Professional Development will be encouraged provided to enhance teacher and staff pedagogy.	Director of Curriculum and Instruction, Principal	August 2015-May 2017	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Formative: certificates of completion Summative: Increase in student achievement as evidenced by performance on state and local assessments.
15. Provide Inclusion Training for all Instructional Assistants to support the inclusion practices for Special Education students at all campuses. PBMAS (Title I SW: 1,10) (Target Group: SPED) (NCLB: 1,5)	Director of Curriculum and Instruction, Director of Special Education , Professional Educational Consultants	August 2015	(F)IDEA Special Education, (O)Personnel, (O)Staff Time	Summative - Sign in sheets and agenda

BORGER ISD

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

Objective 4. All BISSD teachers are provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. Sustained training with Margaret Kilgo Consulting in the areas of : • Scope and Sequence • Data Driven Decision Making • Assessment Critical Success Factor: Leadership Effectiveness and Teacher Quality (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1)	Director of Curriculum and Instruction, Principal, Superintendent(s)	Dates of training	(S)Local Funds	Summative - Summative: certificates of completion, travel documentation, lesson plan audits, assessment results.
17. Contract with Lead Your School consultants to evaluate implementation of Fundamental Five and provide professional coaching to district leadership to improve effectiveness of implementation. (Title I SW: 1,2,4,10) (Target Group: All) (NCLB: 1,2,4,5)	Director of Curriculum and Instruction, Principal, Superintendent(s)	December 2015-January 2016	(O)Access to facilities, (O)Educator Lesson Plans, (O)Personnel, (S)Local Funds	Formative - Formative Data will be gathered by The LYS Team and utilized to make instructional leadership decisions.
18. Provide training on standards based questioning utilizing Maverik Education, Erik Francis services: "Now That's A Good Question!" (Title I SW: 1,4,10) (Target Group: All) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Principal	Fall 2016	(F)Title 1 Part A Funds, (O)Staff Time, (S)Local Funds	Formative - Classroom walkthroughs will be used to monitor questions related to the standards as part of FSGPT and other classroom assessment strategies.
19. Designated district staff will attend McRel training on Classroom Instruction That Works. This training is designed to deepen learning and provide support for teachers regarding instructional practices used in the classroom. PBMAS SAFEGUARDS (Title I SW: 1,4,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Assistant Superintendent(s), Principal	July 2016	(S)Local Funds	Formative - On-going follow through PD, walk-throughs, instructional coaching to assess implementation and needs.

BORGER ISD

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

Objective 4. All BISR teachers are provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. District designees will provide campus professional development in the Classroom Instruction That Works strategies. PBMAS SAFEGUARDS (Title I SW: 1,4,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent(s), Designee(s)	August 2016-May 2017	(O)Materials, (O)Personnel, (O)Staff Time	Formative - on-going instructional coaching and classroom walkthroughs to assess implementation and address needs.

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.

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 2015 and 2016	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced by sign in sheets (August)
2. District will participate in and support, with local community support, a Back to School Fair designed to meet the needs of all students in preparation for back to school. (supplies, health needs, registration, etc.) (Title I SW: 9) (Target Group: All) (NCLB: 4,5)	Instructional Services Coordinator	August 2016 and 2017	(O)Access to facilities, (O)Personnel, (O)Staff Time	Summative - Increased community and parent involvement
3. Parents will have the opportunity to meet with teachers to discuss their child's academic achievement during "Parent Teacher Conference Day" and throughout the year when needed./Critical Success Factor: Family and Community Engagement & Academic Performance (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	October and Ongoing as Needed	(O)No Associated Cost, (O)Personnel	Summative - Number of parent participants as evidenced by sign in sheets (October) Summative- Increased student achievement as evidenced by state and local assessments (December & May)
4. Increase parental involvement in the education of children through: ARD meetings, LPAC meetings, Parent Volunteer program, Title 1 Program Meetings, School Orientations, PTO and Family Nights (Title I SW: 6) (Target Group: All) (NCLB: 1)	Parent Involvement Coordinators, Principal	August 2015- May 2017	(F)Title 1 Part A Funds	Summative - Sign In Sheets, Agendas (April) Summative- Increased Parental Involvement and student Achievement (April)
5. 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)
6. 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 2015- May 2017	(O)No Associated Cost, (O)Personnel	Summative - Parent Involvement as evidenced through sign in sheets(April)

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Campuses will provide parent meetings targeting the LEP population to provide testing information, program supports, campus expectations, and ways that they can support their child's learning./Critical Success Factor: Family and Community Engagement and Academic Performance (Title I SW: 1,9) (Target Group: LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	Dates Designated by the District	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (O)Access to facilities, (O)Personnel, (O)Staff Time	Summative - Sign in sheets (May) Summative- Parent surveys at the end of the 2013 school year (May)
8. 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 2015-May 2017	(F)Title 1 Part A Funds	Summative - Increased parent participation as evidenced by sign in sheets, event attendance, volunteer hours
9. Provide parents with information regarding Borger ISD: School Messenger, Calendar of Events, local cable channel, District Website (new and updated), Regular Campus Communications, Remind 101 Campus Newsletters, Borger Herald Articles, local television features, Twitter, Facebook, Report Cards/Critical Success Factors: Parent and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1)	Communications Coordinator, Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, Superintendent(s)	August 2015-May 2017	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Summative - Increased Parent Involvement as evidenced by school contacts, volunteer sign in sheets (April)
10. Provide learning opportunities, materials, supplies, and needed technology for the Parent Involvement Center as needed to support Parent Involvement Activities and ESL Adult instruction. (Title I SW: 1,6,10) (Target Group: All) (NCLB: 2,5)	Director of Curriculum and Instruction, Parent Involvement Coordinators	August 2015-May 2017	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (O)Access to facilities, (O)Materials	Summative - Based on needs

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD campuses will designate at least one person to translate Spanish/English for conferences./Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 2,5)	Principal	August 2014- May 2016	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced through conference sign in sheets
2. Borger ISD will to the extent possible, provide written communications from the campus and district in both English and Spanish./Critical Success Factor: Family and Community Engagement & Leadership Effectiveness (Title I SW: 6) (Target Group: ESL, LEP, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2014- May 2016	(O)No Associated Cost, (O)Personnel	Summative - Copies of parental communication in English and Spanish (Every Six Weeks) Summative- Increase parental involvement as evidenced by end of year campus parent survey (April)

BORGER ISD

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

Objective 3. The Borger ISD will maintain a Parental Involvement Center to meet the needs of parents and promote all aspects of parental involvement in the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will offer ESL classes for parents and community members through the Borger ISD Parental Involvement Center./Critical Success Factor Family and Community Engagement (Title I SW: 6,10) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction	August 2014-May 2016	(F)Title III Bilingual / ESL, (S)Local Funds	Summative - Increased parental participation in ESL classes (May
2. Borger ISD will offer GED classes for parents and community members through the Borger ISD Parental Involvement Center. Critical Success Factor/Family and Community Engagement (Title I SW: 6) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	August 2014-May 2016		Summative - Increased parent involvement as evidenced through parent participation in GED classes (Every six weeks) Summative- Number of parents receiving GED (May 2013)

BORGER ISD

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

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

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

BORGER ISD

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

Objective 5. Borger ISD will meet the needs of foster students in the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 6,10) (Target Group: All) (NCLB: 5)	Instructional Services Coordinator, Superintendent(s)	December 2016-May 2017	(F)Title 1 Part A Funds, (S)Local Funds	Formative -

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 evidenced in a strong, positive district culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will develop and implement a district administrative communication plan to facilitate communication and dissemination pertinent information to all employees in an effective and timely manner./Critical Success Factor- Leadership Effectiveness (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5)	Communications Coordinator, Director of Federal Programs and Instruction, Principal, Superintendent(s)	August 2014- May 2016	(O)No Associated Cost, (O)Personnel	Summative - End of year teacher/parent survey results (May)
2. Collaborative planning times will be provided by the district to support data informed instructional decisions/strategies./Critical Success Factors- Increased Learning Time & Leadership Effectiveness (Title I SW: 4,8,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal	District Designated Dates	(O)Personnel, (O)Teacher pedagogy	Summative - Collaborative team sign in sheets and agendas (District Designated Dates) Summative- Teacher surveys (May)
3. Borger ISD will utilize public forums such as School Board meetings, school district website to showcase District and Campus successes./Critical Success Factor- Family and Community Engagement (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Principal	Monthly	(O)No Associated Cost	Summative - End of the Year teacher/Parent survey (May)
4. Increased district administrator visibility on campus to support campus initiatives./Critical Success factor- Leadership Effectiveness (Title I SW: 8) (Target Group: All)	Executive Director of Special Programs, Superintendent(s)	August 2014- May 2016	(O)No Associated Cost, (O)Personnel	Summative - District walkthroughs and campus visit logs (Weekly)
5. Borger ISD will ensure that all teachers teaching in core academic subject areas are certified and "Highly Qualified"./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Principal	August 2014- May 2016	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments	Summative - Personnel records, tracking of teachers employed in the district that do not have "Highly Qualified" status.
6. Borger ISD will provide recruitment and retention stipends for recruitment and retention of teachers to high need areas including bilingual teaching staff./Critical Success Factor: Teacher Quality (Title I SW: 5) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Director of Curriculum and Instruction, Principal	August 2014- May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - PDAS, Administrator Walk-Throughs (Every Six Weeks) Summative- Highly Qualified Report (September)

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Borger ISD will encourage and support current staff to seek certification in areas of teacher shortage and high needs./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Principal	August 2014- May 2016	(S)Local Funds	Summative - Number of teachers participate in certification efforts Summative- Borger ISD Personnel Records (May)
8. Borger ISD will, to the extent possible, provide paraprofessionals seeking certifications a flex schedule to assist with their educational requirements./Critical Success Factor: Teacher Quality & Leadership Effectiveness (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Principal	August 2014- May 2016	(F)Title 1 Part A Funds, (S)Local Funds	Summative - Number of participating paraprofessionals Summative- Borger ISD Personnel Records
9. Provide New Teacher Boot Camp to ready new teachers and teachers new to BISSD for implementing district initiatives. Campuses will provide a mentor network for all new teachers./Critical Success Factor: Teacher Quality (Title I SW: 3) (Target Group: All) (NCLB: 3)	Director of Federal Programs and Instruction, Principal	August 2014- May 2016	(S)Local Funds	Summative - Sign In Sheets, Mentor Network Assignments (August- May) Borger ISD personnel records, mentoring logs, contacts hours (May)

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility./Critical Success Factor: Leadership Effectiveness & School Climate (Target Group: All) (NCLB: 4)	Designee(s), Principal, Safety Review Team, School Nurse, SRO Officer	January & May	(O)No Associated Cost, (O)Personnel	Summative - Maintenance records,safety review reports, accident reports (Every six weeks)
2. All elementary campuses will utilize a monitored buzz-in entrance security system. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Designee(s), Principal	August 2015- May 2017	(S)Local Funds	Formative -

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character counts activities addressing topics including conflict resolution and self esteem. /Critical Success Factor: School Climate (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s)	August 2014- May 2016	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Counselor and teacher lesson plans and student attendance during lesson (Every Six Weeks)
2. Dating Violence Program/Critical Success Factor: School Climate (Target Group: All) (NCLB: 4)	Counselor(s)	Dates Designated by the District	(L)Local Taxes and State Per Capita Allotments	Summative - Counselor and teacher lesson plans (Dates Designated by the District)
3. Bullying programs (determined by campus)/Critical Success Factor: School Climate (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	August 2014- May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Reduced office referrals about bullying, Bullying hotline tips (Every Six Weeks)
4. District- wide drug free activities including Red Ribbon distribution during Red Ribbon Week (student programs and drug awareness materials distributed)./Critical Success Factor:Family and Community Engagement & School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	October 2014 and 2015	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets from rally, weekly agenda of activities (October) Summative- Reduction in documented instances of drug use by students (May)
5. Maintain the School Resource Officer program to serve all campuses. (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Professional Educational Consultants, Superintendent(s)	August 2014- May 2016		Summative - Parent and Staff surveys
6. BISD will add a DAEP Director to maintain safety and program effectiveness at the campus providing DAEP services. (Target Group: AtRisk) (NCLB: 1,4,5)	Assistant Superintendent(s), Superintendent(s)	August 2014- May 2016	(S)Local Funds	Summative -

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All district staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan (firedrills, tornado drills, intruder alerts)/Critical Success Factor: School Climate (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Principal	August 2014-May 2016	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills, incidence reports (May)
2. CPI Trainings/Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Special Education , Principal, School Nurse, SRO Officer, Teacher(s)	District Designated Dates	(O)Campus Based Professional Development, (O)No Associated Cost, (O)Staff Time	Summative - Certificate of completion and attendance records (District Designated Dates)
3. Borger ISD will utilize the RAPTOR visitor management system./Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	August 2014-May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Campus visitor data records (Weekly-Monthly) Summative- Parent visitor records, parent volunteer records (May)
4. Borger ISD will utilize surveillance cameras and monitors to increase, monitor parking lots, and facilities./Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Environmental Services, Principal	August 2014-May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Surveillance records (Daily) Summative- Decrease in vandalism, loitering, facility safety (May)

Expenditures

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

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2017 school year.)

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

Resources

Resource	Source
CTE Carl Perkins	Federal
IDEA Special Education	Federal
Professional Development	Federal
Title 1 Part A Funds	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local SSA (Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
Access to facilities	Other
Access to Preparation Class	Other
Educator Lesson Plans	Other
Materials	Other
No Associated Cost	Other
Personnel	Other
Staff Time	Other
Local Funds	State
State Compensatory	State

**REGION 16 SSA Priority for Services Action Plan
2016-2017**

OBJECTIVE: 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.										
GOAL: 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.										
School Success Determinants: passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Ensure that Migrant Priority for Services (PFS) Student Reports are run monthly. District superintendent or migrant recruiter will notify Region 16 Education Service Center Migrant Coordinator if migrant PFS student reports are not received in the district by the 20th of each month.	Region 16 Education Service Center NGS Data Specialists, District Administrator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Monthly migrant PFS student reports on file in superintendent's office and each campus office in order to target services appropriately to migrant PFS students for improved academic performance.	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Provide a list of migrant priority for service (PFS) students to principal(s) and appropriate campus staff.	NGS Data Specialist, Migrant Service Coordinator	During the first week of each month during the program year	Texas MEP NGS Implementation Guidelines for School Districts and ESCs	Log indicating dissemination of reports	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Review the academic status of each PFS student after each six-week grade reporting period. In consultation with campus administrator(s), counselor(s) and classroom teacher(s) a migrant individualized education plan (MIEP) will be developed for each PFS student not meeting or at risk of not meeting all academic standards.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every six weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	Three week progress reports, six week report cards, IEP with date of consultation and signatures of participants	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Include services/strategies/interventions by non-migrant-funded programs in the MIEP of each PFS student.	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	Every three weeks immediately following the posting of grades	Texas Migrant Education Program Guidance, Section D	MIEP documenting services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE)	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
E. Migrant Priority for Service (PFS) students will be given first consideration for all supplementary MEP funded services provided.	Migrant coordinator, migrant counselor, migrant interventionist	Ongoing throughout the year as services or activities are conducted.	Texas Migrant Education Program Guidance, Section D	MIEP, request forms document PFS eligibility of student	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

**REGION 16 SSA Priority for Services Action Plan
2016-2017**

OBJECTIVE: 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.										
GOAL: 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.										
School Success Determinants: passing coursework, earning credits, advancing grade levels, passing state standardized tests, attending school regularly					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
F. 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	____ ____ ____
G. Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Migrant Interventionist	Once each month; ongoing throughout year as necessary	Title I, Part C, Consolidated Federal Application, PS3103 High, Middle and Elementary School Supplemental Instruction Strategies	Migrant Interventionists' tracking form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
H. 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	____ ____ ____
I. 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	____ ____ ____
J. 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 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.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Accomplished	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	___ ___ ___
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Accomplished	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 Potentially 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.										
continued					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently 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	Sept 1-Nov 1 ~~~~~ Also 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	____ ____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	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.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 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 Dec. 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	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	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	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	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	____ ____ ____

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

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review				Summative Review	
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
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	____ ____
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	____ ____

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 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 22-June 2	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 ___	___ ___ ___ ___		
	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	Student Performance Log, Copy of dated parent letter, recipient list, home visit log	Considerable Progress Some Progress No Progress Discontinue	___ ___ ___ ___	Accomplished? Yes ___ No ___	___ ___ ___ ___		

2016-2017 Region 16 Migrant SSA Member District Migrant Education Plan

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

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<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 plans, 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>Credit Accrual</i> --Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	_____	Accomplished? Yes _____ No _____
Supplemental Instruction--Tutoring in core content areas during the regular school day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2016, March 2017, April 2017	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. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	_____	_____	Accomplished? Yes _____ No _____
Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2016, March 2017, April 2017	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 2016--application Winter 2016-2017--online course Summer 2017--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 2016	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	_____	Accomplished? Yes _____ No _____
<i>College Tours</i> --Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2017	Applications, Online Coursework, Agendas, presentaion handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	_____	_____	Accomplished? Yes _____ No _____
<i>College and Career Fair</i> --Expose migrant students to various career options and learn the paths after high school graduation to attain selected career of interest.	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	Summer 2017	Agendas, presentaion handouts, sign-in sheets, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	_____	Accomplished? Yes _____ No _____

Supplemental Program Activities--Secondary High School (Grades 9-12)

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Supplemental Program Activities-- Middle School (Grades 6-8)	Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP 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. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	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 Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP 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>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.	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor	Reg 16 SSA MEP funds	March 2017	Agendas, presentation 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)	Supplemental Instruction--Tutoring in Core Content Areas during the Regular School Day	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP 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. STAAR Burst)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, June 2017	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 Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP 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, Administrator, Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	May 2017	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes ____ No ____	____ ____

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	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review		Summative Review	
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Supplemental Program Activities--Early Childhood School Readiness Program (EE-K)	<i>Supplemental Instruction</i> --Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	August 25-May 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes _____ No _____	_____
Supplemental Program Activities-- Support Services	<i>Identified Needs for Academic and Nonacademic Support Services</i> --Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes _____ No _____	_____
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP, or their Child's education</i> -- Transportation to and from Parent Involvement and PAC meetings	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Counselor, Administrator, Counselor, Region 16 Education Specialist	MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes _____ No _____	_____
	<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities</i> --When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Interventionist, Migrant Youth Specialist, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	_____	Accomplished? Yes _____ No _____	_____