

BORGER ISD

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

Objective 1. The District will achieve deep alignment between the written, taught and tested curriculum as evidenced by: All students: *Reading- 3% increase (87% to 90%)*Math- 5% increase (80% to 85%)*Writing- 3% increase (91% to 94%)*Social Studies-3% increase(94% to 97%)*Science- 2% increase (79% to 80%)(Data Source- 2011 AYP Data and 2011 State TAKS Data)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization of KILGO scope and sequence, assessment, and data disaggregation components. (Title I SW: 1,4) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2011-May 2013	(F)Federal Grants, (S)Local Funds	Formative- Common formative assessments Summative- Increased scores on state assessments
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. (Title I SW: 1,10) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2011-May 2013	(F)Federal Grants, (S)Local Funds	Formative - Common formative assessments Summative- Increased scores on state assessments
3. Development of common formative assessments and benchmarks reflective of new state assessment rigor. (Title I SW: 8) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	May 2012	(S)Local Funds	Formative- Common formative assessments Summative-Increase state assessment results
4. Verification of consistent implementation of scope and sequence through lesson plan audits (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal	May 2012	(S)Local Funds	Formative- Common formative assessments Summative- Lesson plan audit results and improved student achievement
5. Alignment of resources through utilization of district created resource rubric and resource calibration instrument (Target Group: All) (NCLB: 1)	Core Subject Teachers, Instructional Liaison, Principal	August 2011-May 2013	(S)Local Funds	Formative- Increased student achievement scores as evidenced through local and state assessments
6. Vertical teaming with focus on curriculum alignment (Title I SW: 2) (Target Group: All) (NCLB: 1)	Instructional Liaison, Principal	May 2012	(S)Local Funds	Formative- Common formative assessments Summative- Increased student achievement as evidenced on local and state assessments

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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 as evidenced by: Student Sub-Groups Reading: *African American - 6% increase (79% to 87%)*Hispanic- 7% increase (80% to 87%)*White- 3% increase (89% to 92%)*Economically Disadvantaged- 9% increase (78% to 87%)*Special Education- 23% increase (64% to 87%)*LEP-24% increase (63% to 87%) Student Sub-Groups Math: *African American- 8% increase (77% to 83%)*Hispanic- 5% increase (78% to 83%)*White- 1% increase (82% to 83%)*Economically Disadvantaged- 6% increase (77% to 83%)*Special Education- 25% increase (58% to 83%)*LEP- 15% increase (68% to 83%)(Data Source- 2011 AYP Data and 2011 State TAKS

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Align reading instruction Pre K-2nd grade, utilizing a Balanced Literacy approach. (Title I SW: 2,9,10) (Target Group: All, PRE K, K) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal	August 2011-May 2013	(S)Local Funds	Formative - Increased reading proficiency among participants as evidenced by guided reading levels and lesson plan audits Summative- District created end of year assessment
2. Addition of part time Literacy Coach for elementary campuses (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Personnel Director, Principal	May 2012	(F)Title I	Formative - Increased literacy proficiency as evidenced by local and state assessments, teacher contact data
3. Reading Recovery Program for 1st grade, at risk student (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction, Reading Recovery Teachers	September 2011-May 2013	(F)Federal Grants	Formative - Increased reading proficiency among participants as evidenced by end of program Reading Recovery assessment
4. Provide reading supports for students transitioning from second grade balanced literacy to third grade state assessments. (Title I SW: 9,10) (Target Group: All)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	May 2012-May 2013	(F)Title I, (S)Local Funds	Formative - Increased reading proficiency as measured by second grade local assessments, third grade benchmarks and state assessments
5. Use of differentiated instructional strategies (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2011-May 2013	(F)Federal Grants, (S)Local Funds	Formative - Evidence of differentiated instructional strategies as evidenced by administrative walk through data and lesson plan audits

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Use of instructional technologies and programs (Title I SW: 2,9,10) (Target Group: All)	Director of Federal Programs and Instruction	August 2011-May 2013	(F)Federal Grants, (S)Local Funds	Formative - Increased student achievement scores as evidenced by local and state assessments, administrator walk through data to support integration of instructional technologies, and lesson plan audits
7. Utilization of higher level/open ended questioning, requiring multi-step processing (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August 2011-May 2013	(S)Local Funds	Formative - Increased student achievement scores as evidenced through local and state assessments, administrator walk through data, and lesson plan audits
8. Utilization of SIOP strategies and ELPS to scaffold instruction (Title I SW: 2) (Target Group: All, ESL, LEP) (NCLB: 1,2)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August 2011-May 2013	(F)Federal Grants	Formative - Increased student achievement scores as evidenced through local and state assessments, administrative walk through data and lesson plan audits.

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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.(Data Source: 2011 AYP Data and 2011 TAKS Results)Reading:*African American- 6% increase (79% to 87%)*Hispanic- 7% increase (80% to 87%)*White- 3% increase (89% to 92%)*Economically Disadvantaged- 9% increase (78% to 87%)*Special Education- 23% increase (64% to 87%)*LEP- 24% increase (63% to 87%)Student Sub-Groups Math:*African American - 8% increase (77% to 83%)*Hispanic- 5% increase (78% to 83%)*White- 1% increase (82% to 83%)*Economically Disadvantaged- 6% increase (77% to 83%)*Special Education- 25% increase (58% to 83%)*LEP- 15% increase

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD campuses will utilize Tier II and Tier III interventions with students to fill achievement gaps. (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	October 2011- May 2013	(F)Federal Grants, (S)Local Funds	Formative - Increased student achievement scores as evidenced through local and state assessments
2. Borger ISD will research and purchase intervention materials and programs (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	May 2012	(F)Federal Grants, (S)Local Funds	Formative - Increased student achievement as evidenced through local and state assessments
3. The District will monitor Response to Intervention campus implementation to assure quality control. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	October 2011- May 2013	(S)Local Funds	Formative - Utilization of district developed documentation for quality monitoring purposes.
4. Borger Middle School will utilize double blocking of 7th grade science as a preventative strategy to increase student achievement in the area of science on the state assessment. (Title I SW: 9) (Target Group: All, H, ECD) (NCLB: 1)	Principal	August 2011-May 2012	(S)Local Funds	Formative - Revised master schedule Summative- Increased student achievement scores as evidenced by local and state assessments.
5. Borger High School will use double blocking in IPC and Biology for Freshman students as a preventive strategy to increase student achievement on the state assessment. (Target Group: All)	Principal	August 2011-May 2012	(S)Local Funds	Formative - Revised master schedule Summative- Increased student achievement scores as evidenced through local and state assessments

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The District will support campuses in providing tutorials for struggling students. (Title I SW: 2,9,10) (Target Group: All, LEP)	Core Subject Teachers, Principal	October 2011- May 2012	(F)Federal Grants, (S)Local Funds	Formative - Tutorial attendance records and submission of tutorial lesson plans Summative-Increased student achievement scores as evidenced through local and state assessments
7. Borger ISD will utilize an afterschool "ZAP" or Zeroes Aren't Permitted program to address the needs of students who fail to complete assignments (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Principal	August 2011-May 2013	(S)Local Funds	Formative - Record of student attendance Summative-Increase in student achievement as evidenced through course grades
8. The District will provide students grades 1-8 failing reading or math the opportunity for Summer School. Summer school opportunities are available for High School students failing core subject areas. (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	June 2012 and June 2013	(F)Federal Grants, (S)Local Funds	Formative - Lesson plans and attendance logs Summative- Pre and post assessment results

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Objective 4. The District will promote highly effective instruction for LEP and Special Education students to increase student achievement and close identified learning gaps. Reading: *Special Education- 23% increase (64% to 87%)*LEP- 24% increase (63% to 87%)Math: *Special Education- 25% increase (58% to 83%) *LEP- 15% increase (68% to 83%)(Data Source- 2011 AYP Data and 2011 State TAKS Data)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Perform item analysis of Special Education student achievement data to determine gaps in learning and develop instructional goals that will progress each toward taking appropriate state assessment (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Increase number of Special Education students taking STAAR test by 10%
2. Continuum of Services available based on need as determined by ARD for special education students including: Life Skills, Resource, Inclusion, and Content Mastery (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	August 2011-May 2013	(F)Federal Grants, (S)Local Funds	Formative - Increased student achievement scores as evidenced through local and state assessments
3. Special education focus on Middle School to support the implementation of a quality inclusion program. (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal	May 2012	(F)Federal Grants	Formative - Increased special education achievement scores as evidenced through local and state assessments
4. Implementation of new district dyslexia program for qualifying students (Reading Horizons- Discovery Intensive Phonics) (Title I SW: 9) (Target Group: Dys) (NCLB: 1)	Director of Federal Programs and Instruction, Dyslexia specialist	September 2011- May 2012	(S)Local Funds	Formative - Dyslexia progress reports Summative-Student success as evidenced by exiting of program
5. Borger ISD will meet the instructional needs of Dyslexic students through the addition of a part time dyslexia specialist. (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction	May 2012	(F)Federal Grants	Formative - Student dyslexia progress reports
6. Intervention materials for identified ELL students (Title I SW: 9,10) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)	Director of Federal Programs and Instruction	September 2011- May 2012	(F)Federal Grants, (S)Local Funds	Formative - Increased scores on local and state assessments, administrator walk throughs and lesson plan audits

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Monitor the training/implementation of Sheltered Instruction Observation Protocol (SIOP) model as the method of delivery of instruction for all ELL students district wide (Title I SW: 1,2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)	Director of Federal Programs and Instruction, Principal	August 2011-May 2013	(F)Federal Grants	Formative - Increased student achievement scores as evidenced through local and state assessments and data from district created walk through form
8. Aligned reading instruction utilizing a Balanced Literacy approach for all Pre K-5th grade Bilingual students. (Title I SW: 2) (Target Group: LEP, AtRisk, PRE K, K)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Teacher(s)	May 2012	(S)Local Funds	Formative - Administrator walk through data, lesson plan audits as evidence of proper and consistent use of instruction Summative- Increased student achievement on local and state assessments
9. Implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	May 2012	(S)Local Funds	Formative - Student achievement as evidenced by increase in guided reading level
10. Provide initial state mandated professional development of the English Language Proficiency Standards (ELPS) to all new teachers serving LEP students (Title I SW: 2) (Target Group: ESL, LEP, AtRisk) (NCLB: 2)	Director of Federal Programs and Instruction	Decemeber 2011	(S)Local Funds	Formative - Teacher proficiency in utilization of ELPs as evidenced by administrator walk throughs, and certificates of training completion
11. Purchase, provide training, and monitor usage of technology program (DynEd for Pre K-12th and Fast Forward for HS) for use with all Bilingual students Pre K-5th and designated ESL students 8th-12th. (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2)	Director of Federal Programs and Instruction, Teacher(s)	October 2011-May 2012	(F)Federal Grants	Formative - Program usage reports Summative-Increased student achievement scores as evidenced through local and state assessments

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Continue to increase use of English Language Proficiency Standards (ELPS) in daily lesson plans and daily instructional delivery. (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	August 2011-May 2013	(S)Local Funds	Formative- Lesson plan audits and walk throughs
13. Reimburse designated costs for ESL endorsement testing/certificate update (Title I SW: 9,10) (Target Group: ESL) (NCLB: 1,2)	Director of Federal Programs and Instruction	August 2011-May 2013	(S)Local Funds	Formative - Decrease in number of teachers needed to meet the needs of ESL students
14. Each campus will sustain or increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population (Title I SW: 9) (Target Group: ESL) (NCLB: 2,5)	Director of Federal Programs and Instruction	August 2011-May 2012	(S)Local Funds	Formative- Decrease in number of teachers needed to meet the needs of ESL students

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Objective 5. Provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased commended performances. Reading- All Students Commended Level- 5% increase (25% to 30%) Math- All Students Commended Level- 5% increase (21% to 26%) (Data Source 2011 Released TAKS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will ensure compliance with all State required initial trainings and updates (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher	December 2011 and May 2012	(L)Local Taxes and State Per Capita Allotments	Formative- Sign in sheets and certificates of training completion
2. Pre-AP and AP classes offered with differentiated instruction (Title I SW: 2) (Target Group: GT) (NCLB: 1,5)	G/T Lead Teacher	August 2011-May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Increased number of students scoring commended on state assessments
3. Continuum of services offered at every campus and grade level (Title I SW: 10) (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction, G/T Lead Teacher, Principal	August 2011-May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Increased number of students scoring Commended on state assessments
4. Utilization of robotics and Future Problem Solving programs at Middle School and High School (Title I SW: 2) (Target Group: GT) (NCLB: 1)	G/T Lead Teacher	September 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Increase in number of students participating in Middle and High School programs

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD students will have the opportunity to select course study from a variety of clusters. (Title I SW: 10) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator, Principal	May 2012	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Formative - Increased student achievement based upon local and state assessments
2. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program. (Title I SW: 1) (Target Group: All, CTE) (NCLB: 1,5)	Counselor(s), District CTE Coordinator	May 2012	(F)CTE Carl Perkins	Formative - Number of participants utilizing the program as evidenced by technology usage records.
3. Develop a comprehensive CTE evaluation tool to drive CTE course offerings for students. (Title I SW: 1,10) (Target Group: CTE) (NCLB: 1,5)	CTE Director	May 2012	(F)CTE Carl Perkins	Formative - Development and implementation of the comprehensive CTE evaluation tool
4. To increase the quality of instruction in Pre-AP, AP and Dual credit course offerings (Title I SW: 2) (Target Group: All, GT) (NCLB: 5)	Director of Federal Programs and Instruction, Principal	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Increase in student achievement as evidenced by an increase in number of students scoring 3 or higher on AP exam by 5%
5. Borger ISD will offer College preparatory activities such as career day, counseling, ASVAB, military recruiting and college days. (Target Group: All) (NCLB: 1)	Counselor(s), Principal	May 2012	(S)Local Funds	Formative - Increased number of students interested in post-secondary educational opportunities
6. Borger ISD will provide opportunities for students to take the PSAT at 10th and 11th grade (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Counselor(s), Principal	May 2011	(L)Local Taxes and State Per Capita Allotments	Formative - Increase in the number of students taking the PSAT
7. College information is disseminated by counselors-higher ed requirements(admissions, financial opportunities) (Title I SW: 1,10) (Target Group: All) (NCLB: 1,5)	Counselor(s)	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Increased number in student interest in post secondary education

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Borger ISD will acquire CTE Professional Services Contract between Borger ISD and Region 16 (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	May 2012	(S)Local Funds	Formative - Documentaion of contact hours
9. Borger ISD will monitor the implementation of the CTE Continuous Improvement Plan created as a PBMAS requirement. (Title I SW: 1) (Target Group: CTE) (NCLB: 5)	District CTE Coordinator	May 2012	(F)CTE Carl Perkins	Formative - As evidenced of implementation compliance to TEA

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide smaller class sizes and self-paced curriculum (Odyssey Lab) through NorthStar Academy (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	May 2012	(S)Local Funds, (S)State Compensatory	Formative - Number of students successfully graduating
2. Develop processes and procedures to ensure appropriateness of Discretionary DAEP Placements (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,4,5)	Director of Federal Programs and Instruction, Principal	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Reduction in discretionary DAEP placements (PBMAS focus for Special Education)
3. Homebound instruction for students during post-natal care. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	May 2012	(S)Local Funds	Formative- Increased student achievement for pregnant and parenting teens.
4. Borger ISD will develop a plan for students transitioning from DAEP to ensure consistency in curriculum alignment and rigor level while in an alternative placement. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	May 2012	(S)Local Funds	Formative- Student achievement scores on local assessments post DAEP placement
5. Borger ISD will develop a 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. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	May 2012	(S)Local Funds	Formative Assessment- Student achievement as evidenced by post DAEP placement assessments

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sustained training with Margaret Kilgo Consulting in the areas of : • Scope and Sequence • Data Driven Decision Making • Assessment (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2011-June 2012	(F)Title I, (L)Local Taxes and State Per Capita Allotments	Formative- Training sign in sheets, certificates of completion, lesson plan audits Summative- STAAR/EOC results
2. Train administrators and teacher leaders in resource calibration (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction	October 2011	(F)Federal Grants	Formative - Training sign in sheets and certificates of completion
3. Formative Assessment Training (1 day) - provided by ESC 16 (Specific to Crockett Elementary) (Title I SW: 2,10) (Target Group: All) (NCLB: 1)	Principal	October 2011-May 2012	(F)Title 1 SIP Effective Strategies	Formative - Training sign in sheets, certificates of completion
4. Collaborative resource callibration team meetings (Title I SW: 2) (Target Group: All) (NCLB: 1,5)	Principal	May 2012	(S)Local Funds	Formative - Completed resource rubrics turned in to campus administrator and Director of Instruction

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will implement a Balanced Literacy Initiative which includes sustained and embedded balanced literacy training and coaching (Paul Belton Early Childhood Center, Gateway, and Crockett) (Title I SW: 4,10) (Target Group: All, PRE K, K) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Reading Recovery Teachers	September 2011-May 2012	(F)Title I, (S)Local Funds	Formative - Training sign in sheets, certificates of completion, and administrator walk throughs
2. Designated teachers from Paul Belton Early Childhood Center and Gateway Elementary will attend Reading Recovery/Literacy institute. Attending teachers will develop a training plan to train other teachers on information obtained from the Institute. (Title I SW: 4,10) (Target Group: All, PRE K, K) (NCLB: 1)	Literacy Coordinator, Principal, Reading Recovery Teachers	November 2011	(F)Title I, (S)Local Funds	Formative - Formative-Certificates of completion and training plan
3. Teachers from Gateway Elementary will visit literacy classrooms in Dumas ISD and debrief with Dumas Literacy teachers and coordinators on Balanced Literacy implementation. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator	November 2011	(F)Federal Grants	Formative - Formative-Increased teacher proficiency in Balanced Literacy implementation as evidenced by administrator walk throughs
4. Instructional coaches will work with teachers at Crockett one day per week for 20 weeks (Effective Strategies Grant) (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Principal	November 2011-May 2012	(F)Title 1 SIP Effective Strategies	Formative- Increased teacher proficiency as evidenced by administrator walk throughs and PDAS

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will provide Sheltered Instruction strategies training for Middle School and High School teachers and administrators (ESC 16) (Title I SW: 4) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction, Principal	August 2011	(F)Federal Grants, (S)Local Funds	Formative - Training sign in sheets, certificates of completion
2. Region 16 will provide Sheltered Instruction Observational Protocol (SIOP) training for Crockett Elementary (In-depth immersion in SIOP * Administrative training 3 day foundation *5 day lesson coaching & modeling, observation & feedback coaching & implementation, consultations with leaders. This concentration in SIOP will bring coherence and implementation of effective practices that will improve instruction and increase student achievement for all students and especially students with low academic language. (Title I SW: 2,4) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	November 2011- May 2012	(F)Title 1 SIP Effective Strategies	Formative-Training sign in sheets, certificates of completion Summative- Increase in student achievement as evidenced by state and local assessments
3. Provide Academic Vocabulary Training- Seidlitz Consulting (Pre K-8th grade) (Title I SW: 2,4) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 1,2)	Director of Federal Programs and Instruction, Principal	August 2011	(F)Federal Grants	Formative - Formative-Training sign in sheets, certificates of completion, and administrator walk through data
4. Balanced Literacy Initiative: Provide all elementary bilingual teachers will be trained in Balanced Literacy (Title I SW: 2,4,9,10) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 5)	Director of Federal Programs and Instruction	August 2011-May 2012	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Formative - Formative-Training sign in sheets, certificates of completion and increased teacher proficiency in Balanced Literacy implementation as evidenced by administrator walk throughs

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Monthly Bilingual PLC Meetings (PreK- 5th) (Title I SW: 4,10) (Target Group: LEP, AtRisk, PRE K, K) (NCLB: 2,5)	Director of Federal Programs and Instruction	September 2011-May 2012	(F)Title III Bilingual / ESL, (S)Local Funds	Formative-Training sign in sheets, agendas
6. Provide DynEd/FastForward Technology Implementation Training (Title I SW: 4) (Target Group: ESL, LEP, AtRisk, PRE K, K) (NCLB: 2,5)	Director of Federal Programs and Instruction	October 2011	(F)Federal Grants	Formative-Training sign in sheets, reports from program usage

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD science teachers will receive KILGO science trainings in the areas of Scope and Sequence, Data Driven Decision Making and Assessment. (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Principal	May 2012	(F)Federal Grants	Formative - Sign in sheets, certificates of completion, vertical team meetings and principal walk through data
2. Targeted Professional Development will be provided through campus Collaborative Team Meetings and external district presenters with a sustained focus on monitoring the implementation of the learning. Targeted topics include: High Order Questioning, Cultural Sensitivity, Students in Poverty, Increasing Student Engagement, STAAR testing (Specific to Borger Middle School to address AU status) (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,5)	Principal	October 2011- May 2012	(S)Local Funds	Formative-Training sign in sheets and agendas
3. Provide effective Instructional Strategies for Science TEKS/SE (ESC 16)-Specific to Borger Middle School to address AU status (Title I SW: 4) (Target Group: All, H, ECD) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	November 2011	(F)Federal Grants	Formative - Training sign in sheets, certificates of completion, and principal walkthrough data

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All principals and campus liaisons will attend KILGO Scope and Sequence and Data Driven Decision Making. (Title I SW: 1,4) (Target Group: All) (NCLB: 5)	Superintendent(s)	May 2012	(F)Federal Grants	Formative - Certificates of completion, evidence of KILGO on PLC/Team Collaborate meeting agendas
2. The Borger ISD Superintendent will provide leadership training and support in bi-monthly administrator principal meetings. (Title I SW: 4) (NCLB: 5)	Superintendent(s)	May 2012	(L)Local SSA (Shared Services Arrangement), (S)Local Funds	Formative - Sign in sheets and agendas
3. Provide STAAR Training (Educational Consultant Nena Mankin) (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	May 2012	(S)Local Funds	Formative - Sign in sheets, agendas
4. Attend School Improvement Conference-Crockett Elementary (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	October 2011	(F)Title I	Formative- Certificates of Completion
5. Attend Transformational Leaders Institute-Crockett Elementary (Effective Strategies Grant) Purpose- to envision greatness, empower change, unlock potential, experience excellence, and become an information rich school. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction	November 2011- May 2012	(F)Title 1 SIP Effective Strategies	Formative- Certificate of completion
6. Embedded and Sustained Leadership Development with Campus Administrator Mentor-Crockett Elementary (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction	August 2011-May 2012	(F)Federal Grants	Formative - Documentation sheets of meetings
7. 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	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Region 16 record of attendance

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. TASA Study Groups at Region 16 (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Region 16 record of attendance

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Title II Contract Applicable Trainings (Title I SW: 4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2011-May 2012	(F)Title IIA Principal and Teacher Improvement	Formative - Region 16 record of attendance and certificates of completion
2. Region 16 Curriculum/Instruction Contract Applicable Trainings (Title I SW: 4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2011-May 2012	(F)Federal Grants	Formative - Region 16 record of attendance and certificate for completion
3. Reading Recovery Sustained Training –CoCo (Dumas, TX) (Title I SW: 4) (Target Group: AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	August 2011-May 2012	(F)Title I	Formative- Dumas record of attendance
4. Autism Training- Paul Belton Early Childhood Center • “Journey through the Autism Spectrum” • Autism in the General Ed Classroom • Region 16 Presentation-Three Part Series (Title I SW: 1,3,7,9) (Target Group: SPED, AtRisk, PRE K, K) (NCLB: 1,5)	Principal	September 2011-May 2012	(F)IDEA Special Education	Formative- Certificates of completion
5. Dyslexia Conference- District Dyslexia Teacher Austin, Texas (Title I SW: 4,9) (Target Group: Dys) (NCLB: 1,5)	Director of Federal Programs and Instruction, Dyslexia specialist	October 2011	(S)Local Funds	Formative- Certificate of completion
6. ESL Endorsement Training (ESC 16) (Title I SW: 4) (Target Group: ESL, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction	August 2011-May 2012	(F)Federal Grants	Formative- Certificate of course completion and number of individuals testing and becoming endorsed
7. Gifted and Talented Future Problem Solving-Borger High School (Title I SW: 4) (Target Group: GT) (NCLB: 1,5)	Director of Federal Programs and Instruction	September 2011-May 2012	(L)Local Taxes and State Per Capita Allotments	Formative-Training sign in sheets, certificates of completion

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Regularly scheduled collaborative meetings between CTE Coordinator and CTE teachers to monitor implementation of the CTE Continuous Improvement plan (Title I SW: 9) (Target Group: CTE) (NCLB: 1,5)	CTE Coordinator, District CTE Coordinator, High School CTE Coordinator	May 2012	(F)CTE Carl Perkins, (S)Local Funds	Formative- Meeting sign in sheets and agendas
9. Designated CTE teachers will attend the CTE Teacher Academy in Austin, Texas (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	October 2011	(F)CTE Carl Perkins	Formative- Certificates of completion
10. District and High School CTE Coordinators will attend the CTE Leadership Academy in Austin, Texas (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator, High School CTE Coordinator	October 2011	(F)CTE Carl Perkins	Formative- Certificate of Completion
11. Designated CTE teachers will attend Work-Based Learner training (ESC 16) (Title I SW: 4) (Target Group: CTE) (NCLB: 1,5)	District CTE Coordinator	September 2011	(F)Federal Grants	Formative- ESC record of attendance and certificates of completion

BORGER ISD

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

Objective 1. Borger ISD will promote parent partnerships in their child's education by increasing parental involvement opportunities by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will host back to school orientation "New Year's Parties." (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	August 2011	(S)Local Funds	Formative- Parent participation as evidenced by sign in sheets
2. Parents will have the opportunity to meet with teachers to discuss their child's academic achievement during "Parent Teacher Conference Day" and throughout the year when needed. (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Director of Federal Programs and Instruction	October 2011 and May 2012	(L)Local Taxes and State Per Capita Allotments	Formative- Number of parent participants as evidenced by sign in sheets
3. District Head Start teachers conduct home visits with all children's parent participating in the program. (Title I SW: 6,7) (Target Group: ECD) (NCLB: 1)	Principal	August 2011 and May 2012	(L)Local Taxes and State Per Capita Allotments	Formative- Number of parent participants as evidenced by sign in sheets
4. Borger ISD campuses will host PTO and Booster Club organizations (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Principal	August 2011-May 2012	(L)Local Projects	Formative - Number of parent participants as evidenced by memberships
5. Parents of students identified as being at risk of failing the science state assessment will have a teacher conference each 9 weeks or twice a semester concerning their child's academic performance. Contacts (written, conference, phone) will be provided in the parent's native language. (Specific to Borger Middle School) (Title I SW: 6,9) (Target Group: All, H, ECD) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	September 2011-May 2012	(S)Local Funds	Formative - Parent participation in conferences as evidenced by conference sign in sheets Summative- Increase in student achievement as evidenced by state and local assessments
6. Borger ISD will provide opportunities for parent involvement through parent/teacher compacts, parent advisory and site based meetings. (Title I SW: 6,10) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	May 2012	(F)Federal Grants, (F)Title I, (S)Local Funds	Formative - Parent Involvement as evidenced through sign in sheets

BORGER ISD

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

Objective 1. Borger ISD will promote parent partnerships in their child's education by increasing parental involvement opportunities by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Parents received a copy of the School Improvement LEA Parent Notification letter in their student's Back to School packet. The letter is posted on district website and new students enrolling in the district receive a copy in their enrollment packet. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Director of Federal Programs and Instruction, Superintendent(s)	August 2012	(S)Local Funds	Formative - Evaluated- Copy of Letter
8. Campuses will provide two parent meetings targeting the LEP population to provide testing information, program supports, campus expectations, and ways that they can support their child's learning. (Title I SW: 1,9) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	May 2012	(S)Local Funds	Formative - Sign in sheets Summative- Parent surveys at the end of the 2012 school year

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. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 2,5)	Principal	May 2012	(S)Local Funds	Formative- Parent participation as evidenced through conference sign in sheets
2. Borger ISD strives to translate into Spanish all written communications disseminated to parents. (Title I SW: 6) (Target Group: ESL, LEP, AtRisk) (NCLB: 2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	May 2012	(L)Local Taxes and State Per Capita Allotments	Formative - Copies of parental communication in English and Spanish Summative- Increase parental involvement as evidenced by end of year campus parent survey

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will offer ESL classes for parents and community members through the Borger ISD Parental Involvement Center. (Title I SW: 6,10) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Director of Federal Programs and Instruction	May 2012	(F)Federal Grants, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Formative - Parental involvement as evidenced through participation in ESL classes, sign in sheets
2. Borger ISD will offer GED classes for parents and community members through the Borger ISD Parental Involvement Center. (Title I SW: 6) (Target Group: All, H, ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction	May 2012	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Formative - Increased parent involvement as evidenced through parent participation in GED classes

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will develop a district administrative communication plan to facilitate communication and dissemination pertinent information to all employees in an effective and timely manner. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5)	Director of Federal Programs and Instruction, Principal	May 2012	(S)Local Funds	Summative- End of year teacher survey results
2. Collaborative planning times will be provided by the district to support data informed instructional decisions/strategies. (Title I SW: 4,8,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal	May 2012	(F)Federal Grants, (S)Local Funds	Formative - Collaborative team sign in sheets and agendas Summative- Teacher surveys
3. Borger ISD will utilize public forums such as School Board meetings, school district website to showcase District and Campus successes. (Title I SW: 6) (Target Group: All) (NCLB: 1,5)	Principal	May 2012	(S)Local Funds	Summative - End of the Year teacher survey
4. Increased district administrator visibility on campus to support campus initiatives. (Title I SW: 8) (Target Group: All)	Executive Director of Special Programs, Superintendent(s)	May 2012	(L)Local Projects	Summative - District walkthroughs and campus visit logs

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility. (Target Group: All) (NCLB: 4)	Principal, Safety Review Team, School Nurse, SRO Officer	January & May 2012	(L)Local Taxes and State Per Capita Allotments	Summative evaluation: maintenance records,safety review reports, accident reports

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. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s)	May 2012	(S)Local Funds	Formative - Counselor and teacher lesson plans and student attendance during lesson
2. Dating Violence Program (Target Group: All) (NCLB: 4)	Counselor(s)	May 2012	(S)Local Funds	Formative - Counselor and teacher lesson plans
3. Bullying programs (determined by campus) (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	May 2012	(S)Local Funds	Formative - Reduced office referrals about bullying
4. Community wide drug free rally during Red Ribbon Week (student programs and drug awareness materials distributed). (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	October 2012	(S)Local Funds	Formative - Sign in sheets and weekly agenda of activities

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) (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Principal	August 2011-May 2013	(S)Local Funds	Formative - Documentation from safety drills, incidence reports
2. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Special Education , Principal, School Nurse, SRO Officer, Teacher(s)	August 2011 - May 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Certificate of completion and attendance records

BORGER ISD

District Improvement Plan

2011/2013

Date Reviewed: 11/09/11

Date Approved: 11/10/11

BORGER ISD

Mission

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

Vision

*Borger I.S.D.
Belief Statements*

We believe that:

The core business of the district is classroom instruction and curriculum

Academic achievement is a primary focus

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

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

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

Vision Continued

A physically and emotionally safe environment promotes student learning

Student welfare is the primary focus of all decisions

All students deserve a quality school and a quality education

Student success is enhanced by positive relationships and mutual respect

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

Commitment to continuous improvement of all district activities is vital

Nondiscrimination Notice

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

Resources

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

BORGER ISD Site Base

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