

BORGER H S
Campus Improvement Plan
2015/2016

Date Reviewed:

Date Approved: 10/08/15

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Goal 1. Borger High School will improve academic achievement for all students and will meet the accountability standards.

- Objective 1.** Borger High School will achieve alignment between the written, taught and tested curriculum as evidenced by 2015-2016 STAAR and EOC test results.
- Objective 2.** Borger High School will promote highly effective instruction that will meet the needs of all students and increase student achievement as evidenced by 2015-2016 STAAR and EOC test results.
- Objective 3.** Borger HS will provide intensive interventions remediation, and prevention strategies for students not mastering grade level content or previous year's state assessment.
- Objective 4.** The District will promote highly effective instruction for LEP and Special Education students to increase student achievement and close identified learning gaps.
- Objective 5.** Increase enrollment, participation and rigor of PAP, AP, and Concurrent Courses.
- Objective 6.** Borger HS will provide vocational technical education and college prep classes to prepare students for the workplace and for post secondary education.
- Objective 7.** Borger HS will provide alternative learning environments and modes of instruction to increase graduation rates.
- Objective 8.** Borger HS will provide all students education on drug, alcohol, violence, and bullying awareness and prevention.
- Objective 9.** Borger HS will provide all students with opportunities for completion of certification or endorsements in career paths that will increase student achievement in career-related areas and give students employable skills necessary for the workplace.

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

- Objective 1.** All 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.
- Objective 2.** Borger HS teachers will be provided professional development opportunities that will impact each campus CIP plan.

Goal 3. Borger High School will strive to improve public support and confidence.

- Objective 1.** Borger High School will improve lines of communication and increase campus administrator visibility in order to establish a strong, positive campus climate.
- Objective 2.** Borger HS will promote parent/community partnerships in education by increasing parental/community involvement opportunities.
- Objective 3.** Borger HS will provide translation services for Non-English speaking parents and written communication will be available in English/Spanish.

Goal 4. Borger HS will create and maintain a safe environment.

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Objective 1. Borger HS will provide all students with training on drug, alcohol, violence, bullying awareness, and prevention.

Objective 2. Borger HS staff will implement established safety procedures.

Goal 5. Borger High School will enrich student learning and teacher resources by incorporating progressive technology into daily instruction.

Objective 1. Borger HS will utilize innovative technologies that aid in instruction in classrooms

Objective 2. Borger HS will provide innovative professional development in technology related areas.

Objective 3. Borger HS will implement online testing for students.

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Objective 1. Borger High School will achieve alignment between the written, taught and tested curriculum as evidenced by 2015-2016 STAAR and EOC test results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization of KILGO components to support curriculum alignment and assessment development.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal, Teacher(s)	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Common Formative assessment for each six weeks.
2. Weekly verb discussions and two-week chunk meetings to make sure that instruction is aligned to the rigor of the verb and the pacing of instruction is aligned with Kilgo.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal	August 2015 - May 2016	(L)Local SSA (Shared Services Arrangement)	Summative - Common Formative Assessment and STAAR/TAKS results.
3. Training in and development of common formative assessments and benchmarks reflective of new state assessment rigor.	Executive Director of Special Programs, Instructional Liaison, Principal	November 2015	(L)Local SSA (Shared Services Arrangement)	Summative - Common formative assessments every 6 weeks.
4. New employees to the district or to grade levels will have the opportunity to attend KILGO Scope and Sequence and Data Driven Decision Making to support implementation sustainability efforts.	Executive Director of Special Programs, Principal	District Designated Days	(O)District Aligned Professional Development, (O)Personnel	Summative - Certificates of completion and agenda
5. Verification of consistent implementation of scope and sequence through lesson plan audits.	Assistant Principal(s), Principal	August 2015 - May 2016	(O)Educator Lesson Plans, (O)Staff Time	Summative - Common Formative Assessments every 6 weeks. Lesson plan audit results and improved students achievement every 9-12 weeks.
6. Administrators will meet with departments to disaggregate and analyze common formative assessments in order to place students in appropriate tiered interventions.	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal	August 2015 - May 2016	(O)Access to Student Performance Data	Summative - Increased passing rates on common formative assessments/STAAR/TAKS.
7. Collaborative planning times (Treasure Hunts) will be scheduled every 6 weeks for core-teachers.	Instructional Liaison, Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - AESOP records and sign-in sheets
8. Alignment of instruction, curriculum, and resources to address the content, context verb, and academic vocabulary to the depth and complexity of the TEK/SE.	Assistant Principal(s), Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2015 - May 2016	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments every 6 weeks. Increase scores on state assessments.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Development of district curriculum team to analyze and develop resource documents that align KILGO and CSCOPE components.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	October 2015	(F)CSCOPE Curriculum, (F)KILGO Training and Resources, (O)Access to Student Performance Data	Summative - Increase student achievement on state and local assessments. Sign in sheets, and working copies of curriculum.
10. Borger HS 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.	Assistant Principal(s), Principal	August 2015 - May 2016	(O)No Associated Cost	Summative - Student plans, communication logs, student achievement scores on local assessments post DAEP placements.
11. Improve ELL writing skills with the use of scaffolding, ELPS, and instructional strategies (ie. graphic organizers and linguistic supports). SYSTEM SAFEGUARDS	Assistant Principal(s), Teacher(s)	August 2015- May 2016		Summative - Principal walk through data, lesson plan audits, state and local assessment scores
12. Development of formative assessment for ELL students to gain insight to academic writing level. SYSTEM SAFEGUARDS	Teacher(s)	August 2015- May 2016		Summative - Scores on Woodcock-Munoz writing evaluation
13. Improve EOC scores using data-driven strategies.	Assistant Principal(s), Core Subject Teachers, Director of Curriculum and Instruction, Instructional Services Coordinator, Principal	Aug 2015-May 2016		Summative - Summative - Increase student achievement on EOC assessments.

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Objective 2. Borger High School will promote highly effective instruction that will meet the needs of all students and increase student achievement as evidenced by 2015-2016 STAAR and EOC test results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide systematic and sustained professional development through instructional coaching.		August 2015- May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Contact log, coaching documentation and increased teacher pedagogy as evidenced by walk through data and PDAS.
2. Utilization of higher level/open ended questioning, requiring multi-step processing.	Assistant Principal(s), Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2015 - May 2016	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Summative - Administrator walk through data, lesson plan audits every 6-9 weeks, increased student achievement as evidenced by increased performance on state and local assessments.
3. Campus and district administrators will utilize new walk through procedures to gather data and monitor the effectiveness of classroom instruction. Collected data will be analyzed for areas of teacher need and strategic plan will be created to address those needs.	Assistant Principal(s), Principal	August 2015 - May 2016 -every 6 weeks	(O)No Associated Cost	Summative - Administrator walk through data, action plans every 6 weeks. PDAS evaluations.
4. Utilization of sheltered instructional strategies and English language proficiency standard to scaffold instruction. SYSTEM SAFEGUARDS	Core Subject Teachers, Director of Curriculum and Instruction, Principal	August 2015 - May 2016	(O)Campus Based Professional Development, (O)Staff Time, (O)Teacher pedagogy	Summative - Instructional coaching logs walk through action plans every 6 weeks. Increased student achievement scores as evidenced through local and state assessments.
5. Borger High School offered many Professional Development series of the "Fundamental Five" and once a month book study for the new teachers.	Assistant Principal(s), Principal	August 2015- May 2016	(O)Local Districts	Summative - Instructing coaching for the classroom teacher. Framing the lesson, working in the power zone, frequent small group purposeful talk, recognize and reinforce, and critical writing.

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Objective 3. Borger HS will provide intensive interventions remediation, and prevention strategies for students not mastering grade level content or previous year's state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will use Flex in core areas for students not successful on the previous year's state assessment and as a preventive strategy to increase student achievement on the state assessment.	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increased student achievement scores as evidenced through local and state assessments.
2. Borger ISD will utilize before school, at lunch, and afterschool "ZAP" or Zeroes Aren't Permitted program to address the needs of students who fail to complete assignments.	Assistant Principal(s), Core Subject Teachers, Principal	August 2015- May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Record of students attendance and increase in achievement as evidenced through course grades.
3. Borger HS will provide summer school for students needing remediation.	Assistant Principal(s), Core Subject Teachers, Principal	June 2015 and June 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plans and attendance logs and post assessment results.
4. Provide extra academic support for SPED students in core classes by providing hands-on activities, models, modifications, and accomodations. SYSTEM SAFEGUARDS	Teacher(s)	August 2015 - May 2016		Summative - Increased test scores, benchmarks, administrative walkthroughs
5. Inclusion for SPED students in the area of writing by using hands-on activities related to every day life. SYSTEM SAFEGUARDS	Special Education Teachers, Teacher(s)	August 2015 - May 2016	(O)Personnel	Summative - Increased test scores, benchmarks, administrative walk throughs
6. Borger High School will provide supplemental reading instruction and support for ELL's through web-based learning programs such as: Fast ForWord and Dyned. We are also providing teacher support for the General EdTeachers to help with strategies for mastery.	Special Education Teachers, Teacher(s)	August 2015-May 2016		Summative - Increase test scores, benchmarks, administration walk throughs.
7. Borger High School will provide Special Education assistance in the area of Reading.	Special Education Teachers, Teacher(s)	August 2015- May 2016		Summative - Increase test scores, benchmarks, administrative walk throughs.

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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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Education teachers and general education teachers will participate in common professional learning communities and resource collaboration teams to analyze student data, align instructional practices, collaborate resources and increase teacher pedagogy. SYSTEM SAFEGUARDS	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal, Special Education Teachers	September 2015 - May 2016	(O)No Associated Cost	Summative - Sign-In sheets, collaboration documentation. Increase student achievement as evidenced by performance on state and local assessments.
2. ESL resources and materials for identified ELL students. SYSTEM SAFEGUARDS	Director of Curriculum and Instruction, Teacher(s)	August 2015 - May 2016	(F)Title III Bilingual / ESL	Summative - Expenditure reports walk through data, lesson plan audits every 6 weeks, increased scores on local and state assessments.
3. Borger HS will utilize technology programs for designated ESL students to assist in language acquisition. SYSTEM SAFEGUARDS	Director of Curriculum and Instruction, Teacher(s)	August 2015 - May 2016	(F)Title III Bilingual / ESL	Summative - Program students usage logs.
4. Continue to increase use of English Language Proficiency Standards in daily lesson plans and daily instructional delivery. SYSTEM SAFEGUARDS	Assistant Principal(s), Director of Curriculum and Instruction, Principal, Teacher(s)	August 2015 - May 2016	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Lesson plan audits and walk throughs every 6 weeks and increased student achievement on TELPAS.
5. Borger HS will sustain or increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population. SYSTEM SAFEGUARDS	Assistant Principal(s), Director of Curriculum and Instruction, Principal	August 2015 - May 2016	(O)Access to Preparation Class	Summative - ESL endorsement documentation, teacher to student ratio analysis and increase student achievement on state and local assessments.
6. Increase the number of special education students taking the STAAR/critical success factor: Academic Performance. SYSTEM SAFEGUARDS	ARD Committee, Assistant Principal(s), Director of Special Education, Principal, Special Education Teachers	August 2015 - May 2016	(F)IDEA Special Education	Summative - Lesson plans reflecting appropriate TEKS and rigor every 6 weeks and reduction in the number of students taking STAAR M, ARD committee documentation.
7. LPAC Goals (Target Group: ESL, Migrant, LEP) (NCLB: 2)	Director of Curriculum and Instruction, Instructional Liaison, Instructional Services Coordinator, Principal, Special Education Teachers	August 2015- May 2016		Summative - LPAC Documentation

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Objective 5. Increase enrollment, participation and rigor of PAP, AP, and Concurrent Courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase enrollment of PAP, AP, and concurrent courses by disseminating information about course availability.	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Liaison, Principal, Teacher(s)	August 2015- May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increased Enrollment and Advanced Academic Courses.
2. Provide training opportunities to all AP/PAP teachers on a yearly basis.	Assistant Principal(s), Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Training certificates and an increased number of passing scores on AP exams.
3. Meet with Frank Phillips College representatives in order to maintain a strong relationship and seek ways to strengthen concurrent offerings.	Assistant Principal(s), Counselor(s), CTE Coordinator, Instructional Services Coordinator, Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increased concurrent course offerings.
4. Development of an AP committee to address advanced academics with a focus on advanced placement, dual credit/concurrent, and increase Advanced, Level III performance on state assessments.	Director of Curriculum and Instruction, G/T Lead Teacher, Principal	August 2015 - May 2016	(O)No Associated Cost	Summative - Sign in sheets, agendas, increased enrollment and performance in advanced academics classes and on required academic assessments and increased commended performance as evidenced by enrollment numbers and student performance.
5. Continue to facilitate alignment of rigorous Pre-AP/AP curriculum.	Director of Curriculum and Instruction, Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson Plan audit data, walk through data, AP test scores, STAAR level 3 scores.
6. Utilize differentiated instructional strategies that are rigorous and relevant to strengthen the quality of instruction in Pre-AP, AP, and dual credit course offerings.	Director of Federal Programs and Instruction, Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments, (O)Materials	Summative - Walk through data, lesson plans audits, and increase in student achievement as evidenced by an increase in number of students scoring 3 or higher on AP exam by 5%.
7. Borger ISD will provide opportunities for students to take the PSAT at 10th and 11th grade.	Assistant Principal(s), Counselor(s), Principal	May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increase the number of students taking the PSAT.

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Objective 6. Borger HS will provide vocational technical education and college prep classes to prepare students for the workplace and for post secondary education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. College information is disseminated by counselors on-higher ed requirements.	Counselor(s)	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Count of materials/number of times materials are distributed and increased number of students participating in post secondary education as evidenced by survey, application data.
2. Borger ISD will offer college preparatory activities such as counseling, ASVAB, military recruiting and college days.	Counselor(s), Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increased number of students interested in post secondary educational opportunities.
3. Development of CTE Advisory Committee to address CTE program needs and program effectiveness.	District CTE Coordinator, Instructional Liaison	August 2015-May 2016	(O)No Associated Cost	Summative - Sign in sheets, agenda, increased CTE student participation and achievement as demonstrated by enrollment and student performance on state assessment.
4. Borger ISD students will have the opportunity to select course study from a variety of clusters.	District CTE Coordinator, Principal	August 2015 - May 2016	(F)CTE Carl Perkins	Summative - Increased students achievement based upon local and state assessments.
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program and BHS Career and College Night.	Counselor(s), District CTE Coordinator	August 2015-May 2016	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records.

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Objective 7. Borger HS 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.	Assistant Principal(s), Principal	August 2015 - May 2016	(O)No Associated Cost, (O)Personnel	Summative - Reduction in discretionary DAEP placements.
2. Borger HS 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.	Assistant Principal(s), Principal	August 2015- May 2016	(O)No Associated Cost, (O)Personnel	Summative - Communication logs, individual students plans, lesson plans, students achievement as evidenced by post DAEP placement assessments.
3. Provide smaller class and self-paced curriculum through North Star Academy.	Director of Curriculum and Instruction	August 2015- May 2016	(S)State Compensatory	Summative - Campus rosters, student's credit recovery data, Odyssey performance usage reports and number of students successfully recovering/earning credits to graduate.
4. Homebound instruction for students during pre-natal care, per doctor order.	Assistant Principal(s), Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Homebound academic records, homebound attendance record increased student's achievement and increased graduation for pregnant and parenting teens.

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Objective 8. Borger HS will provide all students education on drug, alcohol, violence, and bullying awareness and prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Inservice training for teachers.	Assistant Principal(s), Principal	August 2015 - May 2016	(F)Professional Development	Summative -
2. Red Ribbon Week	Executive Director of Special Programs	August 2015 - May 2016	(L)Local Projects, (O)Local Districts	Summative - Increase student awareness about alcohol, tobacco, and other drug and violence prevention.
3. Senior's attended a "Drinking and Driving" prevention at FPC.	SRO Officer	April 2016	(L)Local Projects	Summative - Students got to wear goggles that simulated drunk driving at FPC.
4. Positive Behavior	Assistant Principal(s), Core Subject Teachers, Principal	August 2015-May 2016		Summative - Students at BHS got to participate in a school wide Lib Dud for their good behavior.

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Objective 9. Borger HS will provide all students with opportunities for completion of certification or endorsements in career paths that will increase student achievement in career-related areas and give students employable skills necessary for the workplace.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Beginning with the freshman class of 2015-2016 school year, mandatory student enrollment in career path/endorsement of choice, including Multidisciplinary Studies, Arts & Humanities, Public Services, STEM, Business and Industry, English Language Arts, Mathematics, Science, and Social Studies	Assistant Principal(s), Counselor(s), CTE Coordinator, Director of Curriculum and Instruction, High School CTE Coordinator, Principal	August 2015-2016	(O)Staff Time	Summative - Enrolment numbers in selected career path/endorsement
2. Increasing availability of innovative career path/endorsement related courses in CTE.	Director of Curriculum and Instruction, District CTE Coordinator, High School CTE Coordinator, Principal, Teacher(s)	August 2015-May2016	(O)Staff Time	Summative - Description of Course Catalog offerings
3. Researching and implementing certification programs for students	Assistant Principal(s), District CTE Coordinator, High School CTE Coordinator, Principal, Teacher(s)	August 2015-May 2016	(O)Staff Time	Summative - List of current and future certification offerings.

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

Objective 1. All 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, and Assessment.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	Dates of Training Availability	(F)Title IIA Principal and Teacher Improvement	Summative - Certificates of completion, lesson plan audits, walk through data, PDAS data and local assessment/STAAR/EOC results
2. Collaborative resource collaboration team meetings.	Instructional Liaison, Principal, Teacher(s)	Every Six-Nine Weeks	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets and completed resource rubrics turned in to campus administrator and increased student achievement on state and local assessments.
3. Instructional coaches professional development with a focus on building common vocabulary, process skills, and on building an instructional strategy for leading and coaching.	Professional Educational Consultants	November 2015	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets, certificates of completion (November), increased instructional coaching capacity as evidenced by coaching documentation.
4. Borger ISD will utilize instructional liaisons to facilitate planning, curriculum/assessment alignment and instructional strategies coaching with core content area teachers.	Principal	August 2015-May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Instructional coaching documentation, agenda, sign in sheets and increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS.
5. Professional Development to address instructional practices appropriate for preparing students STAAR/EOC testing.	Director of Curriculum and Instruction, Principal, Teacher(s)	August 2015 - May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Local assessments and STAAR/EOC results. Walk through data and PDAS data.
6. Professional development to address instructional pedagogy.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2015 - May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - sign in sheets and certificates of completion

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

Objective 2. Borger HS teachers will be provided professional development opportunities that will impact each campus CIP plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development on working with students and families in poverty. SYSTEM SAFEGUARDS	Director of Curriculum and Instruction	August 2015	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates for attendance.
2. Provide professional learning community (PLC) professional development for teachers at Borger HS.	Director of Curriculum and Instruction, Principal, Professional Educational Consultants	August 2015	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificate attendance for 2012
3. Collaborative PLC meetings between CTE coordinator and CTE teachers to monitor implementation of the CTE Continuous Improvement plan.	CTE Coordinator, High School CTE Coordinator, Teacher(s)	August 2015 - May 2016	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Sign in sheets and agendas
4. Designated CTE teachers will attend work-based learner training for appropriate certification.	District CTE Coordinator, High School CTE Coordinator, Teacher(s)	October 2015	(F)CTE Carl Perkins	Summative - ESC record of attendance and certificates of completion.
5. Two day step by step inclusion training. Focus will be on developing a systems approach to all of the factors impacting inclusive education.	Professional Educational Consultants	January 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates of completion
6. Provide professional development on student-centered instruction to increase teacher awareness of culturally diverse approaches to instruction.	Director of Curriculum and Instruction	August 2015 - May 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Principal walk throughs
7. Provide opportunities for collaboration between CTE and core teachers to discuss common vocabularies and reinforcement of core curriculum standards, with an emphasis on writing.	Core Subject Teachers, High School CTE Coordinator, Instructional Liaison, Teacher(s)	August 2015- May 2016	(O)Campus Based Professional Development, (O)Staff Time	Summative - Teacher discussion within PLC's

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Goal 3. Borger High School will strive to improve public support and confidence.

Objective 1. Borger High School will improve lines of communication and increase campus administrator visibility in order to establish a strong, positive campus climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Detailed communications will be sent out after each department head meeting to all staff to promote consistent knowledge of discussions/activities/campus needs and focus items.	Instructional Liaison, Principal	August 2015 - May 2016	(O)No Associated Cost	Summative - Log of campus instructional communications.
2. Department Heads will meet regularly with their departments and as needed to communicate information that has been given to them for distribution.	Instructional Liaison, Principal	August 2015 - May 2016	(L)Local SSA (Shared Services Arrangement)	Summative - Department Meeting Agendas and sign-in sheets
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.	Assistant Principal(s), Principal, Teacher(s)	October 2015 on going as needed	(O)No Associated Cost, (O)Personnel	Summative - Number of parent participants as evidenced by sign in sheets.
4. Provide parents with the information regarding Borger HS: Calendar of Events, Channel 11, District Website, Regular Campus Communications, Campus Newsletters, Borger Herald Articles, Reports Cards.	Assistant Principal(s), Parent Involvement Coordinators, Principal, Superintendent(s), Teacher(s)	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increased Parent Involvement as evidenced by school contacts, volunteer sign in sheets.
5. Automative Calling system will be used to inform parents of upcoming testing, calendar items, grade reporting dates and other important information.	Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Increase parent participation.
6. Borger High School administrators will be visible in the hallways and in classrooms in order to be available to answer questions or talk about concerns.	Assistant Principal(s), Principal	August 2015 - May 2016	(O)No Associated Cost	Summative - Data from campus administrator log
7. Borger High School administrators and staff will return emails and phone calls to parents in a timely manner.	Assistant Principal(s), Principal, Teacher(s)	August 2015 - May 2016	(O)No Associated Cost	Summative - Communication logs

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Objective 2. Borger HS will promote parent/community partnerships in education by increasing parental/community involvement opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will host back to school orientation "New Year's Party".	Assistant Principal(s), Principal, Teacher(s)	August 2015	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced by sign in sheets.
2. Increase parental involvement in the education of children through ARD meetings, LPAC meetings, parent volunteer program, and School Orientations. SYSTEM SAFEGUARDS	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheet and agendas
3. Borger HS campus will host PTO and Booster Club organizations.	Assistant Principal(s), Principal, Teacher(s)	Monthly	(O)No Associated Cost	Summative - Number of parent participants as evidenced by memberships
4. Borger HS will provide opportunities for parent involvement through parent/teacher compacts, parent advisory and site based meeting.	Assistant Principal(s), Parent Involvement Coordinators, Principal	August 2015 - May 2016	(O)No Associated Cost, (O)Personnel	Summative - Parent involvement and sign in sheets
5. Parents will receive 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.	Director of Federal Programs and Instruction	August 2015	(O)No Associated Cost	Summative - Copy of Letter, parent signatures of receipt, posting on district website, TEA submission documentation.

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Objective 3. Borger HS will provide translation services for Non-English speaking parents and written communication will be available in English/Spanish.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS campus will designate at least one person to translate Spanish/English for conferences. SYSTEM SAFEGUARDS	Principal	August 2015 - May 2016	(O)No Associated Cost, (O)Personnel	Summative - Parent Participation as evidenced through conference sign in sheets.
2. Borger HS will to the extent possible, provide written communications from campus and district in both English/Spanish.	Assistant Principal(s), Parent Involvement Coordinators, Principal	August 2015 - May 2016	(O)No Associated Cost	Summative - Copies of parental communication in English and Spanish.

BORGER H S

Goal 4. Borger HS will create and maintain a safe environment.

Objective 1. Borger HS will provide all students with training on drug, alcohol, violence, bullying awareness, and prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community wide drug free rally during Red Ribbon Week (student programs and awareness materials distributed).	Assistant Superintendent(s), Principal	October 2015	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets
2. All High School staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan.	Principal	August 2015 - May 2016	(O)No Associated Cost	Summative - Documentation of safety drills and reports.

BORGER H S

Goal 4. Borger HS will create and maintain a safe environment.

Objective 2. Borger HS staff will implement established safety procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will utilize the RAPTOR visitor management system.	Principal	August 2015 - May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Visitor Data Records.
2. Borger HS will utilize surveillance cameras to monitor parking lots and facilities.	Director of Environmental Services, Principal	August 2015- May 2016	(L)Local Taxes and State Per Capita Allotments	Summative - Surveillance records and decrease in vandalism, loitering, facility safety.

BORGER H S

Goal 5. Borger High School will enrich student learning and teacher resources by incorporating progressive technology into daily instruction.

Objective 1. Borger HS will utilize innovative technologies that aid in instruction in classrooms

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Installation of smart boards in all high school classrooms.	Director of Technology, Principal, Superintendent(s)	August 2015-May 2016	(O)Staff Time	Summative - list of classrooms with smart boards installed
2. Provision of multiple iPad labs for teacher use.	Director of Technology, Principal, Superintendent(s)	Aug 2015- May 2016	(O)Staff Time	Summative - List of iPad labs available, sign up sheet for iPad lab use.

BORGER H S

Goal 5. Borger High School will enrich student learning and teacher resources by incorporating progressive technology into daily instruction.

Objective 2. Borger HS will provide innovative professional development in technology related areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide quality professional development for teachers using Smart Baords	Principal, Teacher(s)	August 2015		Summative - Professional Development
2. Provide quality professional development in innovative technologies for teachers	Director of Technology, Principal, Teacher(s)	August 2015		Summative - Professional Development

BORGER H S

Goal 5. Borger High School will enrich student learning and teacher resources by incorporating progressive technology into daily instruction.

Objective 3. Borger HS will implement online testing for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide online STAAR-A testing for BHS Students	Assistant Principal(s), Counselor(s), Principal	March 2016-June 2016	(O)Personnel, (O)Staff Time	Summative - Options for online testing to replace paper test.
2. Provide online TELPAS testing for ESL and LEP students.	Assistant Principal(s), Counselor(s), Instructional Liaison, Instructional Services Coordinator, Principal	Aug 2015- May 2016	(O)Personnel, (O)Staff Time	Summative - Options for online testing to replace paper test.

BORGER H S Site Base

Name	Position
Ammerman, Matt	Principal
Bridges, Christian	Assistant Principal
Carroll, Shannon	Frank Phillips College
Coleman, Paula	CTE/Department Head
Conaway, Dede	Associate Principal
Denton, Bree	CTE
Denton, Michael	Inclusion/Math Teacher
Murga, Pedro	ESL
Price, Jud	Business Member
Schroeder, Barbie	Instructional Services Coordinator
Watkins, Natalie	Parent
Welch, Luke	Assistant Principal

Borger High School 2016 Campus Needs Assessment

Introduction

The Borger High School SBDM committee met on November 25, 2014 in order to assess the needs and strengths of Borger High School. The needs assessment enabled the committee to identify gaps in curriculum, instruction, and other areas of importance. Evidence compiled from the needs assessment were used to develop activities/strategies in the Campus Improvement Plan. Recommendations for the 2015-2016 Campus Improvement Plan were based on the study/disaggregation of the following data:

- a. STAAR/TAKS data
- b. AYP data
- c. ACT/SAT results
- d. Parent Surveys
- e. Campus Demographic Data

Demographics

Borger, Texas is located in the Texas Panhandle in Hutchinson County. Borger High School consists of four grades (9th - 12th) and serves around 800 students. According to the latest AEIS report, Borger High School is approximately 5 percent African-American, 35 percent Hispanic and 59 percent White. Also according to the latest AEIS report, 5.4 percent of the campus is listed as Bilingual/ESL, 78 percent CTE, 5.8 percent Gifted and Talented and 16 percent of the campus is listed as special education. Finally, 31 percent of the campus is listed as Economically Disadvantaged and 54 percent of the campus is At-Risk according to the latest AEIS report. Hispanic, At-Risk and Economically Disadvantaged populations continue to increase.

Student Findings

Borger High School is transitioning from TAKS to STAAR.

The 2012-2013 ninth grade class was overall not successful on STAAR test when raw score data is compared with Region 16 raw score averages. Algebra I (including 8th grade) was 61% or 21 points below the Region 16 average. Biology was 82% or 3 points below the Region 16 average. English I Reading was 48% or 16 points below the Region 16 average. English I Writing was 36% or 15 points below the Region 16 average. World Geography was 64% or 13 points below the Region 16 average. Only 95% of the 240 ninth graders passed all five tests.

The 2012-2013 Sophomore class was overall not successful on TAKS. In math, they scored 46% compared to 74% statewide. In science, they scored 65% compared to 75% statewide. In ELA, they scored 79% compared to 91% statewide. In social studies they scored 87% compared to 94% statewide. In all four TAKS tested areas, Borger High School fell below state averages with math being the weakest subject tested and falling 28 points below state average.

The 2012-2013 Junior class did overall very well compared to the other grades at Borger High School and did compare well with state testing results. In math, they scored 84% compared to 91% statewide. In science, they scored 94%, which met the state average and was the best ever by 7%. In ELA, they scored 92% compared to 93% statewide. In Social Studies, they scored at 98% and met the state average.

The 2013-2014 first time test taker in Algebra, they scored 90% compared to 78% statewide. In Biology, they scored 94% compared to 84% statewide. In English I, they scored 79% compared to 61% statewide. In English II, they scored 79% compared to 67% statewide. In US History they scored 90% compared to 72% statewide.

The 2014-2015 first time testers, in the area of Algebra, they scored 85% compared to 85% statewide. In Biology, they scored 94% compared to 94% statewide. In English I, they scored 69% compared to 71% statewide. In English II, they scored 76% compared to 73% statewide. In US History they scored 94% compared to 92% statewide. On the STAAR EOC Tested areas, 69% Borger High School 71% state averages with English I being the weakest subject tested.

Overall, it was found that Special Education, Economically Disadvantaged and Hispanic students scored lower on tests than other students and that these areas are an increasing part of the student population or, as in the case of the Special Education students are at a higher percentage of the population compared to the district overall.

We are waiting for the state wide averages to be released at this point.

Overall, it was found that Special Education, Economically Disadvantaged and Hispanic students scored lower on tests than other students and that these areas are an increasing part of the student population or, as in the case of the Special Education students are at a higher percentage of the population compared to the district overall.

Campus Needs Assessment Priorities

Goal 1:

Borger High School students will improve academic achievement for all students and will meet the 2014-2015 accountability standards.

Goal 2:

Borger High School will implement timely and necessary professional development in order to increase student achievement and improve the teaching and learning process.

Goal 3:

Borger High School will establish clear communication methods between the administration and staff and between the school and parents with the goal of building trust.

Goal 4:

Borger High School will strengthen the current PAP, AP and Concurrent program.

Campus Needs Assessment 2015-2016

Borger High School

Borger High School, a 9th through 12th grade campus, provides an academically focused environment by offering courses that serve the needs of all kinds of students. Borger High School embraces the beliefs of Borger ISD. At BHS, administration, faculty, and students are academically focused on achievement. The core business in the classroom is instruction and curriculum. Alignment between written, taught, and tested curriculum is stressed in every classroom. Teachers utilize individualized instruction throughout the year to meet student needs. Student safety, both physically and emotionally, is very important pieces of the environmental make-up. Finally, administrators and teachers are encouraged to make community commitment and involvement an important part of everyday school activities and culture. It is the mission of Borger High School that the students will become educated, successful, and responsible citizens of society.

During the 2014-2015 school year, Borger High School consisted of 11.8% American Indian, 0.8% Asian, 40% Hispanic-Latino, 8% African American, 85% White, and 0.4% Pacific Islander. It should be noted that the state of Texas now classifies all Hispanic identifying students as White as well. At Borger High School, 13.5% of the student populations are classified as SPED, 5% are classified as LEP, 39% are classified as At-Risk, and 37% are classified as Economically Disadvantaged.

The BHS campus housed sixty-two teachers, ten instructional assistants, four campus administrators, and twenty other various staff members. Departments include math, CTE, English, science, social studies, and FAFLO (Fine Arts Foreign Language and Others). In the math department there are nine teachers and two inclusion specialists. In the CTE department, there are ten teachers. In the English department, there are nine teachers and three inclusion specialists. In the science department, there are eight teachers. In the social studies department, there are eight teachers. In the FAFLO department, there are twenty teachers. Some teachers may fall into two departments.

Changes to the leadership structure have occurred in the last three years. During the 2012-2013 school year, Matt Ammerman stepped in as principal and during the 2013-2014 school year, DeDe Conaway was promoted to Associate Principal for seniors and Christian Bridges was promoted to Assistant Principal for sophomores and juniors, and during the 2014-2015 school year, Luke Welch was hired as an Assistant Principal for freshmen. These changes were made to help with workload and school structure, as well as administrator visibility. Each principal has a list of duties they are responsible for and tasks are divided up by grade level and event.

Purpose

The purpose of the Campus Improvement Plan Committee was to gather data on campus needs and gather data as documentation of changes from the 2012-2013 school year to the 2014-2015 school year.

The committee is made up of individuals from various parts of school culture, including an administrator, two CTE teachers, one inclusion specialist/coach/CTE teacher, a parent volunteer, and the LEP teacher for Borger High School (transferred campuses January 2015). The committee met four times throughout the year to establish needs and gather data/documentation.

Throughout the course of the committee meetings, it was decided that the following five needs must be addressed:

1. Borger High School will improve academic achievement for all students and will meet the accountability standards.
2. Borger Independent School District will increase student achievement by providing high quality personal development.
3. Borger High School will strive to improve public support and confidence.
4. Borger High school will create and maintain a safe environment.
5. Borger High school will enrich student learning and teacher resources by incorporating progressive technology into daily instruction.

Academic Performance and Accountability

As one of the main beliefs of Borger High School is that there will be a strong focus on academic achievement and alignment between written, taught, and tested curriculum, it was decided that focus should be placed on improving test scores from year to year. Goal one of the campus improvement plan addresses this concern.

Goal 1, Objective 1

Within goal 1, there are nine objectives. The first objective is that Borger High School will achieve alignment between written, taught, and tested curriculum as evidenced by 2013-14 STAAR and EOC test results. In order to tackle this objective, teachers were asked to participate in weekly verb discussions, two week chunk meetings, Kilgo training, faculty meetings that addressed the Fundamental Five to encourage better teaching practices, and CTE/department monthly meetings to address both department specific alignment and cross-curricular alignment. Administrators also met with department heads on a monthly basis and the information was then dispersed to all teachers. In DAEP, students were expected to meet the same level of rigor as those in regular classes. Finally, LEP students were required to take formative assessments and the use of graphic organizers and linguistic supports were encouraged.

Goal 1, Objective 2

Objective 2 addressed the need for highly effective instruction that would be assessed via STAAR and EOC test results. During the 2012-13 school year, both TAKS and STAAR scores improved in all areas. The specific increases in scores are displayed in **Figures I-III**.

Test	BHS	State Average	Changes from 2011-12
Algebra I	77	82	+16
Biology	90	88	+7
English I Reading	78	70	+30
English I Writing	65	54	+11/+21
World Geography	84	81	+20

Figure I: Freshmen test results. Changes from 2011-2012 to 2012-2013 school years.

As compared to state scores (see **Figure I**) students performed better in all areas except Algebra I.

Test	BHS	State Average	Comparison
Geometry	83	86	-3
Chemistry	75	84	-9
English II Reading	67	78	-11
English II Writing	38	53	-15
World History	55	70	-15

Figure II: Sophomore test results 2013-2014. Comparison between local and state averages.

As compared to state scores (see **Figure II**) students were very close to state average other than in both English II Reading and Writing, and World History. However, to meet these discrepancies, students were required to enroll in enrichment classes and all students taking English I and II tests were required to attend five one hour tutoring sessions (BLITZ). The curriculum was determined by both benchmark scores and teacher input. The BLITZ program allowed students to focus on TEKS which they struggled with most.

Test	BHS	State Average	Changes from 2011-12
Math	80	89	-4
Science	95	96	+1
ELA	91	95	-1
Social Studies	98	99	-1

Figure III: Junior TAKS test results. Change from 2011-2012 to 2012-2013 school years.

Students who did not pass the TAKS test during the 2011-12 school year were required to attend 9th hour enrichment tutoring classes for all subject areas, including Science, even though there was a one point gain in average scores.

Scores from the 2013-14 school year are shown below in **Figure IV** followed by the 2014-2015 scores:

<u>Test</u>	<u>All Testers</u>	<u>BHS</u>	<u>State Average</u>	<u>First Time Test Takers</u>
U.S. History	90	N/A	72	90
English II	67	51	67	79
English I	69	66	61	79
Biology	94	90	84	94
Algebra I	84	74	78	90

Figure IV: 2013-2014 STAAR/EOC results.

<u>Test</u>	<u>BHS</u>	<u>State Average</u>	<u>First Time Test Takers</u>
U.S. History	91	91	94
English II	69	66	76
English I	64	63	69
Biology	93	92	94
Algebra I	83	81	85

Figure V: 2015 STAAR/EOC results

<u>Test</u>	<u>BHS</u>	<u>State Average</u>	<u>Changes from 2013-2014</u>
U.S. History	91	92	-1
English II	69	66	0
English I	64	62	+1
Biology	93	91	+1
Algebra I	83	81	0

Figure VI: EOC results Change from 2013-2014 to 2014-2015 school years.

Below are the demographics for 2013-14 testers grouped by exam followed by the 2014-2015 (Figure V-Figure X):

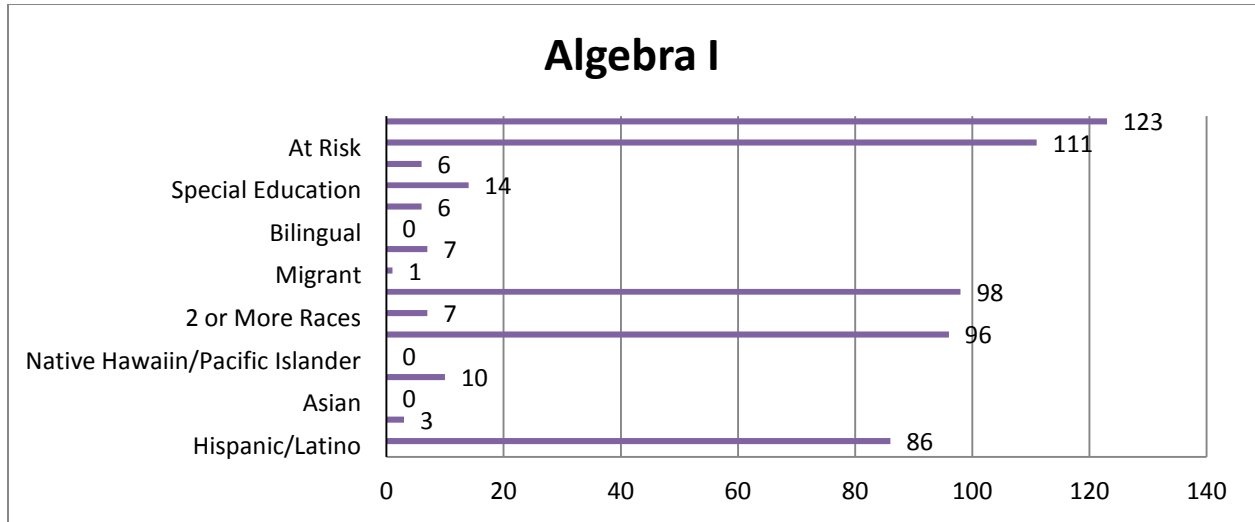


Figure V: Algebra I STAAR test broken down by demographic.

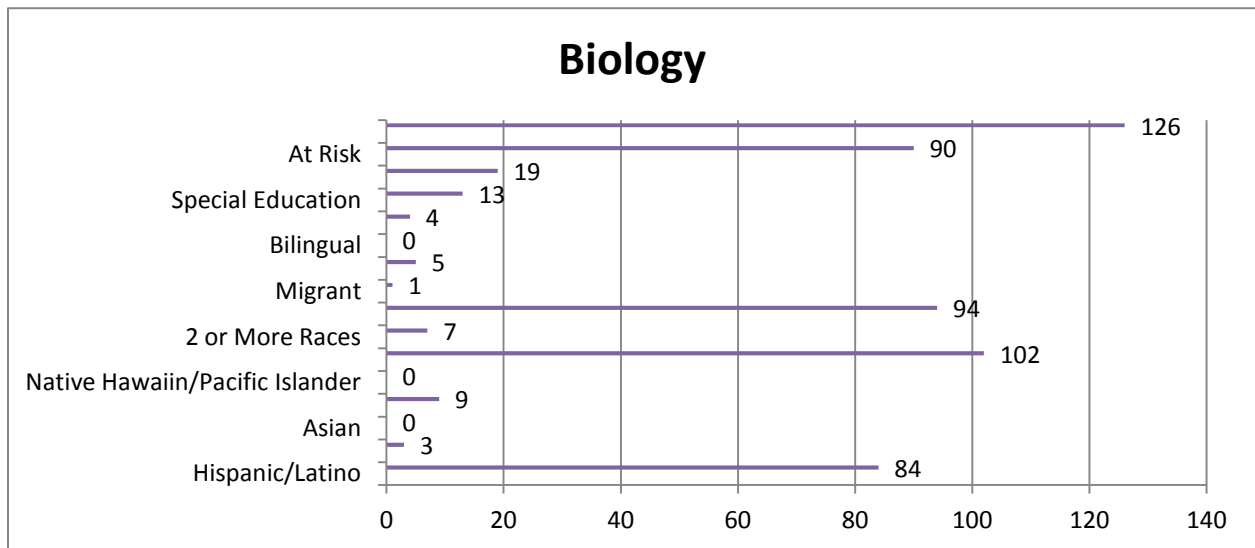


Figure VI: Biology STAAR test broken down by demographic.

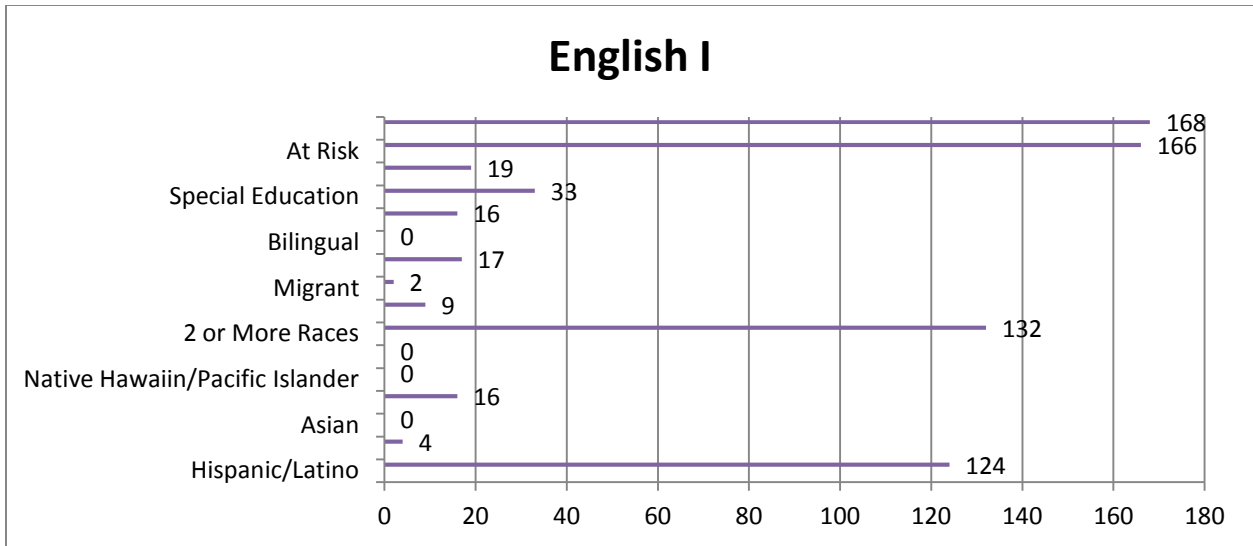


Figure VII: English I STAAR test broken down by demographic.

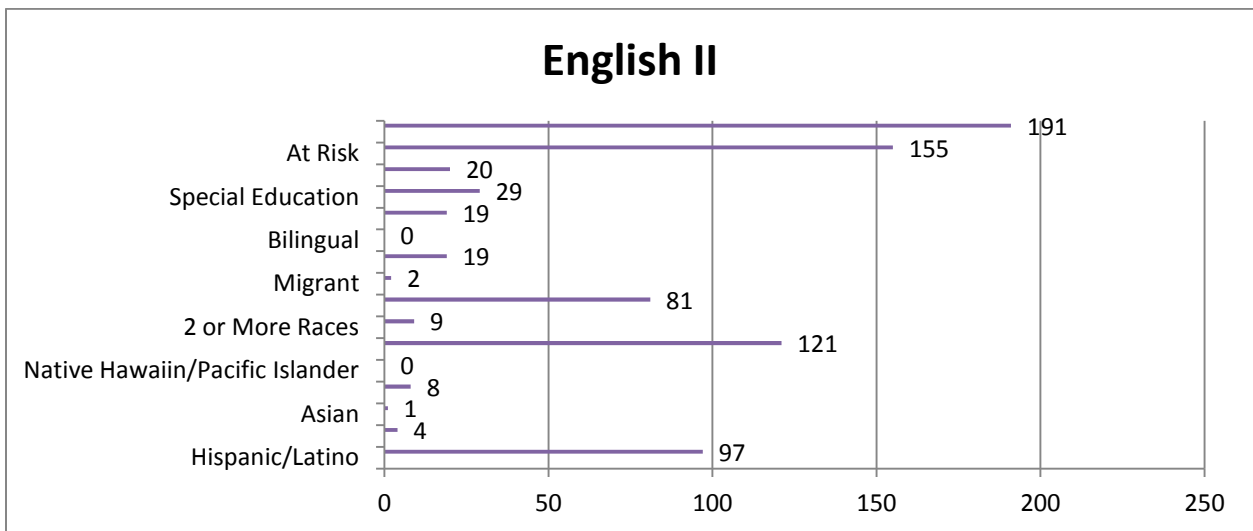


Figure VIII: English II STAAR test broken down by demographic.

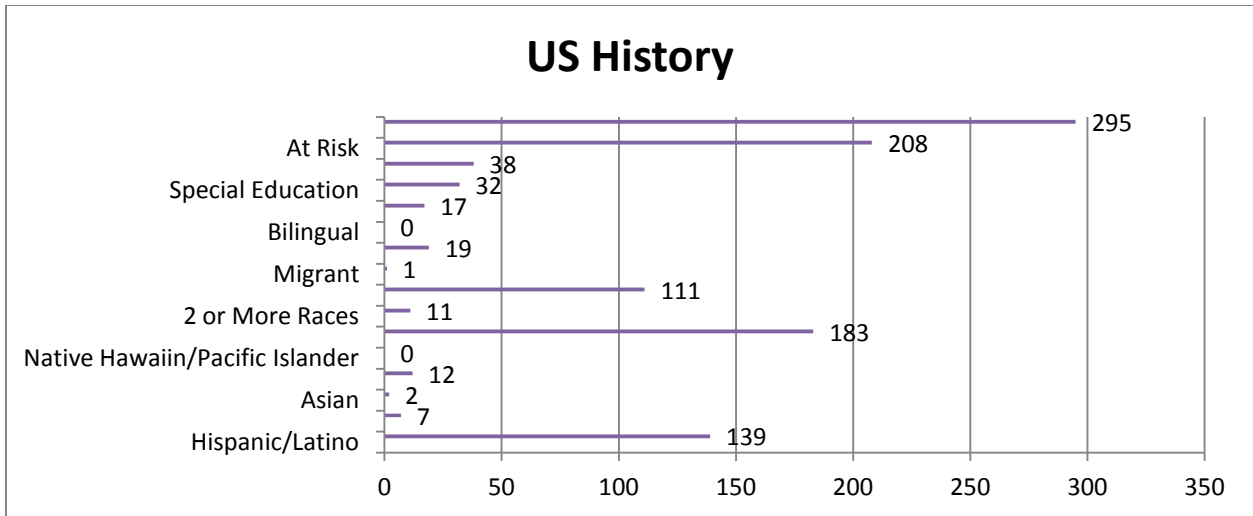
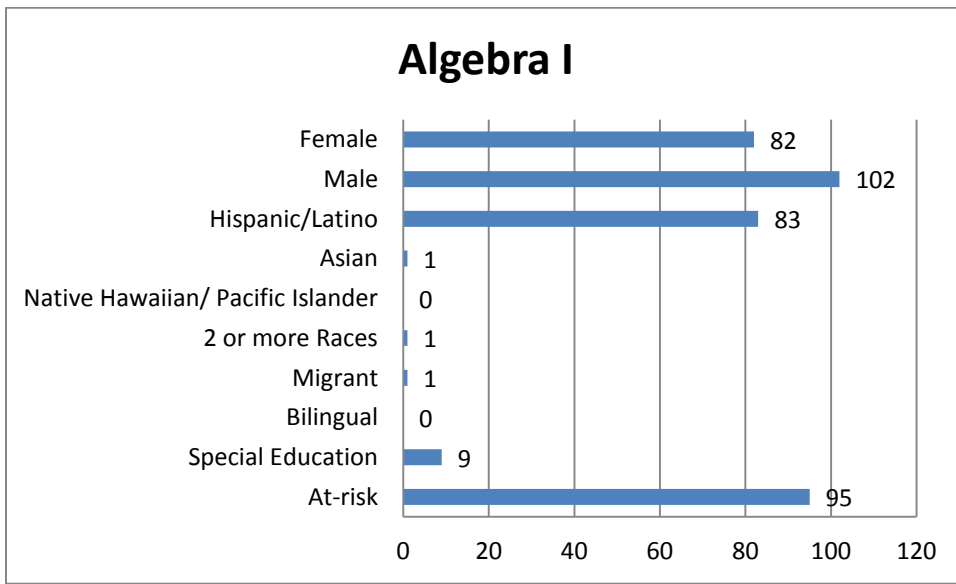


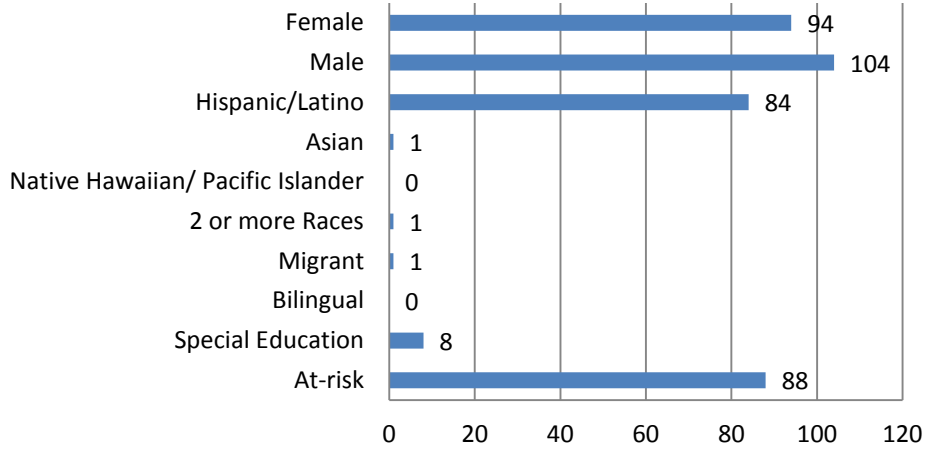
Figure IX: US History STAAR test broken down by demographic.

When broken down by demographic, focus for next year's STAAR/EOC exam needs to address closing the gap between at-risk, SPED, and LEP students.

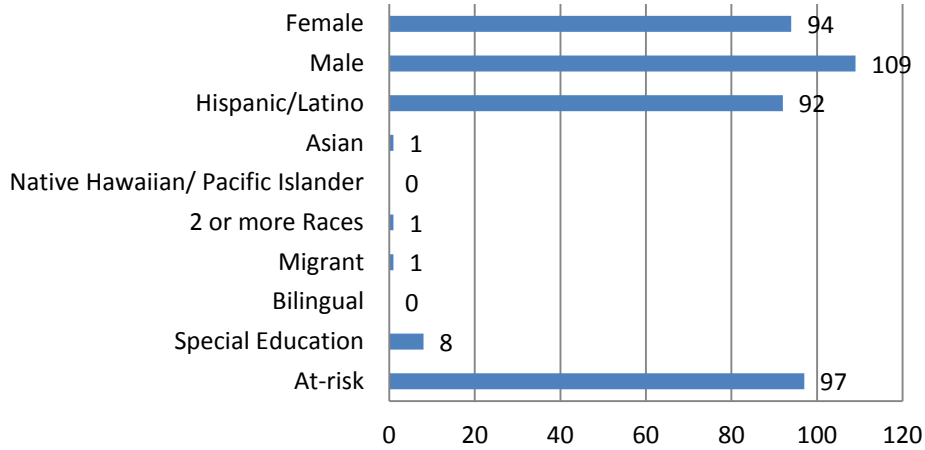
[Below are the demographics for 2014-2015 \(Figure V-Figure X\):](#)

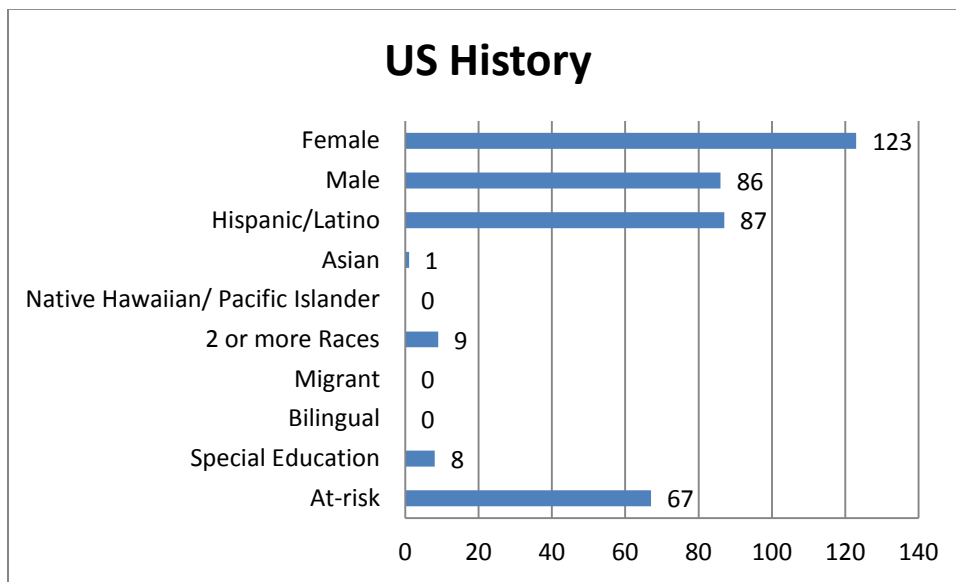
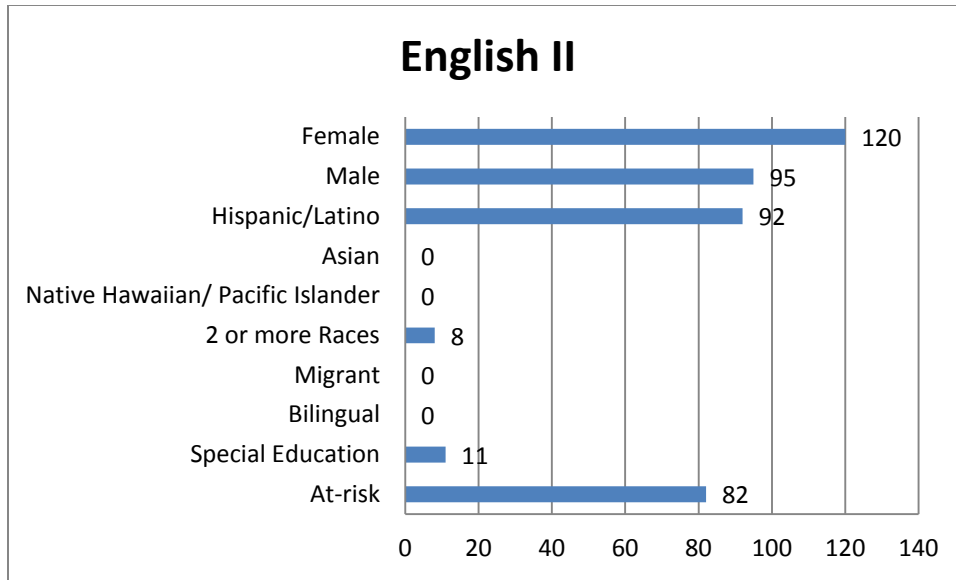


Biology



English I





Overall, for both 9th and 10th grade first time testers, while there is still room for improvement, students have met and exceeded the goal with the intervention provided. The results are below in **Figure XI**.

9 th /10 th First Time Testers	
Algebra	
<ul style="list-style-type: none"> ● 89% <ul style="list-style-type: none"> ○ Up 12% over last year ○ Up 34 % over last two years ○ 11% over last year's state average 	

Biology
<ul style="list-style-type: none"> • 94% <ul style="list-style-type: none"> ○ Up 4% over last year ○ Up 11% over last two years ○ 10% over last year's state average
English I
<ul style="list-style-type: none"> • 79% <ul style="list-style-type: none"> ○ Up 13% over last year ○ Up 37% over last two years ○ 18% over last year's state average
English II
<ul style="list-style-type: none"> • 79% <ul style="list-style-type: none"> ○ Up 28% over last year ○ 12% over last year's state average
U.S. History
<ul style="list-style-type: none"> • 90% <ul style="list-style-type: none"> ○ 18% over last year's state average

Figure XI: 2013-2014 EOC results for 9th and 10th first time testers.

9th/10th First Time Testers
Algebra
<ul style="list-style-type: none"> • 85% <ul style="list-style-type: none"> ○ Down 4% over last year ○ Up 8% over last two years ○ 5% over last year's state average
Biology
<ul style="list-style-type: none"> • 94% <ul style="list-style-type: none"> ○ The same as last year ○ Up 4% over last two years ○ 5% over last year's state average
English I
<ul style="list-style-type: none"> • 69% <ul style="list-style-type: none"> ○ Down 10% over last year ○ Up 3% over last two years ○ 2% over last year's state average

English II
<ul style="list-style-type: none"> • 76% <ul style="list-style-type: none"> ○ Down 3% over last year ○ Up 25% over last two year ○ 7% over last year's state average
U.S. History
<ul style="list-style-type: none"> • 94% <ul style="list-style-type: none"> ○ Up 4% over last year ○ 2% over last year's state average

Figure XI: 2014-2015 EOC results for 9th and 10th first time testers.

As evidenced by data, Borger High School is on track for meeting goal 1, objectives 1 and 2.

Goal 1, Objective 3

Objective 3 addressed remediation and intervention for students that are not on grade level or have not mastered the previous year's test. At Borger High School, teachers were given the option to participate in the ZAP (Zeroes Aren't Permitted) program. Students could be "Zapped" if they were missing work. This allowed them to go to morning or lunch ZAP and finish what was missing. Also, system safeguards that were in place were providing academic support for SPED students by providing hands-on activities and inclusion for SPED students in the area of writing by providing hands-on , real-world activities. Failure rates have dramatically decreased since 2011. During the 2011-12 school year, 125 students failed 248 classes, during the 2012-13 school year, 86 students failed 123 classes. During the 2013-14 school year 59 students failed 84 classes. Overall, the failure rate has dropped from 15% in 2011-12 to 7% in 2013-14. Finally, in the 2014-2015 school year our failure rate went up, because of different circumstances that include SPED, students withdrew to another school, homeschooled, and attendance issues. We had 127 students fail 187 classes during the 2014-2015 school year. Breaking down the data the failures included 23 freshman, 56 sophomores, 24 juniors, and 24 seniors. Semester one, 6 students were SPED and semester two, 5 students were SPED. A total of seven students grades 9th -12th withdrew from school and a total of ten students had attendance issues all year long. Next school year Mrs. Bridges will be monitoring the SPED students to offer the teachers and students more instructional support with the help from our Diagnostician. For the next school year, Mr. Ammerman will continue to monitor BHS daily attendance.

Goal 1, Objective 4

Objective 4 addressed the need for identifying learning gaps for LEP and SPED students to increase their achievement. Utilizing system safeguards, both SPED and General Ed. Teachers communicated and collaborated with one another on student data, aligned instruction, technology programs, academic performance, and all materials needed for students identified as ELL. Also, the STAAR-A was offered as a computer-based test this year.

Goal 1, Objective 5

Objective 5 addressed the need for increasing student enrollment and participation as well as rigor of pre-AP, AP, and concurrent courses. Borger High School currently offers AP courses in the following areas: English 3, English 4, U.S. History, Physics 1, Physics 2, and Calculus AB. BHS offers the following courses in pre-AP: Chemistry, Biology, World History, World Geography, Geometry, Algebra 2, English 1, and English 2. . During the 2013-14 school year, PAP and AP courses had a total enrollment of 1036. During the 2014-15 school year, PAP and AP courses had a total enrollment of 932. The decrease in student enrollment may be due to the increase in student enrollment in concurrent courses.

Borger High School also offers concurrent credit courses through Frank Phillips College, a local junior college in Borger, Texas. The courses that are offered include: College Algebra, Calculus, College Trigonometry, US Government, Humanities, Intro to Cosmetology, Cosmetology I, Cosmetology II, Advanced Graphic Design, Economics, Welding, Advanced Welding, English 1301, English 1302, English 2331, English 2332, Biology, and Instrumentation and Electronics (I&E). During the 2013-14 school year, there were eleven concurrent courses offered and ninety-two students enrolled. During the 2014-15 school year, there were eighteen concurrent courses offered and five hundred and fifty-six students enrolled these results demonstrate a 604% increase in total student enrollment. This is due to an increase in courses offered as well as a push for higher student enrollment in concurrent classes.

Goal 1, Objective 6

Objective 6 addressed the need for providing vocational technical education and college prep classes to prepare students for the workplace and for post secondary education. Both the counseling staff and the CTE department addressed these needs throughout the year. Counselors organized career days for juniors and seniors. The first career day was the “Step Up To Success “conference at in Amarillo, Texas. November 5, 2014. The second day was the College Fair at Borger High School on February 18, 2015. Students were allowed to go and talk with university recruiters and local businesses who set up booths with college and career information in the school cafeteria.

US Military recruiters visited the high school five times during the 2014-15. Students took the ASVAB this year as well.

The CTE department also has a Career and Technical Advisory Committee made up of local business owners and members of the community. The committee provides vital information on current job demands in Borger, Texas. The committee includes Johnny Davis and Henry Wykoff from Frank Phillips College, Jimmy Gowdy from Country Chevrolet, Kevin Story from Great Plains, Community Hospital, Matt Ammerman and DeDe Conaway, principals, Barbie Schroeder (CTE Coordinator for BISD), Dawn Clendening from Phillips 66, Chance Welch (BISD Superintendent), and Paula Coleman (CTE Coordinator at Borger High School). The committee met for a fall meeting on October 30, 2014 and a spring meeting on April 2nd, 2014. Finally, community members were asked to fill out a Career and Technical survey to better provide the department with information about employee needs and goals for needed employee attributes.

Goal 1, Objective 7

Objective 7 addressed the need to provide alternative learning environments and modes of instruction to increase graduation rates. Students with any disciplinary action that warranted DAEP were provided with instruction equivalent to that of a student in a regular class. Teachers at both campuses used a communication system to monitor student progress and to allow both teachers the opportunity to provide individualized student support.

Also, Students were allowed to utilize a smaller class with self-paced instruction through North Star Academy. During the 2014-2015 school year, twenty-six students were enrolled in the program with a 100% graduation rate, with seven juniors currently enrolled.

Ten students were also served through homebound services. The campus currently employs one homebound teacher/coordinator who works with administration and faculty to ensure quality education continues when the student has fallen ill or has other extenuating circumstances that require them to stay at home during the year.

Goal 1, Objective 8

Objective 8 addressed the need for providing all students with education on drug, alcohol, violence, and bullying awareness and prevention. During the 2014-2015 school year, teachers were given training during in-service over the topics included in the objective. The school also participated in Red-Ribbon week. During the 2012-13 and 2013-14 school years, students attended a texting and driving assembly, including one given by Trooper Darrin Bridges titled "Arrive Alive". Finally, students have online access to various self-help manuscripts through the library that cover topics listed in the objective.

When parents were asked about their child's achievement on the end of year parent survey, results were very promising. Responses to these questions have risen in rating from an average rating of 3.11 to 3.91, showing the most improvement on "The school expects quality work of its students" and "The school has an excellent learning environment (see **Figure XII**). The year 2014-2015 will be updated in fall.

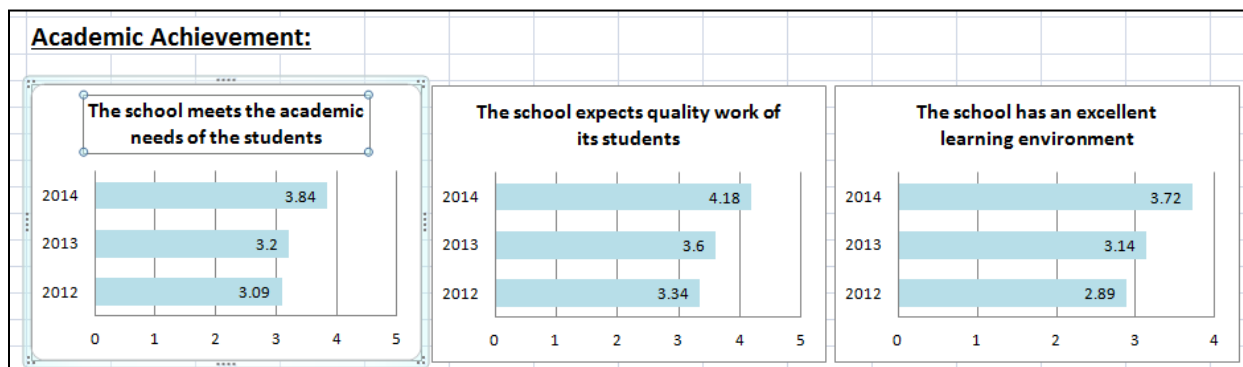


Figure XII: Parent responses to the end of year parent survey on questions related to academic achievement.

Quality Professional Development

As required by NCLB act of 2001 and the Teaching Commission report from 2004, a school should provide “high quality professional development for all teachers” (Barko, 2004). Borger High School, as well as Borger ISD has utilized various models of professional development, including curriculum based professional development (e.g. Kilgo Training), teachers teaching teachers professional development (e.g. Beginning of the Year Break-out Sessions), and action research types of professional development (e.g. examining Parent Survey Data and examining STAAR/EOC results and alignment).

Goal 2, Objective 1

Objective 1 addressed the need for all Borger High School core content faculty to receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for STAAR/EOC testing. Core Content teachers and administration went to Margaret Kilgo training and utilized the knowledge gained from those training sessions to create valid scope and sequences, data driven decision making skills, and effective assessment, as evidenced by teacher walk-through data, PDAS reports, and local and state assessment results.

Teachers also were asked to participate in collaborative team meetings, including department meetings, two week verb chunk meetings, CTE collaboration meetings, and “treasure hunt” meetings. Department heads in areas where student testing data showed any concerns were allowed time to help or co-teach in those classes. Students were also given Benchmarks throughout the year to keep teachers informed of student progress.

Goal 2, Objective 2

Objective 2 addressed the need for providing professional development to teachers that will impact the campus CIP plan. To address system safeguards, teachers were required to attend training on working with students and families in poverty.

Teachers also participated in collaborative team meetings, including department meetings, two week verb chunk meetings, CTE collaboration meetings, and “treasure hunt” meetings.

In the CTE department, Bree Denton, who teaches the Career Prep course attended training for teaching the course at Region 17 in Lubbock, Texas and was given the extra certification required for the course.

Inclusion teachers and the inclusion administrator attended various inclusion workshops throughout the year.

The goal of administration is that all classrooms be student led, student centered, and safe places for students to learn.

Borger High School is implementing the “Fundamental Five” in the classroom setting, with the new teachers doing a once a month book study with Mrs. Conaway.

The Fundamental Five

- Frame the Lesson
- Work in the Power Zone
- Frequent, Small-Group, Purposeful Talk
- Recognize and Reinforce
- Write Critically

The Fundamental Five /Lesson Cycle consist of the following:

- Post and State TEK/Frame the Lesson
- Anticipatory Set/Hook (use real life examples)
- Recognize and Reinforce (throughout the lesson)
- Guided Practice (use real life examples)
- Work in the Power Zone (at least 75% of the lesson)
- Frequent, Small-Group, Purposeful Talk
- Re-teach/2nd Teach (if needed)
- Independent Practice
- Closure (assessment from the lesson frame)
- Write Critically (can be done at any point during the lesson)
- Check for Understanding (throughout the lesson)
- DOK Question Stems (throughout the lesson- plan ahead)

School and Community Alignment

For At-Risk Students, it is imperative for success that they feel a sense of engagement both within the school environment and in the community as a whole (Elias, 2009). Borger High School administrators have also agreed that improving campus reputation and community partnerships is vital to helping the campus succeed. Another facet of this goal is improved campus communication between admin and faculty. Finally, as the student make-up for 2014-2015 decreased to 4.87%, from-2013-2014 with 5%, LEP students as well as students with parents that are limited English proficient as well, it was decided that focus should be given to enhancing services provided for non-English speaking parents.

Goal 3, Objective 1

Objective 1 addressed the need for improving lines of communication and increasing campus-administrator visibility in order to establish a strong, positive campus climate. With 56% (more than half) of the student body identified as At-risk 2013-2014 school year and for the 2014-2015 school year we drop below 50% for at risk students, various research based strategies were considered and put into place. First was improving teacher support.

Department heads were required to meet regularly with their departments to disperse information from administration. They were also required to send detailed notes from each department-head meeting to teachers in their department to keep them updated on campus happenings.

At the beginning of the year, parents and students were given the opportunity to come to an “open house” to meet the teachers and discuss the courses and what teacher expectations may look like for their child while in that course. Parents were also given copies of all event calendars and made aware of all BISD resources, including Channel 11, the BISD website, parent portal, school way app, remind 101, and policies and procedures for distributing important information to them throughout the year.

An automative calling system was used to do mass parent call outs. This system was used for notifying parents of upcoming testing, calendar items, grade reporting dates, and student event happenings as well as other important information. Also, teachers and administrators were encouraged to call parents as often as possible to keep parents informed of any student issues in the classrooms. Each teacher was given a call log to keep track of those calls throughout the year.

Finally, BHS administrators and teachers were expected to be in the halls and visible to the student body as much as possible. This was so that they could be available to answer questions or talk about concerns.

Goal 3, Objective 2

Objective 2 addressed the need to promote parent/community partnerships in education by increasing parental/community involvement opportunities. At the beginning of the year, Borger High School hosted an orientation “New Year’s Party.” To address system safeguards, those involved in ARD, LPAC, parent volunteer programs, and school orientations would put more resources into involving and communicating with parents. Also, Borger High School would offer to host PTO and booster club organizations. BHS provided opportunities for parent involvement through parent/teacher contacts, parent advisory board, and the site-based meetings. Finally, parents received a copy of the School Improvement LEA Parent notification letter. The letter is also posted on the district website.

Goal 3, Objective 3

Objective 3 addressed the need to provide translation services for non-English speaking parents as well as provide written communication in both English and Spanish. To address system safeguards, for parent/ teacher conferences, translation services were readily available. Also, any written communication and all call outs sent out from the school were available in both Spanish and English.

The parent survey given at the end of each year since the 2011-12 school year demonstrates the gains in parent attitudes towards Borger High School (**see Figure VI**).

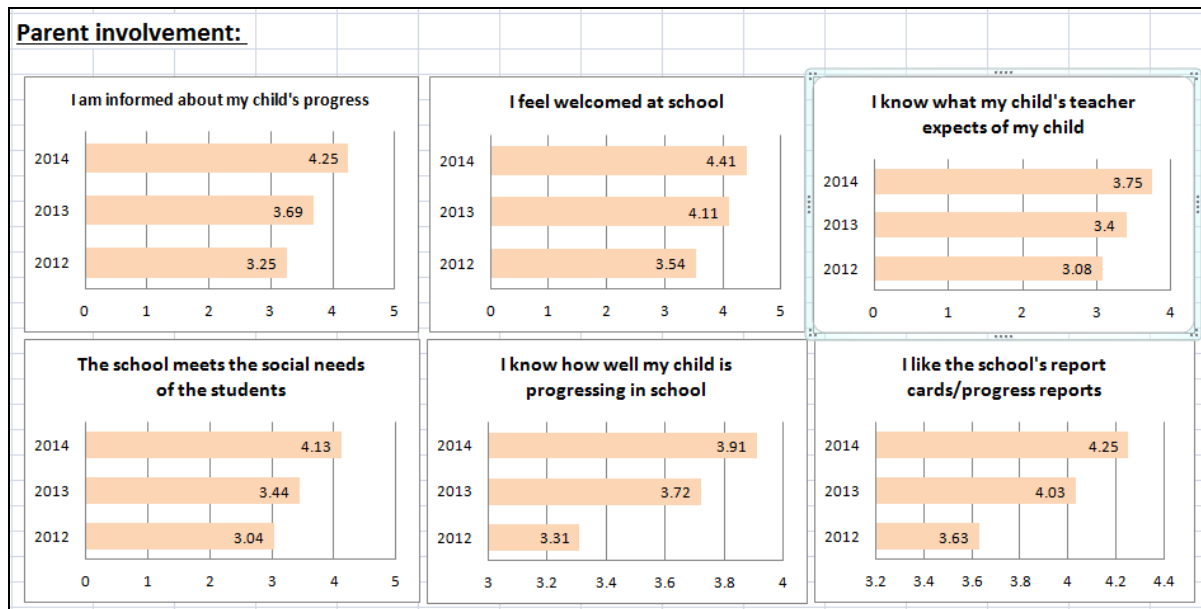


Figure XIII: Parent responses to the end of year parent survey on questions related to school and community communication.

The questions in **Figure XIII**, rated on a 5 point scale, demonstrate that parents feel that communication is getting better at Borger High School. The average rating for questions related to parent involvement and communication is 4.12 out of 5. As evidenced by the survey, parental attitudes have changed the most in knowledge about their child’s individual progress and the report card and progress report system.

Student Safety

According to Maslow’s theory of hierarchy of needs (1970), an individual’s safety and belonging needs are of the utmost importance. If individual safety and feelings of belonging are not met, it is impossible to focus on any of the higher levels of needs, including self-esteem needs and self-actualization needs, both vital to the educational process. Therefore, Borger High School values the need for creating a safe and nurturing environment for all BHS students, faculty, and administration.

Goal 4, Objective 1

Objective 1 addressed the need to provide all students with training on drug, alcohol, violence, bullying awareness, and prevention. As discussed earlier in *Goal 1, Objective 8*, measures were taken to educate all students on the issues discussed in the objective. The school participated in Red-Ribbon week. In the previous years during the 2012-13 and 2013-14 school years, students attended a texting and driving assembly, including one given by Trooper Darrin Bridges titled “Arrive Alive”. Also, awareness materials were distributed. Finally, students have online access to various self-help manuscripts through the library that cover topics listed in the objective.

Also, administration held fire drills, tornado drills, and lock-down drills throughout the school year. Faculty and staff were advised of all of the emergency procedures and the Emergency Operation Plan

was covered in the in-service meetings at the beginning of the school year. During the school year we had people patrol the halls and around the school.

Goal 4, Objective 2

Objective 2 addressed the need for high school staff to implement established safety procedures. As mentioned above, all faculty and staff were advised of all of the emergency procedures and the Emergency Operation Plan was covered in the in-service meetings at the beginning of the school year.

Also, BHS office staff utilized the RAPTOR visitor management system for all visitors in the building. All doors from the outside were locked except for the front door at all times, so that visitors would have to enter through the front and check in at the office.

Finally, BHS administration had access to the surveillance cameras at all times to monitor parking lots and facilities.

Parent survey data showed an increase in parent attitudes towards their child’s safety. The results can be seen in **Figure XIV**.

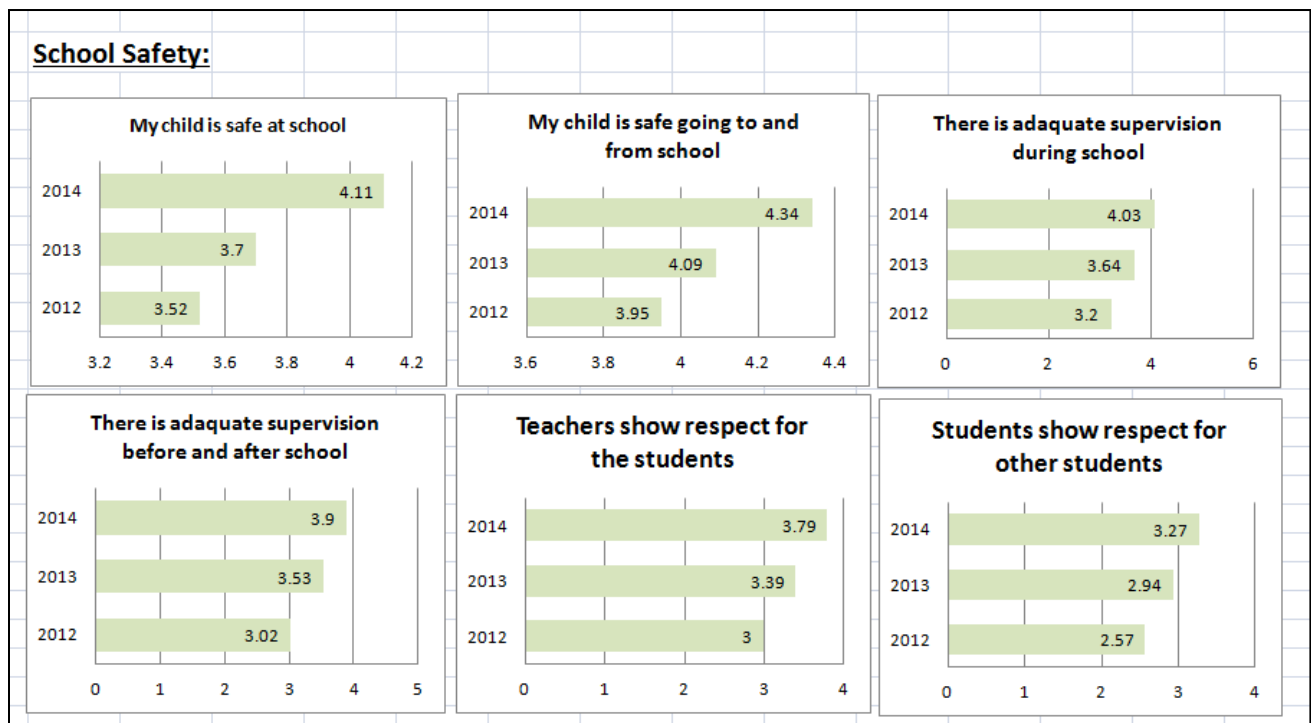


Figure XIV: Parent responses to the end of year parent survey on questions related to school safety.

Again, these questions, rated on a 5 point scale, demonstrate that parents feel that school safety is getting better at Borger High School. On every question asked, ratings went up. With an average rating (in 2014) of 3.91 as compared to an average rating (in 2012) of 3.21, there is still room for improvement; however the intervention strategies seem to be working.

Conclusion

In conclusion, the areas where there are definite school needs have been identified and are being addressed in a positive way. As evidenced by the findings in the surveys and the testing data, the school has made gains in all areas over the last year. In the future, BHS will continue to work on areas where there are some deficiencies. As the population is classified as below 50% at-risk, further research into best practices is recommended for professional development and student intervention strategies.

Works Cited

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