

# **BORGER ISD**

## **District Improvement Plan**

### **2019/2020**

*Big Opportunities...Small School Setting*

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# BORGER ISD

## **Mission**

*The students of BISD will become educated, successful, and responsible citizens of our society.*

### 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.

# Belief Statements

## We believe that:

The core business of the district is classroom instruction and curriculum

Academic achievement is a primary focus

Best instructional practices move students from concrete to pictorial to abstract thinking, learning, and understanding

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

A physically and emotionally safe environment promotes student learning

Student welfare is the primary focus of all decisions

Student success is enhanced by positive relationships and mutual respect

Commitment to continuous improvement of all district activities is vital

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

# BORGER ISD Site Base

Name	Position
Beekman, Jamie	Teacher-BMS
Blansett, Amy	Assistant Superintendent
Bodey, Teresa	Principal
Brown, Patti	Special Education Director
Butler, Priscilla	Teacher-CR-SP
Calder, Rebecca	Communications Coordinator
Couch, April	Teacher-BMS
Farrah, Becky	Teacher-GA
Fite, Melissa	Teacher-GA
Forrest, Elizabeth	Teacher-GA-Bilingual
Gutierrez, David	Parent
Harris, Brandon	Principal
Hibbs, Sherrie	Teacher-BHS- CTE
Howard, Tracy	Teacher-BHS
Hughett, Racheal	Teacher-BIS
Kaake, Kacie	Teacher-BIS-SP
Lasley, Tammy	Teacher-GA
Lemmons, Michael	Teacher-BHS-CTE
Mccarthy, Tony	Assistant Superintendent
Mcdonald, Marcy	Teacher-CR
Moore, Brandi	Teacher-PBE
Porter, Tamyra	Teacher-PBE
Purcell, Melissa	Assistant Principal
Schroeder, Barbie	Instructional Services Coordinator
Segovia, Nicole	Teacher-CR
Stark, Laura	Teacher-PBE
Welch, Chance	Superintendent
Williams, Misty	Business/Community
Wilson, Kim	Teacher-BIS

# BORGER ISD Site Base

Name	Position
Word, Valerie	Teacher-BMS-DYS/504

# BORGER ISD

- Goal 1.** Borger ISD will actively recruit, retain and support teachers, principals and other district staff in order to decrease attrition rates in the district.
- Objective 1.** The LEA will increase the teacher retention rate by creating a strong, positive district culture.
  - Objective 2.** The LEA will increase staff effectiveness by providing high quality professional development.
- Goal 2.** Borger ISD will promote academic excellence and improve low performing schools in the areas of reading and math as well as all other curriculum and instruction related activities.
- Objective 1.** The LEA will promote highly effective instruction, interventions, remediation, preventative strategies, and acceleration for all students in all areas to increase student achievement.
- Goal 3.** Borger ISD will promote the connection between high school and a career or college.
- Objective 1.** The LEA will provide Career and Technology Education and college preparatory opportunities to prepare students for the 21st Century Workforce and/or post-secondary education.
- Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.
- Objective 1.** The LEA will promote parent/community partnerships in education.
  - Objective 2.** The LEA will promote high levels of school safety in all areas.
  - Objective 3.** Borger ISD will meet the needs of students who meet definitions of foster or homeless.
  - Objective 4.** Borger ISD will continue to emphasize excellence in extra-curricular areas.
- Goal 5.** Borger ISD will meet the needs of identified At-Risk Students through State Compensatory Education programs.
- Objective 1.** Borger ISD will increase academic achievement of identified at-risk students by meeting needs through Texas State Compensatory Education Programs.

# BORGER ISD

**Goal 1.** Borger ISD will actively recruit, retain and support teachers, principals and other district staff in order to decrease attrition rates in the district.

**Objective 1.** The LEA will increase the teacher retention rate by creating a strong, positive district culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will provide recruitment and retention stipends for secondary math teachers. (Title I SW: 3,5,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Superintendent(s)	August - July	(F)Title IIA Principal and Teacher Improvement	Summative - Retention rate at end of school year.
2. The LEA will provide recruitment and retention stipends for certified bilingual teachers in grades PK-6. (Title I SW: 3,5,10) (Target Group: LEP) (Strategic Priorities: 1)	Assistant Superintendent(s), Superintendent(s)	August -July	(F)Title IIA Principal and Teacher Improvement	Summative - Retention rates at close of school year.
3. Instructional Liaisons on campuses within content/grade levels will be utilized to provide continued support to teachers to promote high quality, differentiated instruction and implementation of district initiatives. Liaisons will facilitate planning, data disaggregations, and curriculum and assessment alignment. (Title I SW: 1,4,8,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Principal	August - July	(F)Title IIA Principal and Teacher Improvement	Summative - Data sources meeting minutes classroom walk through data
4. The LEA will employ supplemental staff to support Title One Campuses and At-Risk students. (Title I SW: 1,3,9,10) (Target Group: All) (Strategic Priorities: 1,4)	Assistant Superintendent(s), Business Manager, Principal, Superintendent(s)	August -July	(F)Title I, (S)State Compensatory	Summative - Teacher retention rate Student Assessment data
5. The LEA will continue to implement a Teacher IPAD Program to enhance instructional delivery, student engagement and curriculum alignment. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s), Director of Technology, Principal, Teacher(s)	August -July	(F)Federal Grants, (S)Local Funds	Summative -
6. The LEA will support new teachers and new to district teachers by providing Bootcamp and PLC learning opportunities to prepare staff for implementing district initiatives. (Title I SW: 3,4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Assistant Superintendent(s), Principal	August - May	(S)Local Funds	Summative - T-TESS data HR data on teacher retention walk-through observation data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. The LEA will create a Mentor Training Program to develop and support district mentors for providing embedded and sustained support of new teachers and new to district teachers. (Title I SW: 3,4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Superintendent(s)	August - May	(S)Local Funds	Summative -
8. The LEA will seek opportunities for PE teachers to attend professional development aimed at improving programming throughout the PE department. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Assistant Athletic Director, Assistant Superintendent(s), Athletic Director, Principal, Teacher(s)	August-May	(S)Local Funds	Formative - certificates of attendance



# BORGER ISD

**Goal 1.** Borger ISD will actively recruit, retain and support teachers, principals and other district staff in order to decrease attrition rates in the district.

**Objective 2.** The LEA will increase staff effectiveness by providing high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will contract with Region 16 Educational Service Center for professional development support in curriculum and instruction and Title II Part A. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s)	August - July	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Summative - Reports from Region 16 showing staff attendance Certificates of completion
2. Professional development will be provided to district staff through embedded learning opportunities, PLCs, etc. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Instructional Liaison, Principal	August - July	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Sign in sheets Certificates of Completion
3. District Instructional Leaders will utilize a teacher coaching model: Get Better Faster, to provide individual coaching/PD/support for all teachers. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August - June	(O)Materials, (O)Staff Time, (S)Local Funds	Summative - T-Tess data
4. Learning List subscriptions will be provided by the LEA to support teachers in curriculum alignment, TEK study and resource alignment to meet instructional and student needs. (Title I SW: 4,8,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s)	August - July	(F)Title 1 Part A Funds	Summative - usage reports from Learning List PLC documentation
5. All instructional staff will be trained in the McRel CITW2 Instructional Planning Framework and Tools for CITW2 by district designees. Continued emphasis on the best practices and research recommendations will continue. (Title I SW: 1,4,10) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Designee(s)	August	(S)Local Funds	Summative - Sign in sheets Walk through data showing implementation

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The LEA will provide professional development to support/retain teachers in content areas, special needs areas (Dyslexia, SPED, Bil/ESL, CTE, reading Recovery, etc.) instructional delivery, state required trainings and other identified areas of need. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Director of Special Education , Principal	August - July	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - Sign in sheets Certificates of completion
7. The LEA will seek to send designees to conferences or other professional development that targets the EL population, dual language, etc. each year in order to provide professional learning and support in the continued improvement of the bilingual dual language one-way immersion program so that we may meet the needs of bilingual students in all areas of academic growth. (Title I SW: 10) (Target Group: LEP) (Strategic Priorities: 2,4) (CSFs: 1,5)	Assistant Superintendent(s)	August-May	(F)Title III Bilingual / ESL	Summative - certificates of attendance
8. Opportunities for learning and support of Gomez and Gomez dual language framework will be sought and attended to increase teacher effectiveness in bilingual classrooms. (Title I SW Elements: 2.5) (Target Group: LEP) (Strategic Priorities: 1,2,4) (CSFs: 1,7)	Assistant Superintendent(s), Principal	August- May	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Formative - certificates of attendance
9. Campus and District administration will conduct systematic walk-throughs utilizing McRel's Power Walk Through tool and district designed Instructional Rounds. Data will be used to provide instructional coaching and support. (Title I SW: 1,2,4,9) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August- May	(S)Local Funds	Summative - Walk-through data coaching notes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. The LEA will offer competitive salaries and benefits to staff. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Superintendent(s), Business Manager, Superintendent(s)	August - July	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments, (S)Local Funds, (S)State Compensatory	Summative -
11. The LEA Athletics Department will pursue opportunities to meet the professional growth of district high school and middle school coaching staff. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Athletic Director, Athletic Director	August - July	(S)Local Funds	Summative -
12. Participate in training services provided at Region 16 from such groups as Lead4Ward Leadership Series, Numeracy Series. Attendees will share information at the campus level addressing topics covered. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,7)	Assistant Superintendent(s), Principal, Teacher(s)	August- June	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Formative - evidence of attendance through certificates

# BORGER ISD

- Goal 2.** Borger ISD will promote academic excellence and improve low performing schools in the areas of reading and math as well as all other curriculum and instruction related activities.
- Objective 1.** The LEA will promote highly effective instruction, interventions, remediation, preventative strategies, and acceleration for all students in all areas to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade PK-2 and RTI Interventions in grades 3-4 will implement a vertically aligned, research-based phonics program. (Title I SW: 10) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Literacy Coordinator, Principal, Teacher(s)	August - May	(F)Title I	Summative - TPRI data Observation survey data RTI data
2. RTI services will be provided to identified students in strategic ways utilizing research based instructional methods and curriculum. Purchases will be made to supplement this instruction as needed. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Superintendent(s), Principal	August 2018- July 2019	(F)Title I, (S)Local Funds	Formative -
3. Reading Recovery, an accelerated reading intervention, and targeted literacy group instruction will be provided for qualifying first in need of intervention. Professional development will be provided through the Dumas Site and the Reading Recovery/Literacy Institute. (Title I SW: 9,10) (Target Group: 1st, 2nd) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal, Reading Recovery Teachers	August - July	(F)Title I, (S)Local Funds	Summative - Observation Survey data Benchmark Data Reading Recovery reports
4. Address the implementation the new ELAR/SLAR TEKS for grade K-8. Purchase, train teachers and implement aligned curricular resources including: state adopted materials, Units of Study in Reading and Writing in grades K-6. t (Title I SW: 1,8,10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Literacy Coordinator, Principal, Teacher(s)	August - July	(F)Federal Grants, (S)IMAT Funds, (S)Local Funds	Summative - PLC minutes Assessment Data Student/teacher inventories Lesson Plans
5. Purchase and implement Compass Reading, Lexia Learning, Istation, Learning A-Z, and other supplemental web-based subscriptions to support and supplement reading instruction. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal	August - July	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - Program reports Assessment data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Purchase and implement Compass Math, Imagine Learning, Study Island, Edmentum products, and other supplemental web-based subscriptions to support and supplement math instruction. (Title I SW: 8,10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal, Teacher(s)	August - July	(F)Title I, (F)Title III Bilingual / ESL, (S)IMAT Funds, (S)Local Funds	Summative - Program reports Assessment data
7. Provide training and support for teachers in the implementation of Guided Math and Singapore (number sense) math strategies. (Title I SW: 4,9,10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Math Coordinator, Principal	August - July	(F)Title 1 Part A Funds, (S)Local Funds	Summative - Sign in sheets Certificates of completion Lesson Plans
8. Utilize Number Talks, a number sense supplemental resource for teachers/students. (Title I SW: 4,10) (Target Group: All, 6th) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s), Math Coordinator	August	(F)Title I	Formative -
9. Purchase and utilize NWEA MAP Testing grades 2-4 to identify student progress and intervention needs in the areas of ELA and Math. Utilize the data to develop individual learning paths to increase student achievement. (Title I SW: 8,9,10) (Target Group: 2nd, 3rd, 4th) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Instructional Liaison, Principal, Teacher(s)	August - July	(S)Local Funds	Summative - Fall, Winter and/or Spring MAP data RTI records Assessment data
10. The LEA will utilize the District Instructional Coaches to provide instructional coaching and support to teachers. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,7)	Assistant Superintendent(s), Principal	August - July	(S)Local Funds	Summative - T-TESS data Assessment data Walk through data
11. The LEA will meet specialized needs of students who are gifted and talented through the district PEAK program as well as accelerated tutorials and classroom intervention. (Title I SW: 10) (Target Group: GT) (Strategic Priorities: 2,3)	Assistant Superintendent(s), G/T Lead Teacher, Principal, Teacher(s)	August - July	(S)Local Funds	Summative - GT Testing Data GT lesson plans GT student reports

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. The LEA will meet specialized needs of students identified for SPED services according to ARDC. (Title I SW: 10) (Target Group: SPED) (Strategic Priorities: 2,3,4)	Assistant Superintendent(s), Director of Special Education , Principal, Special Education Teachers	August - July	(F)IDEA Special Education	Summative - ARD Minutes, classroom assessment data, IEP goals and data
13. The LEA will conduct early dyslexia screening at the end of kindergarten and middle of first grade. Data will be used to help make early identification decisions by the 504 committee to meet the needs of students with dyslexia and other reading related disorders. Guidance from the Texas Dyslexia Handbook will be followed. (Title I SW: 9,10) (Target Group: K, 1st) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Superintendent(s), Dyslexia specialist, Principal	January and May of each year	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - dyslexia rosters testing rosters screening records
14. Beginning of the year seventh graders who did not meet performance levels on STAAR Reading in 6th grade will be screened using the Texas Middle School Fluency Assessment for dyslexia and other reading related disorders. Data will be collected and 504/SPED evaluation decisions can be made as appropriate. (Title I SW: 9,10) (Target Group: 7th ) (Strategic Priorities: 2) (CSFs: 1)	Assistant Superintendent(s), Principal, Teacher(s)	September	(S)Local Funds	Formative - Screening data
15. Identified students will be served with Reading By Design, a Dyslexia Program. Dyslexia teachers will be identified, trained and supported. (Title I SW: 9,10) (Target Group: Dys) (Strategic Priorities: 2)	Assistant Superintendent(s), Counselor(s), Dyslexia specialist, Teacher(s)	August - July	(S)Local Funds	Summative - Dyslexia screening results Identification reports Student assessment data
16. The LEA will provide technology instruction and content support through the use of IPAD labs, Chromebooks and other devices and software. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Superintendent(s), Director of Technology, Principal, Teacher(s)	August - July	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - Checkout data

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- Objective 1.** The LEA will promote highly effective instruction, interventions, remediation, preventative strategies, and acceleration for all students in all areas to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. The LEA will implement Dual Language One Way Immersion to meet the needs of identified bilingual students in grades PK-6. The Gomez and Gomez framework will be utilized in bilingual classrooms. (Title I SW Elements: 1.1,2.5) (Target Group: LEP) (Strategic Priorities: 2,4) (CSFs: 1,7)	Assistant Superintendent(s), Principal, Teacher(s)	August-May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (O)Personnel	Summative - Assessment data, TELPAS data
18. The LEA will purchase supplemental supplies and materials to enhance curriculum and instruction as well as purchase unique curriculum for students with severe cognitive impairments. (Title I SW: 10) (Target Group: All, SPED) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s), Director of Special Education , Principal	August - July	(F)IDEA Special Education, (F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - Purchase invoices
19. Fast ForWord licenses will purchased and implemented for supplemental reading instruction support for ELL students. (Title I SW: 10) (Target Group: LEP) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal, Teacher(s)	August - July	(F)Title III Bilingual / ESL	Summative - Program usage reports student assessment data
20. The LEA will purchase Rosetta Stone licenses for use by administrators, teachers under bilingual exceptions/esl waivers, beginning English language learners (students and parents) to support second language acquisition. (Title I SW: 6,10) (Target Group: LEP) (Strategic Priorities: 2,4)	Assistant Superintendent(s)	August - July	(F)Title III Bilingual / ESL, (S)Local Funds	Summative - Usage reports student assessment data PI center sign in sheets
21. The LEA will implement a supplemental IPAD or other hand-held device program to support beginning and intermediate ELL students in bilingual and/or ESL classes. (Title I SW: 10) (Target Group: LEP) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal	August - July	(F)Title III Bilingual / ESL	Summative -

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
22. All classroom teachers will implement the Fundamental Five within the McRel CITW2 Instructional Planning Framework to improve instructional delivery and student achievement. (Title I SW: 2,4,10) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August - July	(S)Local Funds	Summative - Walk-through data lesson plans student assessment data
23. Instructional practices will be focused on moving learning through the continuum of Concrete, Pictorial to Abstract in order to increase depth of learning and retention and transfer of student learning. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent(s), Literacy Coordinator, Math Coordinator, Principal, Superintendent(s), Teacher(s)	August - July	(F)Federal Grants, (S)Local Funds	Summative - Walk through data TTESS data informal conferences with teachers PD records student performance data
24. Istation will be used to support ELL's in K-2 grade in the areas of reading and language acquisition. (Title I SW: 9,10) (Target Group: ESL, K, 1st) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s), Principal, Teacher(s)	August - May	(F)Title 1 Part A Funds	Summative - Monthly reports will be utilized to drive instructional decisions.
25. The LEA will purchase resources and supplies to supplement all areas of curriculum, instruction, and assessment as identified through comprehensive needs assessment. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1)	Assistant Superintendent(s), Principal	August - July	(F)Federal Grants, (S)Local Funds	Summative - CNA, leadership reviews, site based, plc notes
26. The LEA will purchase a district subscription to Flocabulary, an online vocabulary resource, to supplement academic vocabulary instruction in all classrooms. (Title I SW: 1,10) (Target Group: All, ECD, LEP, SPED) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s)	August - July	(F)Federal Grants, (S)Local Funds	Summative -



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
27. The LEA will seek to provide instruction tools, strategies, and teacher training to enhance and support vocabulary instruction. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August - July	(F)Federal Grants	Summative -
28. The LEA will subscribe to Tango software for TPRI assessment data collection, report generation, and data disaggregation for grades K-2. (Title I SW: 8,10) (Target Group: K, 1st, 2nd) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s), Principal	August- July	(F)Title 1 Part A Funds	Formative - data collections reports intervention schedules etc.

# BORGER ISD

**Goal 3.** Borger ISD will promote the connection between high school and a career or college.

**Objective 1.** The LEA will provide Career and Technology Education and college preparatory opportunities to prepare students for the 21st Century Workforce and/or post-secondary education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of the CTE Advisory Committee will address CTE program needs for program effectiveness and participation. (Title I SW: 1,10) (Target Group: CTE) (Strategic Priorities: 3)	District CTE Coordinator, Instructional Liaison, Principal	August - July		Summative - Sign in sheets, agendas, increased CTE student participation as demonstrated by enrollment and student performance on state assessments, TPAR data
2. The LEA will monitor the implementation of the CTE Continuous Improvement Plan as a PBMAS requirement. (Title I SW: 1) (Target Group: CTE) (Strategic Priorities: 3)	CTE Coordinator, Principal	August - July		Summative - Data collected at designated monitoring dates related to the plan.
3. Students will explore careers and post secondary goals that match their goals, interests, or abilities by utilizing Super Strong program. (Title I SW: 1,10) (Target Group: All, CTE) (Strategic Priorities: 3)	Counselor(s), CTE Coordinator, Principal	August - July	(F)CTE Carl Perkins	Summative - number of participants using the program as evidenced by program usage records
4. High school students identified as special education students will participate in TAGG--Transition Assessment and Goal Generator as a transition assessment. (Title I SW: 10) (Target Group: SPED) (Strategic Priorities: 3)	Assistant Principal(s), Director of Special Education , Principal	August - May	(L)Local SSA ( Shared Services Arrangement)	Summative - TAGG data
5. Continue to utilize previously developed comprehensive CTE evaluation tool to drive CTE course offerings for students. (Title I SW: 1,10) (Target Group: All, CTE) (Strategic Priorities: 3)	CTE Coordinator, Instructional Liaison, Principal	August - July	(F)CTE Carl Perkins	Summative -
6. The LEA will seek CTE professional development through Region 16, State CTE Conference, TCEA and other providers. (Title I SW: 4) (Target Group: CTE) (Strategic Priorities: 3)	CTE Coordinator	August - July	(F)CTE Carl Perkins	Summative - Completion certificates
7. CTE teachers and core content teachers will meet two times a month for instructional PLCs for instructional integration of TEKS, data analysis and instructional practices alignment. (Title I SW: 1) (Target Group: CTE, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), CTE Coordinator, Instructional Liaison, Principal, Teacher(s)	August - July		Summative - Evidence through minutes and walk through data and student achievement showing increased curriculum and instructional alignment in CTE and core content classes.

# BORGER ISD

**Goal 3.** Borger ISD will promote the connection between high school and a career or college.

**Objective 1.** The LEA will provide Career and Technology Education and college preparatory opportunities to prepare students for the 21st Century Workforce and/or post-secondary education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. LEA will develop processes and procedures for CTE student performance monitoring and administrator/parent notification in order to provide early intervention measures for students. (Target Group: All) (Strategic Priorities: 3)	CTE Coordinator, Instructional Liaison, Principal	August - July		Summative - Six week contact logs and student achievement data
9. LEA will pay for 6 hours of dual credit tuition and a significant portion of Associate Degree Cohort tuition. (Title I SW: 10) (Target Group: 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Business Manager, Principal, Superintendent(s)	August - May	(L)Local Taxes and State Per Capita Allotments, (S)Local Funds	Summative -

# BORGER ISD

**Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.

**Objective 1.** The LEA will promote parent/community partnerships in education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will endeavor to increase parent, family, and community engagement in all areas of the district. (Title I SW: 6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 5,6)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators, Principal, Teacher(s)	August - July	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - Parent Involvement Rates Surveys Sign in sheets
2. The LEA will increase Title III Parent, Family and Community Engagement opportunities throughout the district that are above and beyond those meeting Title I requirements. (Title I SW Elements: 3.1) (Target Group: LEP) (CSFs: 5,6)	Assistant Superintendent(s)	August -May	(F)Title III Bilingual / ESL	Formative - Schedules, sign in sheets, program notes
3. ESL Classes will be provided through the Family Engagement Center for parents and other stake-holders and community members needing English Language instruction and support. (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: All) (CSFs: 5)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - PI Center Sign in Sheets
4. Family Engagement trainings will sought out and attended by Parent Liasions as appropriate. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators	August - May	(F)Title 1 Part A Funds	Summative - Certificates of training
5. The LEA will participate in the annual community sponsored Back to School Fair. It will assist in the task of providing resources and services to students preparing for back to school. (Title I SW: 6,7,9,10) (Target Group: All) (CSFs: 5)	Instructional Services Coordinator	August		Summative - Data showing how many students served
6. The LEA will purchase needed supplies, technology, etc. to promote family engagement, coordinate instructional services, support the family engagement center and adult literacy programs. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative -

# BORGER ISD

**Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.

**Objective 1.** The LEA will promote parent/community partnerships in education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. The district will endeavor to provide relevant and timely communication to parents and other stakeholders in native languages as appropriate and through multiple forums including: District Website, Schoolway App, local and social media, written communications, community billboards. (Title I SW: 6) (Target Group: All)		August - July	(S)Local Funds	Summative - Website data and postings as evidence
8. The LEA, through school, community and parent collaboration, will host activities related to Drug and Alcohol Awareness and Bully Prevention Strategies. (Title I SW: 10) (Target Group: All) (CSFs: 5,6)	Assistant Superintendent(s), Counselor(s), Instructional Services Coordinator, Principal	August - May	(F)Federal Grants, (S)Local Funds	Summative -
9. The LEA Communications Department will continue to regularly promote district athletic endeavors, athletic instruction, scores, schedules and other announcements through the district website, social media, and other communications outlets. (Target Group: All) (CSFs: 5,6)	Communications Coordinator	August - July	(S)Local Funds	Summative -
10. The LEA will strive to achieve a positive culture within the Department of Transportation. (Title I SW: 1) (Target Group: All) (CSFs: 3,5,6)	Assistant Superintendent(s), Designee(s)	August - July	(S)Local Funds	Summative - staff surveys-- formal and/or informal staff retention
11. The LEA will strive to create a positive image in the Department of Transportation by managing conflict and improving communication within the district and community. (CSFs: 5,6)	Assistant Superintendent(s), Designee(s)	August 2017- May 2018	(S)Local Funds	Formative -
12. The LEA will improve student safety and promote student-centered services by decreasing the transportation eligibility mileage requirement from 2 miles to 1 mile from campus. (Target Group: All)	Assistant Superintendent(s), Designee(s)	August - July	(S)Local Funds	Summative -

# BORGER ISD

**Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.

**Objective 2.** The LEA will promote high levels of school safety in all areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses will screen volunteers and visitors to the campus using the RAPTOR system. (Target Group: All) (CSFs: 6)	Principal	August -May	(O)Staff Time, (S)Local Funds	Formative - Raptor records
2. The district will provide School Resource Officers through the Borger Police Department to be utilized at all campuses. (Target Group: All) (CSFs: 6)	Superintendent(s)	August-May	(S)Local Funds, (S)State Grants	Summative -
3. All new hires to the LEA will complete training on Reporting Abuse through the Texas Department of Family and Protective Services. Certificates will be retained. (Target Group: All) (CSFs: 6)	Assistant Superintendent(s), Principal	August- May	(O)Staff Time	Formative - Certificates retained at district level
4. If abuse is suspected by any district employee, guidance from FFG(Legal) (Local) and (Exhibit) will be used to guide reporting process. District will conduct periodic reviews of procedures to ensure suspected abuse is reported in accordance with state law. (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Athletic Director, Counselor(s), Principal, School Nurse, SRO Officer, Superintendent(s), Teacher(s)	August - July	(O)Staff Time, (S)Local Funds	Formative - Changes in procedures will be reviewed and updated as needed.

# BORGER ISD

**Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.

**Objective 3.** Borger ISD will meet the needs of students who meet definitions of foster or homeless.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how to transport students in foster care who wish to remain at his/her school of origin. Transportation, if deemed in the best interest of the students will be provided, arranged, and funded. (Title I SW: 6,10) (Target Group: All) (CSFs: 1,4,5)</p>	<p>Assistant Superintendent(s), Instructional Services Coordinator, Superintendent(s)</p>	<p>August - July</p>	<p>(F)Title 1 Part A Funds, (S)Local Funds</p>	<p>Summative -</p>
<p>2. Borger ISD will meet the needs of student identified as homeless using the McKinney Vento guidelines. TEA issued enrollment guidelines will be utilized and funding to meet needs will be coordinated throughout the district to meet education and/or necessity needs (clothing, school related fees, etc). (Title I SW: 10) (Target Group: All) (CSFs: 5)</p>	<p>Assistant Superintendent(s), Instructional Services Coordinator, Principal, Superintendent(s)</p>	<p>August - July</p>	<p>(F)Title 1 Part A Funds, (S)Local Funds</p>	<p>Summative -</p>

# BORGER ISD

**Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.

**Objective 4.** Borger ISD will continue to emphasize excellence in extra-curricular areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA and individual campuses will emphasize improvement of the athletics organization and increase expectations for all areas of the department. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,5,6)	Assistant Athletic Director, Athletic Director, Principal, Superintendent(s)	August -July	(O)Personnel, (O)Staff Time, (S)Local Funds	Formative -
2. The LEA will work to add needed equipment to athletics programs. (Title I SW: 1) (Target Group: All)	Assistant Athletic Director, Athletic Director, Superintendent(s)	August - July	(S)Local Funds	Formative -

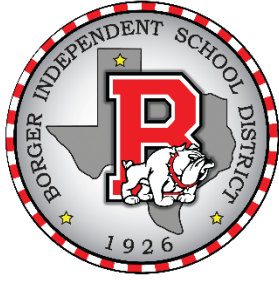


# BORGER ISD

**Goal 5.** Borger ISD will meet the needs of identified At-Risk Students through State Compensatory Education programs.

**Objective 1.** Borger ISD will increase academic achievement of identified at-risk students by meeting needs through Texas State Compensatory Education Programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction, including summer school for student identified as At-Risk will be provided to meet individual needs. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August- July	(S)State Compensatory	Formative - At-Risk documentation in Cume Folder will be reviewed and updated at regular intervals Student data will be monitored at regular intervals Tutorial/summer school/program rosters
2. Targeted and strategic intervention for identified At-Risk students will be provided through RTI. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - May	(S)State Compensatory	Formative - RTI class rosters Student data At-Risk documentation and monitoring (green card)
3. Other services, as needed and identified, will be provided for students identified as At-Risk. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - July	(S)State Compensatory	Formative - Documentation of At-Risk students (green card) Descriptions of services provided



## **Borger Independent School District Needs Assessment 2019-2020**

Borger ISD continuously addresses strengths and needs throughout the district related to programs and services provided to approximately 2500 students on six campuses. Data sources reviewed are extensive and include: student assessment and other achievement data, campus needs assessments, program and department reports and data, personnel allocations, budgets and financial reports, and PEIMS data.

The District's Belief Statement and Graduate Profile along with the annual goals set forth by the Board of Trustees guide all decisions. Academic achievement for all students is a primary goal and the core business is high quality curriculum and instruction. The district is committed to the professional growth of all staff members and this learning is targeted toward student achievement. School safety is paramount in the district and efforts are made to create and maintain a safe environment for all stakeholders.

### **STAFF QUALITY**

#### **Strengths:**

- Teachers are highly trained and qualified professionals who strive to meet the individual needs of each student
- Instructional coaching model is in place to support all teachers including new and struggling teachers/staff
- Professional development opportunities are provided and utilized by all staff
- Classroom instruction is monitored by instructional leadership and feedback is timely and targeted through formal and informal means
- Recruitment of new and needed staff is ongoing and includes annual participation in job fairs
- High needs areas are prioritized through recruitment efforts including stipends for high needs areas

#### **Needs:**

- All staff members will continue to be encouraged to participate in high-quality professional development from a variety of sources
- The instructional coaching model from Get Better Faster will be emphasized

- Specific training to focus on inclusion, differentiation and special sub pops will be sought.
- Power Walks from Lead Your School will be replaced with the McRel Power Walkthrough Tool to align observation with the district emphasized Classroom Instruction That Works 2 research and strategies
- Bilingual certified and ESL certified teachers continues to be a need and the district will continue to offer reimbursement for ESL pathway and encourage appropriate staff to pursue the Bilingual certification

## **CURRICULUM, INSTRUCTION, AND ASSESSMENT**

### **Strengths:**

- District Scope and Sequence is modeled after the KILGO method of alignment with assessment data
- Horizontal alignment across grade levels and content areas
- All teachers are trained and continued emphasis is placed on the deep alignment of the written, taught, and tested curriculum, unpacking of TEKS, alignment of resources, and the evaluation of instructional practices
- District aligned instructional practices such as Fundamental Five and McRel CITW2
- Balanced Literacy Initiative
- Math Workshop emphasis
- Dual Credit programs and Associate's Degree Cohort programs
- CTE offerings and pathways
- 

### **Needs:**

- Continue to emphasize the understanding of concrete, pictorial and abstract learning and practices
- Continue to emphasize assessment and instruction reviews on campuses with emphasis on student groups and individual students
- Continue to support writing across the curriculum
- Vertical alignment in elementary and across content areas
- Research alignment of instructional practices, strategies, activities, materials
- Integration of technology should continue to be addressed
- Begin implementation and monitoring of Gomez and Gomez Dual Language Framework and best practices for bilingual classes
-

## **STUDENT ACHIEVEMENT**

### **Strengths:**

- Significant growth in accountability indicators continues throughout the district
- Relative performance measure in Domain 2 of state accountability system is strong
- Partnerships with FPC:
  - Certification programs
  - Dual credit
  - Associate degree cohorts
- UIL academic results
- TAFE to recruit students into the field of education
- Instructional coaches are highly visible and work closely with teachers to promote student success and professional development
- Supplemental positions are utilized to support student achievement including: RTI, Reading Recovery, Instructional Assistants
- 

### **Needs:**

- Continue to research and find ways to address the Summer Slide learning loss
- Continue to utilize supplemental support positions to enhance achievement in all areas included those under State Comp Ed
- Emphasis will be placed on Meets Grade Level Expectations in all content and grade levels to raise student achievement levels and increase state accountability results to levels above the state averages
- Focus professional learning on differentiated instruction and implement best practices for differentiation to address all student need including ELL, SPED, 504
- Seek to identify and address barriers to growth at Crockett Elementary in state accountability domains 1, 2, and 3

## **PARENT AND FAMILY ENGAGEMENT**

### **Strengths:**

- ESL classes provided through the Parent Involvement Center
- High attendance rate at school sponsored events/programs
- Community, business and professional leaders are invited to partner with schools
- Communication efforts are strong including: school notice distributions, website, social media, call out systems, and other Apps
- Snack Pak for Kids
- The district offers many opportunities for Parent and Family Engagement and is committed to increasing this partnership

**Needs:**

- Continue to seek and create additional opportunities for Parent and Family Engagement
- Seek to translate as much information as possible in Spanish to increase access for all stakeholders
- Implement LIFT (Learning is Fun Together) to increase Parent and Family Engagement and address student achievement, summer learning loss
- Better align Parent and Family Engagement efforts and required documents to ESSA and Title 3 requirements

**TECHNOLOGY****Strengths:**

- Technology is used to enhance learning
- Supplemental programs are utilized to support learning and assess student achievement
- High quality programs are used to address specific student groups and needs including ELL, Dyslexia, RTI, credit recovery
- Technology department continuously assess and addresses needs throughout the district regarding infrastructure, hardware, etc.
- District technology plan

**Needs:**

- Continued training is needed for various program use, devices
- Continued use of researched based, successful programs to aide in the achievement of all students
- Review policy and procedures regarding app usage and FERPA
- Update and replace older hardware and servers
- Continue to increase wifi access through the district
- Continue to add iPads and Chromebooks where needed throughout the district.