

# BORGER H S

## Campus Improvement Plan

### 2017/2018



# BORGER H S

**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 2016-2017 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 2016-2017 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.
- Objective 10.** Borger HS will provide students with opportunities for academic excellence through extra curricular student organizations.

**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.

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**Objective 4.** Borger ISD will meet the needs of at-risk students.

**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.

**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.

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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 2016-2017 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 2016 - May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Scope & Sequence
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 2016 - May 2017	(L)Local SSA ( Shared Services Arrangement)	Summative - Common Formative Assessment and STAAR 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 2016	(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 2016 - May 2017	(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 2016 - May 2017	(O)Access to Student Performance Data	Summative - Increased passing rates on common formative assessments/STAAR.
7. Collaborative planning times (Treasure Hunts) will be scheduled for core-teachers.	Instructional Liaison, Principal	August 2016 - May 2017	(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 2016 - May 2017	(O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Common formative assessments every 6 weeks. Increase scores on state assessments.
9. Development of district curriculum team to analyze and develop resource documents that align KILGO components.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	October 2016	(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.

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**Objective 1.** Borger High School will achieve alignment between the written, taught and tested curriculum as evidenced by 2016-2017 STAAR and EOC test results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 2016 - May 2017	(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 2016- May 2017		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 2016- May 2017		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 2016-May 2017		Summative - Fundamental Five, DOK Questions, AEIS report, EOC benchmarks
14. Borger HS will actively monitor students identified as at-risk and implement individualized intervention and assistance as needed.		August 2016- June 2017		Summative - At-Risk Communications from responsible parties
15. Borger HS will collaborate with all involved in the assessment of educational strategies and methods when dealing with students requiring 504 services.				Summative - 504 Ard Documentation

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

**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 2016-2017 STAAR and EOC test results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide systematic and sustained professional development through instructional coaching.		August 2016- May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Contact log, coaching documentation and increased teacher pedagogy as evidenced by walk through data and T-TESS.
2. Utilization of higher level/open ended questioning, requiring multi-step processing.	Assistant Principal(s), Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2016 - May 2017	(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 2016 - May 2017 -every 6 weeks	(O)No Associated Cost	Summative - Administrator walk through data, action plans every 6 weeks. T-TESS 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 2016 - May 2017	(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 will offer professional development over the "Fundamental Five" and will provide a book study for new teachers.	Assistant Principal(s), Principal	August 2016- May 2017	(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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**Goal 1.** Borger High School will improve academic achievement for all students and will meet the accountability standards.

**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 necessary core areas for students not successful on the previous year's state assessment and as a preventive strategy to increase student achievement on state assessments.	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal	August 2016 - May 2017	(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 2016- May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Record of students attendance and increase in achievement as evidenced through course grades/ZAP information
3. Borger HS will provide summer school for students needing remediation.	Assistant Principal(s), Core Subject Teachers, Principal	June 2016 and June 2017	(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 accommodations. SYSTEM SAFEGUARDS	Teacher(s)	August 2016 - May 2017		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 2016 - May 2017	(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.	Special Education Teachers, Teacher(s)	August 2016-May 2017		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 2016- May 2017		Summative - Documentation of Special Educational Staff and Instruction
8. Borger HS will provide teacher support for the General Ed Teachers to help with strategies for mastery for ELL's.	Core Subject Teachers, Designee(s)			Summative - Communication logs between ESL support and General Ed teachers. Strategies provided to General Ed Teachers when ELL's are assigned to the room.

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

**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 to create resources and increase teacher pedagogy. SYSTEM SAFEGUARDS	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Principal, Special Education Teachers	August 2016 - May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(O)Access to Preparation Class	Summative - ESL endorsement documentation, teacher to student ratio analysis and increase student achievement on state and local assessments.
6. Borger HS will utilize the embedded supports available for students in the STAAR testing system. SYSTEM SAFEGUARDS	ARD Committee, Assistant Principal(s), Director of Special Education, Principal, Special Education Teachers	August 2016 - May 2017	(F)IDEA Special Education	Summative - ARD Documentation
7. Borger HS will implement goals defined by the LPAC committee. (Target Group: ESL, Migrant, LEP)	Director of Curriculum and Instruction, Instructional Liaison, Instructional Services Coordinator, Principal, Special Education Teachers	August 2016- May 2017		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 2016- May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(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 and AP course offerings.	Director of Federal Programs and Instruction, Principal	August 2016 - May 2017	(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.
7. Borger ISD will provide opportunities for students to take the PSAT at 10th and 11th grade.	Assistant Principal(s), Counselor(s), Principal	May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Increase the number of students taking the PSAT.

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

**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 will be disseminated by counselors on higher-ed requirements.	Counselor(s)	August 2016 - May 2017	(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 2016 - May 2017	(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 2016- May 2017	(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 career pathways.	District CTE Coordinator, Principal	August 2016 - May 2017	(F)CTE Carl Perkins	Summative - As evidenced by course offering lists and career pathways
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Career Cruising" program and BHS Career and College Night.	Counselor(s), District CTE Coordinator	August 2016- May 2017	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records and sign in sheets for college and career night.

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

**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. Borger HS will continue to use consistent criteria to ensure appropriateness of discretionary DAEP placements.	Assistant Principal(s), Principal	August 2016 - May 2017	(O)No Associated Cost, (O)Personnel	Summative - DAEP Placement documentation and validation, administrative guidelines
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 2016- May 2017	(O)No Associated Cost, (O)Personnel	Summative - Communication logs, individual students plans, lesson plans, students achievement as evidenced by post DAEP placement assessments.
3. Borger HS will provide smaller class size and self-paced curriculum through North Star Academy.	Director of Curriculum and Instruction	August 2016- May 2017	(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. Borger HS will provide Homebound instruction for students per doctor order, including medically fragile, pregnant, etc.	Assistant Principal(s), Principal	August 2016 - May 2017	(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.

# BORGER H S

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

**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. Borger HS will provide in-service training for teachers over bullying prevention.	Assistant Principal(s), Principal	August 2016 - May 2017	(F)Professional Development	Summative - In-service training for bullying and behavior supports.
2. Borger HS will provide school-wide drug, alcohol, tobacco, and violence prevention awareness.	Executive Director of Special Programs	August 2016 - May 2017	(L)Local Projects, (O)Local Districts	Summative - Red Ribbon Week Activities, other violence prevention interventions. Online Curriculum for students concerning common high-risk behaviors and positive intervention strategies.
3. Borger HS will provide students with school-wide intervention for high risk behaviors	SRO Officer	April 2017	(L)Local Projects	Summative - Student performed plays, assemblies, online resources

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

**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. Borger HS will enroll students in career path/endorsements 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 2016-2017	(O)Staff Time	Summative - Enrolment numbers in selected career path/endorsement
2. Borger HS will increase 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 2016-May2017	(O)Staff Time	Summative - Description of Course Catalog offerings
3. Borger HS will research and increase offerings of certification programs for students	Assistant Principal(s), District CTE Coordinator, High School CTE Coordinator, Principal, Teacher(s)	August 2016-May 2017	(O)Staff Time	Summative - List of current and future certification offerings

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

**Objective 10.** Borger HS will provide students with opportunities for academic excellence through extra curricular student organizations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger HS will increase student achievement by providing students with the opportunity to become members of the National Honor Society. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August 2016- June 2017		Summative - NHS Membership Documentation, Requirements for being inducted into NHS
2. Borger HS will provide students with the opportunity to join in UIL Academics in various events.	Assistant Principal(s), Principal, Teacher(s)			Summative - UIL Academic Event lists, UIL Academic communication logs

# BORGER H S

**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. Borger HS will provide sustained training with Margaret Kilgo methods 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, T-Tess data, assessment/STAAR/EOC results, training documentation
2. Borger HS will provide professional development to instructional coaches with a focus on building common vocabulary, processing skills, and an instructional strategy for leading and coaching.	Professional Educational Consultants	November 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets, certificates of completion, increased instructional coaching capacity as evidenced by coaching documentation.
3. Borger ISD will utilize instructional liaisons to facilitate planning, curriculum/assessment alignment, and instructional strategies with core content area teachers.	Principal	August 2016-May 2017	(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 T-TESS.
4. Borger HS will provide professional development to address instructional practices appropriate for preparing students for STAAR/EOC testing.	Director of Curriculum and Instruction, Principal, Teacher(s)	August 2016 - May 2017	(F)Title IIA Principal and Teacher Improvement	Summative - Local assessments and STAAR/EOC results. Walk through data and T-TESS data.
5. Borger HS will provide professional development to address instructional pedagogy.	Core Subject Teachers, Director of Curriculum and Instruction, Instructional Liaison, Principal	August 2016 - May 2017	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates of completion

# BORGER H S

**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. Borger HS will provide professional development on working with students and families in poverty. SYSTEM SAFEGUARDS	Director of Curriculum and Instruction	August 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates for attendance.
2. Borger HS will provide professional learning community (PLC) professional development for teachers.	Director of Curriculum and Instruction, Principal, Professional Educational Consultants	August 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates of attendance
3. Borger HS will facilitate 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 2016 - May 2017	(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 2016	(F)CTE Carl Perkins	Summative - ESC record of attendance and certificates of completion.
5. Borger HS will provide inclusion training to all staff essential to providing inclusive education.	Professional Educational Consultants	September 2016	(F)Title IIA Principal and Teacher Improvement	Summative - Sign in sheets and certificates of completion
6. Borger HS will provide professional development on student-centered instruction, including culturally-diverse approaches to instruction.	Director of Curriculum and Instruction	August 2016 - May 2017	(F)Title IIA Principal and Teacher Improvement	Summative - Principal walk throughs; sign in sheets
7. Borger HS will provide opportunities for collaboration between CTE and core teachers to discuss common vocabularies and reinforcement of core curriculum standards.	Core Subject Teachers, High School CTE Coordinator, Instructional Liaison, Teacher(s)	August 2016- May 2017	(O)Campus Based Professional Development, (O)Staff Time	Summative - Teacher discussion within PLC's; Sign in sheets



# BORGER H S

**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 2016 - May 2017	(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 2016 - May 2017	(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 2016 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 2016 - May 2017	(L)Local Taxes and State Per Capita Allotments	Summative - Documentation of parent communication, specifically the back to school packet
5. Automative Calling system will be used to inform parents of upcoming testing, calendar items, grade reporting dates and other important information.	Principal	August 2016 - May 2017	(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 2016 - May 2017	(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 2016 - May 2017	(O)No Associated Cost	Summative - Communication logs

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**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
8. Administrators and teachers will promote a positive climate by nominating and awarding a peer teacher with the Velma Freeman Gillespie/Zelma Freeman Root Foundation Award for teaching excellence.				Summative -

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

**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 2016	(O)No Associated Cost, (O)Personnel	Summative - Parent participation as evidenced by sign in sheets.
2. Borger HS will 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 2016 - May 2017	(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 contracts, parent advisory and site based meetings.	Assistant Principal(s), Parent Involvement Coordinators, Principal	August 2016 - May 2017	(O)No Associated Cost, (O)Personnel	Summative - Parent involvement and sign in sheets
5. Borger HS will provide parents with a copy of the School Improvement LEA Notification letter both as a hard copy and electronically.	Director of Federal Programs and Instruction	August 2016	(O)No Associated Cost	Summative - Copy of Letter, parent signatures of receipt, posting on district website, TEA submission documentation.
6. Borger HS will cultivate and maintain community partnerships.	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)			Summative - Documentation of community partnerships with Borger HS

# BORGER H S

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

**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 2016 - May 2017	(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 2016 - May 2017	(O)No Associated Cost	Summative - Copies of parental communication in English and Spanish.

# BORGER H S

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

**Objective 4.** Borger ISD will meet the needs of at-risk students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for maintaining a student in foster care in his or her school of origin (unless it is not in the student's best interest). (Title I SW: 10) (Target Group: All)	Instructional Services Coordinator, Superintendent(s)	December 2016-May 2017	(F)Federal Grants, (S)Local Funds	Summative - Copy of procedures

# 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. Borger HS will provide opportunities for parents and community members to participate in activities associated with Red Ribbon Week.	Assistant Superintendent(s), Principal	October 2016	(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 2016 - May 2017	(O)No Associated Cost	Summative - Documentation of safety drills and reports.
3. Borger HS will provide teachers and staff with information regarding the health and safety of the students	School Nurse			Copies of information given

# 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 2016 - May 2017	(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 2016- May 2017	(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. Borger HS will install and maintain Smart Boards in all high school classrooms.	Director of Technology, Principal, Superintendent(s)	August 2016-May 2017	(O)Staff Time	Summative - List of classrooms with smart boards installed
2. Borger HS will provide multiple iPad labs for teacher use.	Director of Technology, Principal, Superintendent(s)	Aug 2016- May 2017	(O)Staff Time	Summative - List of iPad labs available, sign up sheet for iPad lab use.
3. Borger HS will provide teachers with a personal website that can be updated and reached from the BorgerISD website.	Campus Instructional Technologist, Communications Coordinator, Director of Technology			Summative - Samples of teacher websites



# 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. Borger HS will provide quality professional development for teachers using Smart Baords	Principal, Teacher(s)	August 2016		Summative - Professional Development documentation, sign in sheets
2. Provide quality professional development in innovative technologies for teachers.	Director of Technology, Principal, Teacher(s)	August 2016		Summative - Professional Development, sign in sheets

# BORGER H S Site Base

Name	Position
Ammerman, Matt	Principal
Carroll, Shannon	Frank Phillips College
Conaway, Dede	Associate Principal
Denton, Bree	CTE
Denton, Michael	Inclusion/Math Teacher
Gonnering, David	General Education
Horton, Linda	CTE/ Department Head
Mcquade, Sandra	Assistant Principal
Murga, Pedro	ESL/Spanish/Department Head
Price, Jud	Business Member
Schroeder, Barbie	Instructional Services Coordinator
Sharp, Melanie	Parent
Welch, Luke	Assistant Principal

# Borger High School 2017/2018 Campus Needs Assessme

## Introduction

The Borger High School SBDM committee met on August 16, 2017 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 2017-2018 Campus Improvement Plan were based on the study/disaggregation of the following data:

- a. STAAR data
- b. AYP data
- c. ACT/SAT results
- d. 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, 40 percent Hispanic and 49 percent White and 6% other. Also according to the latest AEIS report, 4.4 percent of the campus is listed as Bilingual/ESL, 77 percent CTE, 9.2 percent Gifted and Talented and 11.6 percent of the campus is listed as special education. Finally, 64% of the campus is Non-Educationally Disadvantaged, 36 percent of the campus is listed as Economically Disadvantaged and 40 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

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 or the state average percentages.

## Campus Needs Assessment Priorities

### Goal 1:

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.

Borger HS will provide students with opportunities for academic excellence through extra-curricular student organizations.

Borger High School students will improve academic achievement for all students and will meet the 2017-2018 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.

Goal 5: Borger High School will enrich student learning and teacher resources by incorporating progressive technology into daily instruction. [new] Borger HS will utilize innovative technologies that aid in instruction in classrooms.

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

Borger HS will implement online testing for students.

# Campus Needs Assessment

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## **Borger High School**

Borger High School, a 9<sup>th</sup> through 12<sup>th</sup> 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 of the school 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. Both physical and emotional student safety are very important pieces of the environmental make-up. Finally, administrators and teachers are encouraged to make community commitment and involvement important parts 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 2016-17 school year, Borger High School enrollment consisted of 1.8% American Indian, 0.3% Asian, 40.9% Hispanic-Latino, 5% African American, 48.8% White, 0% Pacific Islander, and 3.2% two or more races. At Borger High School, 14% of the student population are classified as SPED, 4% are classified as LEP, and 38% are classified as Economically Disadvantaged.

The BHS campus housed sixty teachers, sixteen instructional assistants, four campus administrators, two counselors, and other various supporting staff members. Departments include math, CTE, English, science, social studies, and FAFLO (Fine Arts, Foreign Language and Others).

Changes to the leadership structure have occurred in the last two years. During the 2016-17 school year, Matt Ammerman remained in position as principal and De De Conaway remained in position as Associate Principal. Sandra McQuade was promoted to Assistant Principal, and Luke Welch remained in the position as Assistant Principal. Stacy Howes is the new ninth and tenth grade counselor, while Gina Peralez remains as the eleventh and twelfth grade counselor. These changes were made due to staff leaving. Each principal and counselor 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 2015-16 school year to the 2017-2018 school year.

The committee is made up of individuals from various parts of school culture, including an administrator, two CTE teachers, two English teachers, and a math teacher at Borger High School. The committee met four times 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 as well as 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 ten objectives. The first objective is that Borger High School will achieve alignment between written, taught, and tested curriculum as evidenced by 2017-18 STAAR/EOC test results. To tackle this objective, teachers were asked to participate in weekly verb discussions, two-week chunk meetings, and CTE/department meetings to address both department specific alignment and cross-curricular alignment. Teachers were given collaborative planning days at the beginning of the year and at the middle of the year to plan so that they were following similar scope and sequences at similar times during the year. Administrators met with department liaisons and the information attained at KILGO trainings was then dispersed to all teachers. In DAEP, students were expected to meet the same level of rigor as those in regular classes. LEP students were required to take formative assessments and the use of graphic organizers and linguistic supports was encouraged. Teachers were given benchmark STAAR/EOC scores and utilized data to shape their instruction throughout the year. At-Risk students were also monitored actively and intervention was promptly implemented as needed. Finally, Borger High School facilitated collaboration with all involved to improve and implement 504 services.

Below, Borger High School testing scores are compared to state averages for 2014-2015, 2015-2016 and then for 2016-2017 (See Figure I - IV). Data is retrieved for TEA TARP data releases.

<b><u>2014-2015 Test</u></b>	<b><u>BHS All Students</u></b>	<b><u>State Average</u></b>	<b><u>% Difference</u></b>
Algebra I	81	81	same
Biology	93	91	+2%
English I	69	71	-2%
English II	72	72	same
US History	90	91	-1%

**Figure I:** Borger High School test results with percent variation from the state average for the 2014-2015 school year.

<b><u>2015-2016 Test</u></b>	<b><u>BHS % All Students</u></b>	<b><u>State Average</u></b>	<b><u>% Difference</u></b>
Algebra I	78	78	same
Biology	85	87	-2%
English I	69	65	+4%
English II	75	67	+8%
US History	90	91	-1%

**Figure II:** Borger High School test results with percent variation from the state average for the 2015-2016 school year.

<b><u>2016-2017 Test</u></b>	<b><u>BHS</u></b>	<b><u>State Average</u></b>	<b><u>% Difference</u></b>
Algebra I	77	Data is <b>Not</b> yet Available 10/06/2017	
Biology	82		
English I	58		
English II	60		
US History	90		

**Figure III:** Borger High School test results with percent variation from the state average for the 2016-2017 school year.

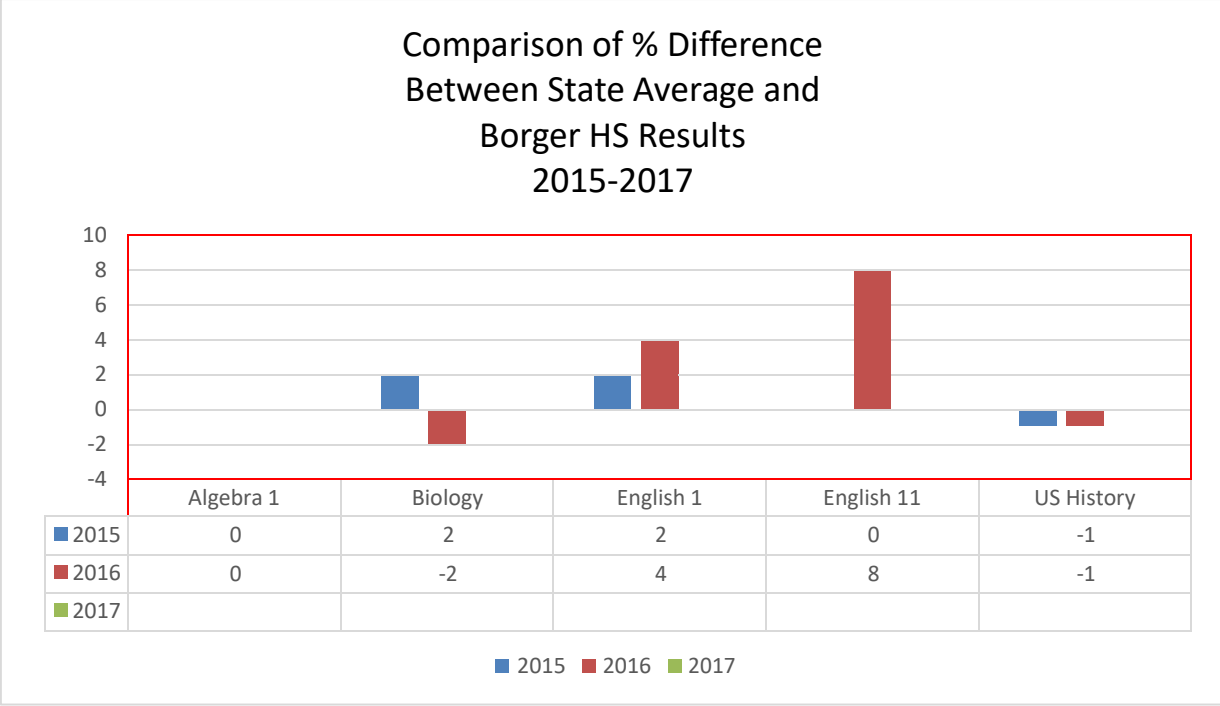


Figure IV: Displays the difference between the state average in each of the core subjects and the Borger H S results across the last three years. As of 10/06/2017, the 2017 state TARP results are not yet published.

**Goal 1, Objective 2**

Objective 2 addressed the need for highly effective instruction that would be assessed through STAAR/EOC test results. At Borger High School, teachers were given professional development days introducing and then reinforcing data driven instructional strategies. Teachers attended regular staff development geared towards implementing the Fundamental Five in their classrooms. Fundamental Five encourages teachers to include five parts in the lesson they teach daily. These five parts include framing the lesson, using the power zone, allowing students frequent opportunities for small group, purposeful talk, using recognition of positive behaviors from the student and reinforcement of those behaviors by some sort of reward system, and using the critical writing. Teachers had to include critical writing in their lesson plans during the year. New teachers also attended a Fundamental Five book study once a month with administration.

Teachers were also given McREL training, which focused on creating an environment for learning through structured teaching. This went hand in hand with the Fundamental Five training and reinforced instructional goals such as setting objectives and providing feedback (framing the lesson) and reinforcing effort and providing recognition (recognition and reinforcement).

Finally, teachers were all given information on Depth of Knowledge question stems including a poster that hung in their rooms (See **Figure V**). Administrators required teachers to think of higher level depth of knowledge questioning techniques (level 3-4) as opposed to level 1 questions. All three types of professional development are data driven.



## DOK Question Stems

### DOK 1

- Can you recall \_\_\_\_\_?
- When did \_\_\_\_\_ happen?
- Who was \_\_\_\_\_?
- How can you recognize \_\_\_\_\_?
- What is \_\_\_\_\_?
- How can you find the meaning of \_\_\_\_\_?
- Can you recall \_\_\_\_\_?
- Can you select \_\_\_\_\_?
- How would you write \_\_\_\_\_?
- What might you include on a list about \_\_\_\_\_?
- Who discovered \_\_\_\_\_?
- What is the formula for \_\_\_\_\_?
- Can you identify \_\_\_\_\_?
- How would you describe \_\_\_\_\_?

### DOK 2

- Can you explain how \_\_\_\_\_ affected \_\_\_\_\_?
- How would you apply what you learned to develop \_\_\_\_\_?
- How would you compare \_\_\_\_\_? Contrast \_\_\_\_\_?
- How would you classify \_\_\_\_\_?
- How are \_\_\_\_\_ alike? Different?
- How would you classify the type of \_\_\_\_\_?
- What can you say about \_\_\_\_\_?
- How would you summarize \_\_\_\_\_?
- What steps are needed to edit \_\_\_\_\_?
- When would you use an outline to \_\_\_\_\_?
- How would you estimate \_\_\_\_\_?
- How could you organize \_\_\_\_\_?
- What would you use to classify \_\_\_\_\_?
- What do you notice about \_\_\_\_\_?

### DOK 3

- How is \_\_\_\_\_ related to \_\_\_\_\_?
- What conclusions can you draw \_\_\_\_\_?
- How would you adapt \_\_\_\_\_ to create a different \_\_\_\_\_?
- How would you test \_\_\_\_\_?
- Can you predict the outcome if \_\_\_\_\_?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of \_\_\_\_\_?
- What facts would you select to support \_\_\_\_\_?
- Can you elaborate on the reason \_\_\_\_\_?
- What would happen if \_\_\_\_\_?
- Can you formulate a theory for \_\_\_\_\_?
- Can you elaborate on the reason \_\_\_\_\_?

### DOK 4

- Write a thesis drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about \_\_\_\_\_?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.

## **Figure V: Depth of Knowledge question level examples**

Teachers were encouraged to use the information provided in staff trainings in their rooms and administrators did walk throughs to check for specific pieces discussed in the trainings. This became a segment of the teacher's summative assessment.

### ***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. BHS offers the option of implementing a "9<sup>th</sup> period" FLEX hour to core areas in need of academic intervention. During the spring semester at BHS, Algebra I students were given a FLEX period at the end of the day to work on grades, weak concept areas and testing strategies. Also, teachers were asked 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. Students who failed classes or needed more intensive intervention for STAAR/EOC were given the option to go to summer school. System safeguards that were in place were providing academic support for all students including SPED students by providing hands-on activities. Inclusion was utilized for SPED students in various classes providing hands-on, real- world activities.

Borger High School's 771 enrolled students failed 116 classes of 11,136 total classes. This is approximately at 1.04% failure rate. Student failure rates are something to be considered for the next school year, and adding or changing intervention strategies may be considered as a possible campus need.

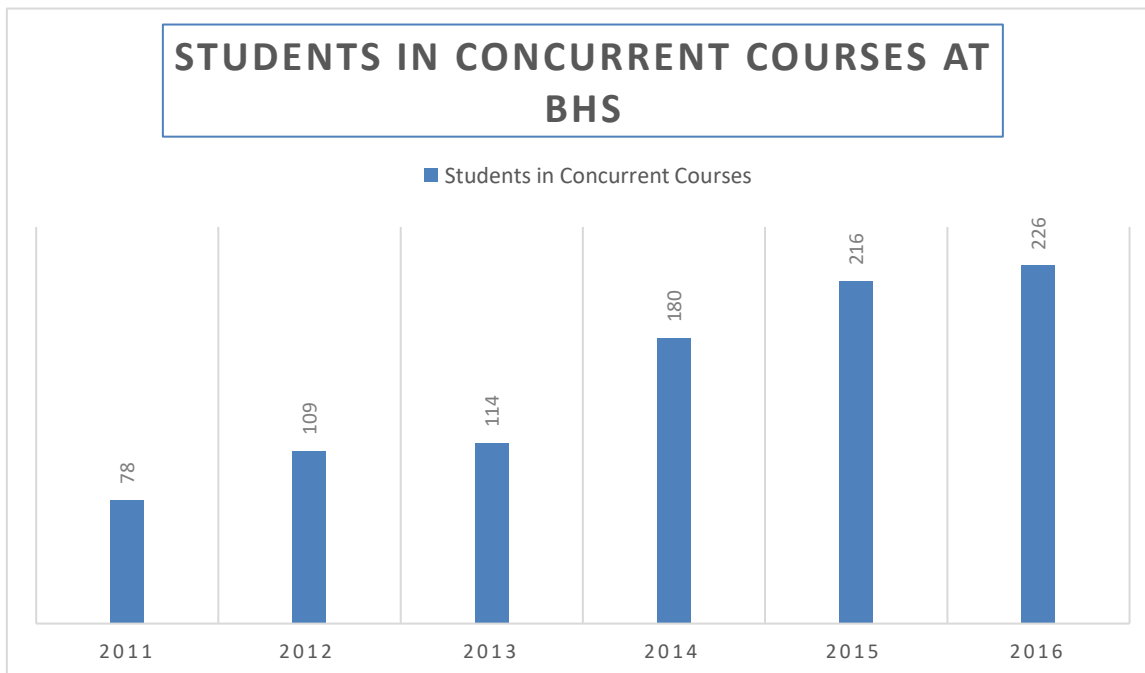
### ***Goal 1, Objective 4***

Objective 4 addressed the need for identifying learning gaps for LEP and SPED students to increase their achievement. Utilizing system safeguards, SPED, ELL and general education 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 and SPED. Inclusion specialists stayed with ELL and SPED students in general education classrooms, as it is BHS's philosophy that the "expert" is in the classroom. Inclusion specialists and general education teachers collaborated to ensure that the student was receiving appropriate educational services in the least restrictive environment (LRE). For ELL students, BHS provided instruction using both DynEd and Fast ForWord. ELL or SPED Students requiring special accommodations during testing were given those through embedded supports in an online environment unless otherwise specified through the ARD committee. This allowed students to test with other students not identified as SPED or ELL. Finally, the district promoted ESL certification by paying for teachers who would study and take the test to become ESL certified.

### 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. These courses challenge our GT population as well as raising the bar for regular students. Borger High School currently offers English I Pre-AP, World History Pre-AP, Biology Pre-AP, Algebra II Pre-AP, Chemistry Pre-AP, World Geo Pre- AP, English II Pre-AP, and Geometry Pre-AP. AP courses include: AP Chemistry, English III AP, English IV AP, Spanish 3 AP, Physics AP and AP US History, added this year. During the 2016-17 school year, Pre-AP courses had a total enrollment of 554 and AP courses had a total enrolment of 58.

Borger High School offers concurrent credit courses through Frank Phillips College (FPC), a community college located in Borger, Texas. The district pays for at least one course through FPC per student. This has greatly increased the number enrolled in concurrent courses. During the 2016-17 school year, students enrolled in 590 college courses, up from 553 during 2015-16. The courses that are offered include: English 1301, English 1302, Biology 1401, Biology 1402, Pre-Cal, Trigonometry, Humanities, Government, Economics, College Algebra, Computer Science, and Graphic Design. Since the 2011 school year, BHS has increased concurrent course enrollment exponentially. In 2011 when the initiative began, 78 students were enrolled in college courses. This year, 226 students enrolled in concurrent courses. This is a 289% increase over five years (see **Figure VI**).



**Figure VI:** Number of students enrolled in concurrent courses at BHS over the last five years.

### *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, including the “Step Up to Success” conference in Amarillo, and a College Fair at Frank Phillips College. Also, BHS collaborated with Workforce Solutions to the end that 400 students were involved in a job fair at Frank Phillips College hosted by Workforce Solutions. BHS also hosted a Career Night in the cafeteria where local businesses and area colleges could come and set up booths for all students (9<sup>th</sup>-12<sup>th</sup>). Finally, every BHS teacher was given a “12<sup>th</sup> Grade Graduate Profile” poster for their classroom. This profile details expectations for students who graduate from BHS (See **Figure VII**).

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. Because of the introduction of House Bill 5 and endorsements, the CTE Department course offerings have expanded (see **Figure VIII**).

U S Military recruiters visited the high school various times during 2016-17. All Juniors took the ASVAB on September 20, 2017, as well. Finally, during testing days, Juniors and Seniors attended a military- based assembly.

### *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 systematic communications to monitor student progress and allow both teachers the opportunity to provide individualized student support.

Also, students could attend North Star Academy, which allows the student to take self-paced classes to graduate. Due to enrollment numbers, class sizes can be much smaller, as well. During the 2016-17 school year, 52 students were enrolled in North Star. Of those 52, 10 were juniors and 39 students graduated. Only one student dropped out, giving North Star Academy a 98.1% graduation rate. Students could graduate after they completed coursework and met state testing requirements. They could then return to walk the stage for graduation.

Students are 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.

## **Borger Independent School District** 12<sup>th</sup> Grade Graduate Profile

The graduate profile represents the core proficiencies graduates need in order to enter into today's workforce and post-secondary education. The fundamental goals shall enable each student to be a/an:

**Effective Communicator**- Students will master the basic skills of reading, writing, listening, speaking, and nonverbal communication critical to daily life in a complex society. They will be able to relate to others in an articulate, effective and efficient manner.

**Problem Solver** – Students will possess analytical and critical thinking skills in order to make decisions rationally and to manage problems and approach challenges systemically. They will interpret and process information, assess the current and desired situations, evaluate potential outcomes, and successfully solve problems.

**Self-Directed Worker** – Students will set priorities, create options and develop plans of action as well as monitor and evaluate their progress. They will display high standards of effort and the habits of hard work and smart work.

**Goal Achiever** – Students will understand the sacrifice and commitment to high expectations that is necessary to achieve goals. They will demonstrate the ability to maintain effort, mental focus, and confidence as well as the capacity to cope with adversity that is necessary to successfully overcome obstacles. They will have the skills and knowledge to achieve personal, family, professional and financial goals.

**Cooperative Team Member** – Students will use effective leadership and group skills to develop supportive and cooperative interpersonal relationships with others in order to achieve group objectives. They will respect and understand the contributions to diverse cultures.

**Global Thinker** – Students will have basic knowledge of politics, world issues, foreign affairs, and geography. They will be aware of current events and be able to analyze and make informed decisions on issues affecting the national and international scenes.

**Risk taker with Entrepreneurial Spirit** – Students will be able to think critically, analyze situations, gain insight, and take calculated risks to achieve goals and objectives. They will be able to survey the marketplace to find economic opportunities and have the confidence to think and act independently.

**Proficient Technology User** – Students will use technology as a tool to research, develop, and complete goals and objectives. They will demonstrate knowledge of computers, essential software applications, and the effective use of technology.

**Contributing Citizen** – Students will contribute energy, time, and talent to improve the welfare of themselves and others. They will display a sense of social responsibility and participate in the democratic process. They will exhibit honesty and integrity, choose ethical courses of action, and take personal responsibility for their actions.

**Figure VII:** Graduate profile for Borger HS students.

# Borger High School - Graduation Endorsement Pathways



**Figure VIII:** Graduation Endorsement Pathways for students to choose from at Borger High School.

### *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 2017-18 school year in-service training, teachers were given training over the topics included in the objective with an increased focus on bullying. In addition, students participated in Red Ribbon Week, which is a week dedicated to drug and alcohol use awareness. At the end of the 2016-2017 year, students attended a play over texting and driving, or distracted driving.

The Campus Improvement Committee decided as a group that more resources should encourage this successful impact area. Forty-two high school students were chosen to spend time in every middle school and grade school class speaking to students about staying drug free and making good choices. Finally, the committee suggests the possible need for further research into available options for bullying prevention, drug and alcohol use awareness, texting and driving, and dating violence.

To address positive behavior within the district, the school created a mentoring partnership between senior students and elementary students. Seniors are assigned an elementary student (based on need) and they spend time with that student on a regular basis.

### *Goal 1, Objective 9*

Objective 9 addressed the need for providing students with more opportunities for certification and for career related experiences. Borger High School offers programs in Welding, Instruments and Electronics, Cosmetology, and, new this year, is a program allowing students to earn a certification as an EMT.

Students are also given the opportunity to join practicum classes, specifically in Nursing. Students go to the Golden Plains hospital located in Borger and learn basic nursing practices. In Business, students participated in an entrepreneurship competition and were given money to start their businesses from the Borger Economic Development Corporation. Four students also worked for the school district as office aids at the different elementary schools in town. In culinary arts, students prepared and served meals for board meetings and other events. In Auto Tech, students work on cars from the community and perform repairs to those vehicles as needed. Finally, In Animal Science, students actively raised and exhibited livestock as well as grew plants to sell in the spring. For more information on career paths available, see **Figure VIII**.

One of the biggest ways that Borger High School has met this objective is by creating the Cohort with Frank Phillips College. This use of concurrent enrollment also addresses the needs of our GT students. In May of 2017, 23 Seniors graduated with their Associates in Science degree from FPC. Classes were paid for by community members, services, and companies such as Solvay and United Way. The second Cohort will graduate next year and a third cohort has been formed. Students begin their junior year and take concurrent courses for the next couple of years to receive both their high school and associates degrees. Finally, Borger ISD pays for at least one FPC college course per student.



BHS could research additional types of certifications that students could obtain while in high school.

### ***Goal 1, Objective 10***

Goal 1, Objective 10 addressed the need to provide BHS regular education students as well as our GT population with opportunities for academic excellence through extracurricular student organizations. During the 2016-17 school year, multiple organizations were available for students to join, including TAFE (Texas Association of Future Educators), FCCLA (Future Career and Community Leaders of America), BPA (Business Professionals of America), the National FFA (Future Farmers of America) Organization, DC (Digital Communications), UIL (University Interscholastic League) Academics, and NHS (National Honor Society).

UIL events that were available for students to compete in were Accounting, Calculator, Computer Applications, Copy Editing, Current Issues & Events (C I & E), Literary Criticism, Mathematics, Number Sense, Ready Writing, Science, Social Studies, Spelling & Vocabulary, News Writing, Feature Writing, Editorial Writing, Headline Writing, OAP, CX Debate, L-D Debate, Informative Speaking, Persuasive Speaking, Poetry Interpretation, Prose Interpretation, Congress, Filmmaking, and Theatrical Design. This year, 15 students went to regionals and three teams won 7<sup>th</sup> place.

Students were also asked to join the National Honor Society (NHS). To be eligible for induction into the NHS a student must have and maintain a cumulative grade point average of 90. In 2017-2018 there are 88 senior and 78 Junior members of NHS.

### **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” (Borko, 2004). Borger High School, as well as Borger ISD has utilized various models of professional development, including curriculum based professional development (e.g. Fundamental Five Training), teachers teaching teachers professional development (e.g. Beginning of the Year Break-out Sessions), individual teacher training from Region 16 training staff, and action research types of professional development (e.g. examining STAAR/EOC results and alignment).

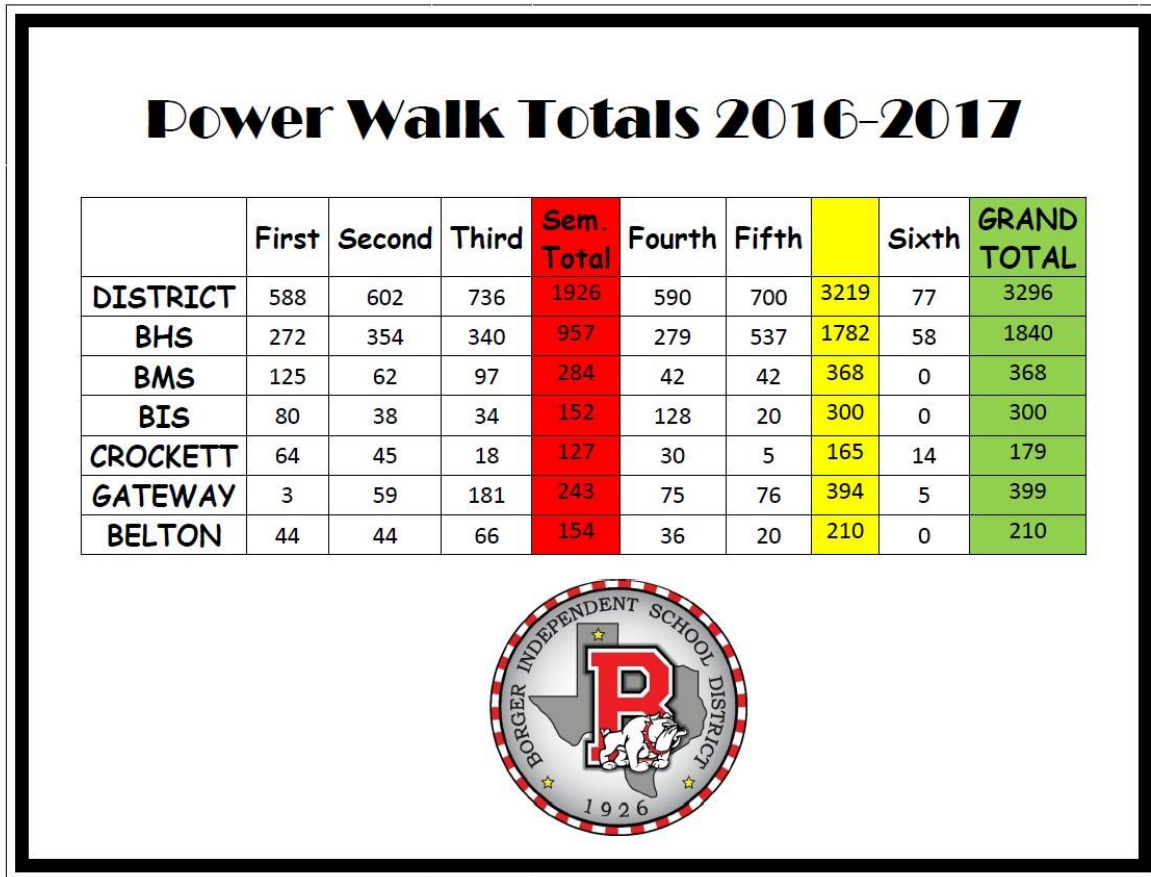
### ***Goal 2, Objective 1***

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 utilized Margaret Kilgo training and the knowledge gained from training sessions in previous years to create valid scope and sequences, data driven decision making skills, and effective assessment. Usage of



implementation was evidenced by teacher walk-through data (see **Figure IX**), T-TESS reports, and local and state assessment results.



**Figure IX:** Walk through data for power walks performed by Borger High administration.

Teachers also were asked to participate in collaborative team meetings, including department meetings, CTE collaboration meetings, and “treasure hunt” meetings at the beginning, middle, and end of the year. Students were given Benchmarks throughout the year to keep teachers informed of student progress in tested subject areas.

### *Goal 2, Objective 2*

Objective 2 addressed the need for providing professional development for teachers that will impact the campus CIP plan. Much of the faculty development was addressed above in Goal 1, Objective 2. However, teachers also participated in collaborative team meetings every Friday morning, department meetings, CTE collaboration meetings, and “treasure hunt” meetings at the beginning, middle, and end of the year. Teachers also participated in a local breakout-session day where teachers and administrators could train others in areas specifically important to the CIP plan.

Inclusion teachers and the inclusion administrator attended various inclusion workshops and

training seminars throughout the year.

The goal of administration is that all classrooms follow research-based strategies to enhance the student learning experience.

### **School and Community Alignment**

For Economically disadvantaged 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 communication between campus administration and faculty. Finally, as the student make-up includes LEP students and students with parents that are limited English proficient, it was important for the high school to provide services for non-English speaking parents.

#### ***Goal 3, Objective 1***

Objective 1 addressed the need for improving lines of communication and increasing campus-administrator visibility to establish a strong, positive campus climate. With 38% (more than one-third) of the student body identified as Economically Disadvantaged, various research based strategies were considered and put into place. The first strategy was improving teacher support.

Department liaisons were required to meet regularly with their departments to disperse information from administration, and to discuss teacher concerns.

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, and policies and procedures for distributing important information to them throughout the year.

An automated 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 are 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 were expected to be in the halls and visible to the student body as much as possible. BHS teachers are encouraged to be in the hall outside their room for every passing period.

### ***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 were asked to put more resources into involving and communicating with parents. Also, Borger High School offered to host PTO and booster club organizations. BHS provided opportunities for parent involvement through parent/teacher contacts, parent advisory board, and other committees within the school. Finally, parents received a copy of the School Improvement LEA Parent notification letter. The letter is also posted on the district website.

Students also participated in community service. In May, all seniors participated in the “Day of Caring. Senior students and faculty went out into the community and provided community members with help doing household jobs and maintenance or upkeep.

### ***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.

### ***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 in the objective. During the 2017-18 in service and school year, teachers are given training over the topics included in the objective. Students also participate in Red Ribbon Week, which is a week dedicated to drug and alcohol use awareness. At the end of the 2016-17 year, students attended a well-received play over texting and driving. Again, the focus next year should be on adding more programs of this sort to increase student safety.

## ***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 the emergency procedures and the Emergency Operation Plan was covered in the in-service meetings at the beginning of the school year.

Also, administration held fire drills, tornado drills, and lock-down drills throughout the school year. Faculty and staff were advised of all the emergency procedures and the Emergency Operation Plan was covered in the in-service meetings at the beginning of the school year.

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 to monitor parking lots and facilities.

## **Innovative Educational Practice**

To cater to an ever-changing culture where technology use seems to be the norm instead of the exception, the fifth goal of the campus improvement plan focuses on enriching student learning and teacher resources by incorporation progressive technology into daily instruction.

Borger High School now has SMART Boards in most classrooms and testing has been mostly moved online. Last year, BHS installed a new computer lab that is available to all teachers. Also, BHS has purchased several iPad labs that can be checked out for classroom use. Borger ISD updated all MS Office software to Office 365 and now provides each student with One Drive where they can login to MS Office documents from anywhere to work on them. Borger ISD also provided each teacher with the option to create their own website that is accessible from the district website to communicate with students. Finally, teachers at BHS are trained to use Remind 101 to communicate with their students via a company-provided texting number. Also, Borger ISD offered several technologically centered breakout sessions during the training day in August, including SMART Board training.

## **Data Based Decision Making Needs Assessment:**

Based on the current assessment of the year and taking into consideration what needs to be in place for next year, several campus needs have been mentioned within the committee and through other teacher and administrator input.

First, and foremost, barring any changes to the English test in the middle of the year, research on

best practices in areas where students showed the least amount of progress should be considered. Also, teachers in tested subject areas need to have support while navigating a new testing system.

Second, more school resources should go into educating both students and teachers on safety concerns that are relevant to the student body. These include training or information on bullying, drug and alcohol usage awareness, dating violence awareness, suicide prevention, and texting and driving.

Third, BHS should work towards developing more career certifications in areas that are particularly important to the community and the region. As Borger is a “blue collar” town, trade certifications may prove particularly important.

Fourth, an important piece of the Campus Improvement Plan is one that centers around staff quality, recruitment and retention. CIP Committee meetings should focus on growth for this component to the campus improvement plan.

Fifth, more training should occur for teachers addressing Economically Disadvantaged students. As more than one fourth of the student population is identified as economically disadvantaged, support and training in this area is encouraged.

Finally, to truly measure improvement at Borger high school, more rigorous data collecting methods need to be developed, including parent safety data, student safety data, and data involving student conflict.

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