

# **BORGER ISD**

## **District Improvement Plan**

### **2018/2019**

*Big Opportunities...Small School Setting*

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Date Reviewed:

Date Approved:

# 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
Calder, Rebecca	Communications Coordinator
Couch, April	Teacher-BMS
Farrah, Becky	Teacher-GA
Fite, Melissa	Teacher-GA
Gutierrez, David	Parent
Harris, Brandon	Principal
Howard, Tracy	Teacher-BHS
Hughett, Racheal	Teacher-BIS
Kaake, Kacie	Teacher-BIS
Lasley, Tammy	Teacher-GA
Lemmons, Michael	Teacher-BHS
Mccarthy, Tony	Assistant Superintendent
Mcdonald, Marcy	Teacher-CR
Moore, Brandi	Teacher-PBE
Plumley, Jodina	Community/Business Representative
Porter, Tamyra	Teacher-PBE
Purcell, Melissa	Assistant Principal
Schroeder, Barbie	Instructional Services Coordinator
Segovia, Nicole	Teacher-CR
Stark, Laura	Teacher-PBE
Welch, Chance	Superintendent
Wilson, Kim	Teacher-BIS
Word, Valerie	Teacher-BMS

# 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 and striving to improve public support and involvement.
- Objective 1.** The LEA will promote parent/community partnerships in education.
  - Objective 2.** Borger ISD will meet the needs of students who meet definitions of foster or homeless.
  - Objective 3.** Borger ISD will continue to emphasize excellence in extra-curricular areas.

# 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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**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
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 -

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**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 be trained on a teacher coaching model: Get Better Faster. Resources for training and implementation will be purchased and utilized 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. (Title I SW: 1,4,10) (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. Campus and District administration will conduct systematic walk-throughs utilizing Powerwalks and district designed Instructional Rounds. Data will be used to provide instructional coaching and support. (Title I SW: 1,2,4,9) (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
8. 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 -
9. 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 -

# 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 Intervetionists 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. 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
3. Purchase, train teachers and implement Units of Study in Reading and Writing in grades K-5 to provide a workshop curriculum framework for teachers to utilize in order to move students to deeper, more critical thinking about text. (Title I SW: 1,8,10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Literacy Coordinator, Principal, Teacher(s)	August - July	(S)Local Funds	Summative - PLC minutes Assessment Data Student/teacher inventories Lesson Plans
4. Purchase and implement Compass Reading, Study Island, 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
5. Purchase and implement Compass Math, ALEKS, Studey Island, 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)Local Funds	Summative - Program reports Assessment data
6. 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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide training for K-6 Math teachers in 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 -
8. 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
9. The LEA will utilize the District Math and Literacy Coordinators to provide instructional coaching and support to teachers of ELA and Math (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Superintendent(s), Literacy Coordinator, Math Coordinator, Principal	August - July	(S)Local Funds	Summative - T-TESS data Assessment data Walk through data
10. 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
11. 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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. The LEA will implement early dyslexia screening at the end of kindergarten and 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. (Title I SW: 9,10) (Target Group: K, 1st) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Superintendent(s), Dyslexia specialist, Principal	August and May of each year	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Formative - dyslexia rosters testing rosters screening records
13. 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
14. Identified students will be served with DIPS 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
15. The LEA will provide technology instruction and content support through the use of IPAD labs 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
16. 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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. 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
18. 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
19. 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 -
20. 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
21. 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

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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
22. 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.
23. 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
24. 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 -
25. 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 -
26. 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 sepecial 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 developent 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.

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**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 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 family engagement in all areas of the district through Parent Involvement activities. (Title I SW: 6) (Target Group: All)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators, Principal, Teacher(s)	August - July	(F)Title 1 Part A Funds, (S)Local Funds	Summative - Parent Involvement Rates Surveys Sign in sheets
2. ESL Classes will be provided through the Family Engagement Center for parents and other stake-holders needing English Language instruction and support. (Title I SW: 6) (Target Group: All)	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
3. Family Engagement trainings will sought out and attended by Parent Liasons 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
4. 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
5. 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 -
6. 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

# BORGER ISD

- Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture 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 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 -
8. 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 -
9. 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
10. 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 -
11. 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 and striving to improve public support and involvement.
- Objective 2.** 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 and striving to improve public support and involvement.

**Objective 3.** 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 -

# Resources

Resource	Source
No rows defined.	



Comprehensive Needs Assessment

Paul Belton Elementary School  
800 N. McGee Street  
Borger, Texas 79007

Daniel Kotara, Principal

June 2018

**Borger Middle School - Comprehensive Needs Assessment**  
**School Year 2017-2018**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• 2017 Campus Accountability Summary</li> <li>• 2017 Campus Student Achievement Data Table</li> <li>• Campus Improvement Committee Subcommittees Needs Assessment Reports</li> <li>• Student Survey</li> <li>• Teacher Survey</li> <li>• Parent Survey</li> <li>• 2017 STAAR Campus Report</li> <li>• 2017-2018 Campus Improvement Plan</li> <li>• DMAC data</li> <li>• Master Schedule</li> <li>• Staff Duty Rosters</li> <li>• Behavior records</li> <li>• School Budget</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• BMS has maintained a high number of students in the Gifted and Talented Program (PEAK). 7.4% of student population.</li> <li>• BMS has a high percentage of students with disabilities that are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms</li> <li>• Relatively stable student population</li> <li>• Diversity in student population</li> <li>• Positive teacher to student ratio (19:1).</li> </ul>	<ul style="list-style-type: none"> <li>• BMS has a large population of ESL students (9.4% of total population).</li> <li>• 53.5% of the student population is economically disadvantaged.</li> <li>• Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, the learning disabled, and about inclusion with regard to these student groups.</li> <li>• Average daily attendance has been below 96% for the past four years.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers teaching in core curriculum class will obtain their ESL supplemental certification.</li> <li>• Monitor the progress of economically disadvantaged students and provide academic assistance as needed.</li> <li>• Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs</li> <li>• Continue to emphasize good student attendance each six weeks by offering the opportunity for prizes and</li> </ul>

			<p>reward days.</p> <ul style="list-style-type: none"> <li>• Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children’s academic progress</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• TEA recognized BMS for having “Met Standard” with “Distinction” in Social Studies. BMS was recognized as a Top 25 percent school in student progress.</li> <li>• Accelerated instruction was organized by student expectations (SE) and involved over 90% of teachers</li> <li>• BMS offers advanced classes for 7<sup>th</sup> and 8<sup>th</sup> grade ELA, Math, and Science.</li> <li>• BMS are the UIL Academic District champions for 2017.</li> <li>• BMS choir received a excellent rating at the UIL contest.</li> <li>• BMS band for the 3<sup>rd</sup> year in a row won sweepstakes at the UIL contest.</li> <li>• BMS competed in Chess, Robotics, Catapult Challenge, and athletic competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Though longitudinal improvement in student achievement on the STAAR was noted, overall BMS was slightly below the campus average in reading, social studies, and science compared to last year.</li> <li>• BMS has a high percentage of student population in ESL and Special Education that requires a higher number of instructional Assistants and Inclusion teachers than what is currently staffed.</li> <li>• Incoming LEP students had a lower STAAR passing rate than historically been true.</li> <li>• The number of students achieving Advanced Academic Achievement decreased last year. We believe our students can be challenged to improve in this area in 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and staff will continue to implement the Fundamental 5 instructional strategies.</li> <li>• Special Education students will continue to be included, when appropriate, in math classes with non-disabled students. Special Ed and Regular Ed personnel will receive continuing education in inclusion.</li> <li>• TEA will release 2018 STAAR tests in August of this year. Close examination of these tests and the STAAR data from DMAC will need to be done to prepare students for the 2019 administrations of the STAAR.</li> <li>• PEAK classes will be taught by teachers in non STAAR tested subjects so that STAAR tested teachers can focus on their subject.</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• The student survey about the school shows that most believe teachers expect them to do their best (94%), students feel they can meet with the counselor when they need to (82%), teachers help them understand why their courses are necessary</li> </ul>	<ul style="list-style-type: none"> <li>• The student survey about the school shows that many students don’t feel that students treat each other with respect (69%)</li> <li>• Only 45 parents returned the parent surveys.</li> <li>• Many students exhibit a lack of</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to actively promote rewards and awards for academics, attendance, good behavior, and good citizenship through consistent promotional activities including competitions between groups, locker tags, visual reminders</li> </ul>



	<p>(80%), teachers use a variety of instructional strategies (84%).</p> <ul style="list-style-type: none"> <li>• Rewards for perfect attendance are creating awareness among students and parents.</li> <li>• BMS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging.</li> <li>• Students are taught to treat each other with respect and to value the worth of each person.</li> <li>• Teachers strive to meet the individual needs of students and treat them with respect and with dignity.</li> <li>• Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.</li> <li>• We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment.</li> <li>• BMS had a Bully awareness program in 2017. Little Girl Big Dreams.</li> <li>• We set high standards for good behavior and for academic achievement. Many different methods are employed to produce both.</li> <li>• BMS has a positive behavioral team that promotes positive school climate.</li> <li>• Teachers utilize Spirit tickets to</li> </ul>	<p>motivation and little understanding about how they impact their own success</p> <ul style="list-style-type: none"> <li>• Bullying is always of concern and even though we have not had major issues with it, we need to remain vigilant and proactive in preventing it from happening. Students need to be made aware of what is and is not bullying.</li> </ul>	<p>(posters, flyers), <i>School Announcement</i> broadcasts, regular PA announcements, and classroom reminders by teacher.</p>
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	recognize and reward students that are contributing to a positive school climate.		
<b>Staff Quality/Professional Development</b>	<ul style="list-style-type: none"> <li>• In 2017-18 teachers received training in and implemented Sheltered Instruction (SIOP), Kilgo scope and sequence, professional learning communities (PLCs), Webbs Depth of Knowledge, Fundamental 5 and Ipads.</li> <li>• Our most qualified teachers are assigned to work with our students who exhibit the greatest academic needs.</li> <li>• All teachers at BMS are highly qualified and hold certifications required to teach our students.</li> <li>• Feedback regarding teacher performance is provided to teachers through T-TESS evaluations and through formal and informal classroom observations.</li> <li>• The TESS System also tracks continuing education of teachers and insures that there is continuous improvement.</li> <li>• Professional development is based upon need. This is determined by desegregating data and identifying our areas of weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Our staff needs training on technology that can be used in the classroom.</li> <li>• New teachers on campus and especially new teachers to the profession need to be mentored specific to the school. We have a rigorous schedule and it can be difficult to learn how it all works.</li> <li>• Our staff needs to continue focusing on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to improve the pedagogical knowledge and skills of teachers to improve instruction and learning new teachers will study the books, <i>The Fundamental 5</i> and <i>Fred Jones</i></li> <li>• In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities</li> <li>• Principals will attend the technology conference from TCEA</li> <li>• New teachers attend Fundamental 5 workshop</li> </ul>

<p><b>Curriculum, Instruction, Assessment</b></p>	<ul style="list-style-type: none"> <li>• Curriculum and instruction are driven by data collected from multiple assessments.</li> <li>• Scores on common assessments which test the TEKS to be covered every three weeks reflect increased rigor and which the depth and complexity of the curriculum.</li> <li>• Challenging computer based STAAR preparation programs such as the Study Island and Compass Learning to encourage higher order thinking and deeper understanding.</li> <li>• ZAP (Zeroes Aren't Permitted) has been effective and should continue to be used to insure student success.</li> <li>• Teachers meet in department or grade level groups each week to discuss what can be done to help the students to succeed based on data from DMAC.</li> <li>• Teachers are provided with planning days throughout the year, as well as daily common conferences, for resource calibration and collaborative lesson planning with other teachers in their subject area.</li> <li>• Based on student performance students are doubled blocked in core subjects where they receive intensive accelerated instruction and practice based</li> </ul>	<ul style="list-style-type: none"> <li>• Provide accelerated instruction from the first six weeks of school for students who were not successful on the STAAR Reading and Math tests in the previous grade</li> <li>• Use data from the NWEA Maps testing to assess student's needs and provide supporting lessons through Study Island and Compass Math.</li> <li>• Teachers need to continue to work more collaboration within their department.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the STAAR Maker software to create six week common assessments that are rigorous and reflect the depth and complexity of the TEKS.</li> <li>• Zeroes Aren't Permitted (ZAP) will continue this year to help students be successful academically.</li> <li>• Accelerated Instruction after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests.</li> <li>• Accelerated Instruction would more likely be individualized per specific SE before the second administrations in May if teachers were given a day out of the classroom to analyze STAAR data from the first administrations in April.</li> <li>• Continue to utilize a variety of research based resources to provide instruction, assessment, and STAAR preparation such as Study Island (reading, history, and science), Stem Scopes (science). Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments so that classroom instruction, tutorials, and accelerated instruction can be specific to student need.</li> </ul>
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	<p>generally on SE needing improvement.</p> <ul style="list-style-type: none"><li>• Students preparing for the second administration of the STAAR Reading Test were provided with an average of 2 hours per day of intensive accelerated instruction and practice generally based on SE needing improvement. This included time spent in after school tutorials</li><li>• Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher determine if instruction is adequately covering all required TEKS</li><li>• A variety of research based programs are utilized to provide instruction and assessment: Study Island (math, reading, and science), Stem Scopes (science). Compass Learning.</li><li>• An emphasis on 2<sup>1st</sup> century learning skills can be seen through the incorporation of Smart Board lessons, document cameras, iPads, and student computers in the classrooms. Teachers have made an improved effort to increase the amount of technology used in lessons by having students create videos, word clouds, and complete web-quests.</li></ul>		
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	<ul style="list-style-type: none"> <li>• STAAR One is used to produce rigorous common assessments administered each six weeks. The rigor of the reading assessments has helped students' skills to develop as evidenced by improved STAAR scores in reading.</li> <li>• BMS offered advanced tutorials preparing for STAAR.</li> </ul>		
<p><b>School Context and Organization</b></p>	<ul style="list-style-type: none"> <li>• The Master Schedule provides time for tutorials, enrichment, and accelerated instructions specifically for STAAR preparation.</li> <li>• Small classes with low teacher/instructional assistant to student ratios are provided for students who have not exhibited success on the STAAR test during the previous year.</li> <li>• As requested a teacher/campus representative attends staff meetings at the beginning of the year with Central Administration staff at which</li> </ul>	<ul style="list-style-type: none"> <li>• More parental involvement.</li> <li>• The school counselor needs to be more visible on campus by visiting classrooms and informing students about what she does and how she can help them.</li> <li>• 7<sup>th</sup> grade orientation program for the first of the year.</li> <li>• Have a program in place for transfer students that come in after the first day of school to help with their transition to BMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact Central Administration and request that PLCs be established which involve multiple grade levels and schools.</li> <li>• Have the counselor visit classes at the beginning of the year and introduce herself and the services she provides to students, parents, and teachers.</li> </ul>

	<p>curriculum, assessment, and other important classroom matters are being discussed.</p> <ul style="list-style-type: none"> <li>• Teachers and staff have high expectations for students.</li> <li>• Staff, parents, and community members work collaboratively in the campus level decision making process in site based and PTO meetings.</li> <li>• Once again, the teacher survey showed that teachers felt good about the school, the administration, the academic rigor, and the way children are cared for and nurtured.</li> <li>• Teachers are provided 60 minutes per week for professional development. In addition, they are encouraged to participate in training events of their choosing.</li> <li>• Duty schedules are developed to allow teachers to participate in PLCs and faculty meetings.</li> <li>• Instructional Liaisons serve as a formal chain of communication between teachers and administration.</li> </ul>		
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• The district provided a mobile iPad lab for teacher/student use in the classrooms.</li> <li>• Wireless access to the internet is available throughout the school.</li> <li>• Smart boards, document cameras, overhead projectors, and a teacher computer/iPad are in every core subject classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Many projectors need to be replaced/repared/adjusted so that they can be utilized with the lights on in the classroom. In many classrooms the glare makes it necessary for the lights to be off in order for students to see what is being projected.</li> <li>• Document cameras are aging and are not sharp enough to be</li> </ul>	<ul style="list-style-type: none"> <li>• Provide software Programs in Spanish.</li> <li>• Projectors in classrooms need to be working properly so that it is possible to leave the lights on while teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Computer Tech on campus daily</li> <li>• Availability to use a variety of educational software programs for instructional purposes, especially STAAR preparation (Study Island [math, reading, social studies, &amp; science]).</li> <li>• ESL students were given Ipad to help with translation during class time.</li> </ul>	<ul style="list-style-type: none"> <li>• seen without turning off classroom lights, and even then it is often not enough</li> <li>• Software programs are not always provided in Spanish. This would be helpful for new students who do not have English language skills.</li> <li>• Continue expanding the number of Apple Tv's in classrooms to assist in classroom lesson presentations.</li> </ul>	
<p><b>Family and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Community members visit the classrooms for various programs such as talking about civil rights, engineering, nursing, and business.</li> <li>• Timely access to information is currently provided in a variety of ways including: a call-out phone system, remind text, and My School Way app that informs parents of events that affect student/parent participation and involvement (bad weather, report cards, progress reports, school events)</li> <li>• Parents are invited 2 times a year to provide them with information about Title 1.</li> <li>• BMS has an open house for the community in the fall where parents meet the teachers and administration. We also hold 1 day where students are dismissed at noon and parents are invited to school to discuss their students' progress.</li> <li>• BMS students participated in the canned food drive this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with parents and community members can always improve. New methods need to be used to improve communication.</li> <li>• We need more events that will bring parents, students, and staff member together for fun activities.</li> <li>• We need to find creative ways to recognize parents and community members who volunteer for the school.</li> <li>• Parents are an important part of BMS and we depend upon them to help us achieve our goals. We continue to see student success directly related to how involved a student's parents are in their children's education. The lack of parent involvement is often related to inadequate achievement and poor behavior.</li> <li>• Parents need to be informed about the Student Success initiative to inform parents of the requirements of STAAR.</li> </ul>	<ul style="list-style-type: none"> <li>• The SchoolWay app needs to be utilized for communication with parents and community members.</li> <li>• Invite members of Leadership Borger to come to the school and discuss community involvement and their professional activities.</li> <li>• BMS teachers and staff will continue to involve parents more in the progress of their children's academics and behavior by increased direct contact through phone calls and email, the regular distribution of campus publications, improved PTO meetings, and campus events directed toward parents which will provide relevant information and opportunities for parents to grow in their involvement.</li> </ul>

	<ul style="list-style-type: none"><li>• BMS collected more funds for JDRF.</li><li>• BMS has coats for kids for students and family members that need coats in the winter.</li></ul>		
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# **Paul Belton Elementary School Campus Needs Assessment 2018-2019**

Paul Belton Elementary School provides kindergarten, and open-enrollment pre-kindergarten for our three year and four year old students. Paul Belton also offers a PPCD/self-contained program and a resource class for students with special needs. The atmosphere is child-centered, safe and nurturing. Our highly-qualified staff is dedicated to the academic, social, and emotional needs of young children. Everything our students participate in is structured to give them the foundation of skills they need to be successful as they move on to their next step in education and eventually high school graduation.

Early childhood education continues to evolve as the demand for increased academic expectations continue to rise. Therefore, we continue to evaluate our programs as we continue to push the rigor even at the early childhood level. Borger ISD continues to keep up with national trends in education. We embrace high-expectations and provide rigorous instruction. Our students in pre-kindergarten are busy taking those first steps in early literacy, early mathematics, social and emotional learning, and learning the norms of school. Our team of pre-kindergarten teachers provides rich, hands-on learning experiences to prepare them to transition into kindergarten. In kindergarten, children are met with quality literacy, math, and science programs. Students experience rich literature, writing, problem solving, and hands-on activities to build concepts in mathematics, science, and language arts. Woven throughout the curriculum are character development, physical development, music and art. We also provide a science lab, sensory lab, and computer lab. Our teachers are masterful at creating engaging, energetic, rigorous, classrooms where students can achieve those high-expectations. Our students leave Paul Belton Elementary ready for first grade.

At the close of the 2017-2018 school year, our Site Based Decision-Making Committee collected data through multiple sources to assess the “pulse” of our campus. Sources included, but were not limited to: PEIMS data, enrollment records for all grade levels and sub groups, ECI projections, TAPR, Istation reports, results from kindergarten assessments. We also review reading benchmarks, TPRI, Circle, literacy assessments, attendance data, Raptor reports, student level reviews, teacher and parent interviews and surveys. As these sources were studied, we were able to identify

many strengths, and some areas of need.

According to the parent survey: parents have an understanding of grade level standards, are given information on academic progress, and feel that students are prepared in reading, writing, and math (98%). Parents feel that their child likes school, is safe, and that staff pays attention to emotional needs of their student (97%). Parents feel comfortable talking to their child's teacher, are welcomed in the school, efforts are made for notices about meetings; however, there may be a need to solicit volunteers and communicate specific needs in regard to volunteering (92%). Parents feel that teachers and principals are available (93%). Parents understand who to contact, are given information on how to help child with school efforts, and the discipline is fair and consistent (88%). Parents feel that their child spends time on computer at school and understand district technology guidelines; however, there may be a need to make parents more aware of different computer programs at school (85%). Parents feel that the school is in good physical condition and that teachers maintain an environment conducive to learning (96%).

As a campus it is our goal to align our effort with the overall District Improvement Plan. To that end we are working diligently as a campus to learn about and implement an Inclusion Plan for our special education students. As we increase our numbers transitioning into PPCD at three years old, and as the behavioral support needs increase, we are finding the need to be strategic in our placement of students within the master schedule. It is our goal to create a PPCD classroom that intentionally addresses the IEP's of students while providing the proper amount of support. When the number of our special education students transition into kindergarten with behavioral support needs and/or educational support needs increase, we notice the need to use an inclusion model rather than a self-contained resource room model to best meet these needs. Therefore, this need for supports and professional development for an inclusion model have been addressed in this needs assessment and ultimately the Campus Improvement Plan.

AREA OF CONCERN	DATA SOURCES	RECOMMENDED NEEDS	RATIONALES	Results
<p><b>Curriculum &amp; Instruction and Student Achievement</b></p> <p>Continue to provide rigorous and developmentally appropriate math instruction to provide rigor to the depth and complexity of Kindergarten TEKS</p> <p>Develop a universal math assessment aligned with TEKS and scope and sequence</p> <p>Identify Readiness Standards for three year old pre-K</p> <p>Continued alignment horizontally and vertically</p> <p>Continued growth across all student sub groups as</p>	<ol style="list-style-type: none"> <li>1. TAPR data 2016-2017</li> <li>2. PLC minutes</li> <li>3. Teacher interviews and lesson plans</li> <li>4. Rtl minutes, folders, roster</li> <li>5. Semester and End of Year Literacy/Math Assessment results</li> <li>6. Pre-K guidelines and Early Childhood Outcomes</li> <li>7. Home Language Surveys</li> <li>8. Oral Language Testing outcomes</li> <li>9. LPAC minutes</li> <li>10. Benchmark results from 2017-2018 school year.</li> <li>11. Literacy Assessments</li> <li>12. Istation reports (Spanish)</li> <li>13. Compass reports</li> <li>14. Available resources</li> <li>15. ESGI Reports</li> <li>16. Vertical alignment discussions with Literacy/Math Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. Pearson Math</li> <li>2. Really Great Reading Phonics (Countdown)</li> <li>3. Professional Development opportunities through Region 16 and collaborative coaching</li> <li>4. Professional Development strategically designed for inclusion and dual language needs</li> <li>5. DMAC-data management system</li> <li>6. Supplemental teaching materials for RTI including but not limited to Letters Alive</li> <li>7. Staff member to manage and work rigorously with</li> </ol>	<ol style="list-style-type: none"> <li>1. Pearson math is a well organized and spiraled math adoption that incorporates multiple strategies such as Singapore.</li> <li>2. Guided math continues to be a push at PBE. This allows for differentiated instruction and more engaged learning.</li> <li>3. Compass math provides a universal assessment for math is necessary for alignment and our Rtl process</li> <li>4. Aligned curriculum and aligned Readiness Standards will positively impact</li> </ol>	<ol style="list-style-type: none"> <li>1. Pearson Math is utilized as a resource to supplement instruction</li> <li>2. Really great reading phonics program has resulted in improved results as evidenced in TPRI</li> <li>3. Letters Alive- This program will continue to be used to supplement instruction in RTI. This meshes well with RGR</li> <li>4. The Rtl position is valued and we have been able to dismiss</li> <li>5. We use the ELL tracking forms for our bilingual programing.</li> <li>6. The use of Headspout has</li> </ol>

<p>aligned with the school improvement plan</p> <p>Materials needed to supplement instruction for struggling learners, ELL's and Special Needs Balanced Literacy continues to improve. Higher level resources are needed.</p> <p>Dual Language One Way bilingual program</p> <p>Development of a Rtl handbook</p> <p>Provide a Literacy and Math Coordinator</p> <p>Establish a vertically aligned phonics program</p> <p>Development of Dyslexia screening process</p>	<p>17. Power Walks reports</p>	<p>students in the RTI program</p> <ol style="list-style-type: none"> <li>8. Tracking systems for ELL's</li> <li>9. Supplemental resources and materials for Bilingual and ESL support</li> <li>10. Supplemental training in district Bilingual ESL initiatives</li> <li>11. Guided Reading Materials, literacy library and teacher resources</li> <li>12. Reading A-Z, Raz Kids</li> <li>13. Istation (Bilingual)</li> <li>14. Science A-Z/materials for science</li> <li>15. Headsprout</li> <li>16. Compass Math (Kindergarten)</li> <li>17. Touchmath (Pre-K)</li> <li>18. Units of Study Reading/Writing</li> </ol>	<p>vertical instruction</p> <ol style="list-style-type: none"> <li>5. ELL student population continues to be an area of concern for the district.</li> <li>6. New apps for the iPads that will assist in reinforcing student learning</li> <li>7. Guided reading instruction with appropriately chosen leveled readers will assist all readers.</li> <li>8. Inclusion Model will provide mainstreaming opportunities and will positively affect the special education population within our district</li> <li>9. Dual Language One Way is the district choice for</li> </ol>	<p>resulted in improvement of areas such as blending sounds, building sight word vocabulary, and incentives to progress within the program.</p> <ol style="list-style-type: none"> <li>7. Compass Math has resulted in vertical alignment between kindergarten skills with upper elementary. This program promotes concrete learning through the use frequent use of manipulatives.</li> <li>8. Reading A-Z has promoted reading outside the classroom and encouraged parental involvement. This program provides texts across</li> </ol>
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		<ul style="list-style-type: none"> <li>19. Continue to use ESGI</li> <li>20. Guided math materials and professional development training.</li> <li>21. The purchase of apps for the student iPads</li> <li>22. <u>Journeys</u></li> <li>23. <u>TPRI/Tejas Lee</u></li> <li>24. <u>Learning List</u></li> <li>25. <u>CLI Engage</u></li> <li>26. <u>Unique</u></li> </ul>	<p>improving our bilingual program</p> <ul style="list-style-type: none"> <li>10. It is required for our Pre-K students to be assessed by a state approved assessment tool to track academic progress.</li> <li>11. With the compliance pieces to Rider 78, the need for Pre-K centered PD is required.</li> </ul>	<p>multiple content areas at different reading levels.</p> <ul style="list-style-type: none"> <li>9. TPRI provides the teacher insight into their phonological development of their class. We have seen increased performance with the implementation of different programs.</li> <li>10. The teachers feel like the Units of Study Writing has allowed the students to enjoy writing, however we are not sure of significant gains at this time.</li> <li>11. We did not use Learning List this school year.</li> <li>12. Pre-K has used CLI engage to use as the progress</li> </ul>
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				<p>measure for Rider 78. The feedback provided from Circle aligns with our local assessments.</p> <p>13. Unique integrates the PEKS that allows for vocabulary development. This program also provides daily schedules which has allowed for more structure. It does a great job to reinforce the skills taught.</p> <p>14. Our kindergarten teachers use the Journey's curriculum for ELA through the use of the leveled readers.</p>
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<p><b>Technology</b></p> <p>Lack available and appropriate supplemental computer programs to enhance instruction and meet the technology needs of Pre-K and Kindergarten students.</p> <p>Programs for ELL's and for integration of all students</p>	<ol style="list-style-type: none"> <li>1. Teacher and parent survey/interviews</li> <li>2. TAPR data/Benchmark results from 2017-2018 school year</li> </ol>	<ol style="list-style-type: none"> <li>1. Updated computers and other hardware</li> <li>2. Computer program(s)/apps appropriate for Kindergarten, Pre-Kindergarten, and 3 year old Pre-K students.</li> <li>3. Program to assist ELL's in bilingual classrooms.</li> <li>4. More iPads in each Kindergarten class to accommodate bigger class sizes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Older computers/hardware that does not accommodate our software, internet needs, or embedded programs.</li> <li>2. Younger students need appropriate programs to assist with their development of basic computer skills.</li> <li>3. Supplemental programs will add variety and developmentally appropriate learning for all learners, including ELL's and special needs.</li> <li>4. Computer materials can be used for re-teaching and reinforcing struggling students.</li> <li>5. Technology will accommodate and pique the interests and needs of the 21<sup>st</sup> century learner.</li> </ol>	<ol style="list-style-type: none"> <li>1. One of our campus committees searches for engaging apps to pique students learning and interests.</li> <li>2. We have utilized Istation for Spanish support.</li> <li>3. Paul Belton continued to increase our iPads count by purchasing one more iPad per kindergarten classroom.</li> </ol>
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<p><b>Demographics, Staff Quality</b></p> <p>Increased populations of Autistic students, ELL's, and other special needs requires that staff be equipped with needed learning to address the specific needs of these students.</p> <p>Balanced Literacy Initiative for Borger ISD creates the need for continued professional development and vertical alignment of literacy issues.</p> <p>Professional Development opportunities need to be relevant, monitored for implementation of new learning and related to current instructional/campus needs.</p>	<ol style="list-style-type: none"> <li>1. TAPR for 2017-2018</li> <li>2. School Report Card</li> <li>3. Enrollment data from TXEIS for ELL, SPED</li> <li>4. ECI referrals and transitions</li> <li>5. Certifications</li> <li>6. Teacher Surveys and interviews</li> <li>7. T-TESS conferences and observations</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development opportunities concerning, but not limited to Autism and Behavior issues</li> <li>2. Continued training and staff development concerning ELL's and ELPS, and writing/integrating language objectives.</li> <li>3. Vertically aligned professional development opportunities for meeting the needs of Balanced Literacy Initiative.</li> <li>4. Continue to provide Professional Development to address curriculum and instruction support, including any through</li> </ol>	<ol style="list-style-type: none"> <li>1. The special education population is growing and observation and testing data shows increases in developmental delays that are common to Autism Spectrum Disorders.</li> <li>2. ELL and Bilingual Education have been and continue to be a priority in our district. Teachers need comprehensive training and coaching in appropriate language objective alignment and instructional strategies.</li> <li>3. Balanced Literacy continues to be a priority at PBE for</li> </ol>	<ol style="list-style-type: none"> <li>1. With two new SPED teachers, we have sent these teachers to receive beneficial PD.</li> <li>2. We utilized supports through Region 16 to increase teacher effectiveness with our SPED and ELL population.</li> <li>3. Our kindergarten teachers met with the first grade teachers back in the winter to get some vertical alignment.</li> <li>4. Administration will have an opportunity to receive PD from the McRel training Summer 2018</li> <li>5. PBE provides stipends for our bilingual teacher and our</li> </ol>
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<p>McRel and Fundamental 5 strategies will be implemented to reinforce classroom strategies in the classroom</p> <p>A mentor program will continue</p> <p>PBE will re-recruit teachers</p> <p>A liaison will be provided at the kindergarten level</p>		<p>Region 16 Service Center or other service providers. Sample topics may include: PLC development, Students in Poverty, Balanced Literacy, Campus Needs, Bilingual/ESL education</p> <p>5. "Classroom Instruction That Works" McRel</p> <p>6. Available stipends to appropriate staff</p>	<p>PK- K. Teachers continue to want and need opportunities for professional growth.</p> <p>4. As rigor continues to increase and expectations for student achievement are on the rise, professional development needs to continue to be a priority in order to develop and sustain excellence in instruction.</p> <p>5. Trainings/PD to gain insight to the compliance pieces for Rider 78</p> <p>6. Mentors will be provided to share ideas and strategies for all staff.</p> <p>7. To build continuity in the</p>	<p>kindergarten liaison.</p>
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			<p>district, we will use recruitment strategies to retain our current staff.</p> <p>8. Having a grade level liaison provides a strong resource to the grade level as well as boost communication between admin team and teachers.</p>	
<p><b>School Culture and Climate</b></p> <p>Paul Belton needs to continue and improve its school-wide discipline and behavior management in order to promote respect, responsibility, and self-control.</p>	<ol style="list-style-type: none"> <li>1. Teacher and Parent Surveys</li> <li>2. Staff interviews</li> <li>3. T-TESS data</li> <li>4. Discipline reports</li> <li>5. Cafeteria/Classroom/Bus behavior observations</li> </ol>	<ol style="list-style-type: none"> <li>1. Committee (PBSI) to oversee the continued implementation of our school-wide management system: Puppy Promises</li> <li>2. Instructional opportunities in character</li> </ol>	<ol style="list-style-type: none"> <li>1. PBE continues to see the need to promote self-discipline in students.</li> <li>2. There is a larger population of students seemingly not exposed to character development,</li> </ol>	<ol style="list-style-type: none"> <li>1. This will need to be an area to work on to encourage positive behavior.</li> <li>2. The counselor continues to provide character development lessons.</li> <li>3. PBE needs to continue to work</li> </ol>

<p>Collaborative Coaching growth opportunities</p>		<p>development etc. provided by the school counselor.</p> <ol style="list-style-type: none"> <li>3. Opportunities for counselor driven lessons in classrooms and intervention with students</li> <li>4. Develop an RTI plan for behavioral needs</li> <li>5. Professional Development in the areas of behavior management etc will be needed for refresher as well as new teachers (Love and Logic for example)</li> <li>6. Create a collaborative coaching model and schedule opportunities for teachers to observe, provide feedback and</li> </ol>	<p>manners education and self-discipline development in the home. Schools need to pick up more of this responsibility and counselor education could help.</p> <ol style="list-style-type: none"> <li>3. All teachers and staff need to continue using a common implementation plan so that all students in all situations know what is expected of them and what the consequences of wrong choices will be.</li> <li>4. Discipline at PBE is more of a learning opportunity rather than a punitive one. Counselor could</li> </ol>	<p>with discipline through the RtI process.</p> <ol style="list-style-type: none"> <li>4. Our SPED teachers have attended behavior management trainings throughout this school year and these strategies have been in integrated.</li> <li>5. Through compliance with Rider 78, a mentor program is established and working to guide instruction.</li> </ol>
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		learn from each other	provide intervention in this area along with campus principal and teachers.	
<p><b>Community and Parent Involvement</b></p> <p>Better participation of volunteers and parents</p> <p>Improve tracking of volunteers, student sign in and out, and continue to monitor visitors on campus</p>	<ol style="list-style-type: none"> <li>1. Teacher and Parent surveys</li> <li>2. Staff interviews</li> <li>3. Sign in records</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer based visitor sign in system: RAPTOR</li> <li>2. Opportunities to train more staff on Raptor procedures.</li> <li>3. Committee development and implementation of volunteer management system</li> <li>4. Offering GED/ESL classes</li> <li>5. Snack Pac for Kids</li> <li>6. Title I meetings/Parent Need To Know Night</li> </ol>	<ol style="list-style-type: none"> <li>1. PBE continues to improve but still has areas within our school day where parent volunteers can be utilized. As staff decreases or unavailable, volunteers can be used to fill gaps in supervision etc.</li> <li>2. A computer based sign in system increases our ability to track visitors, their purpose on campus, and will contribute to making our campus safer.</li> </ol>	<ol style="list-style-type: none"> <li>1. The school secretary has provided training to office staff on the Raptor procedures.</li> <li>2. The required Title 1 meets were given to the public</li> <li>3. Snack Pak continues to be in place at BISD.</li> </ol>

			<ul style="list-style-type: none"> <li>3. Supplemental classes for parents allow for continuing education opportunities and collaboration between staff and parents</li> <li>4. Snack Pac for Kids allows for supplemental meals for families that may be struggling financially</li> </ul>	
<p><b>School Context and Organization</b></p> <p>Parent drop-off/pick-up and traffic flow continues to frustrate all stake holders.</p>	<ul style="list-style-type: none"> <li>1. Parent and Staff Surveys</li> <li>2. Conferences with stake holders</li> <li>3. Conferences with those involved in</li> </ul>	<ul style="list-style-type: none"> <li>1. Playground surface is the most important component of playground to minimize injury.</li> </ul>	<ul style="list-style-type: none"> <li>1. Repairs to existing playground surface will reduce the possibility of injury to staff and students</li> </ul>	<ul style="list-style-type: none"> <li>1. With the passage of the school bond, the playground will undergo major renovations to reduce the</li> </ul>

<p>For safety reasons all doors on campus are being locked.</p> <p>Electronically locking main entrance doors.</p> <p>Not all areas of campus are covered by security cameras</p> <p>Parent flow through the building and parking lots needs to be addressed and solutions found.</p> <p>Surface areas of main playground need maintenance: wood chips or rubber mulch, foam tiles</p>	<p>drop off/pick up duties etc.</p> <ol style="list-style-type: none"> <li>4. Routine checks of maintenance, needs, and cameras</li> <li>5. Raptor reports</li> <li>6. Construction blueprints</li> </ol>	<ol style="list-style-type: none"> <li>2. Re-modeling of the main entrance to minimize visitors getting through without checking with office staff</li> <li>3. Full time School Resource Officer</li> <li>4. Significant water damage from leaks through the roof and HVAC units</li> <li>5. The auditorium/gym is in poor condition</li> </ol>	<ol style="list-style-type: none"> <li>2. Overall student and staff safety will be increased through monitoring of visitors</li> <li>3. Having a full time school resource officer allows for more security and assistance for illegal activity</li> <li>4. Parents and visitors will have to check in with the office and less people will be able to “sneak” by without checking in.</li> <li>5. Several HVAC units are not working properly or leak water when they are running. This has cause many celling tiles to crumble or cave in.</li> </ol>	<p>number of head injuries and other associated injuries.</p> <ol style="list-style-type: none"> <li>2. With having a SRO, our school climate is improved as evidenced through our parent surveys.</li> <li>3. PBE needs to consider updating the gym/auditorium as the school frequently uses for multiple programs and everyday use.</li> </ol>
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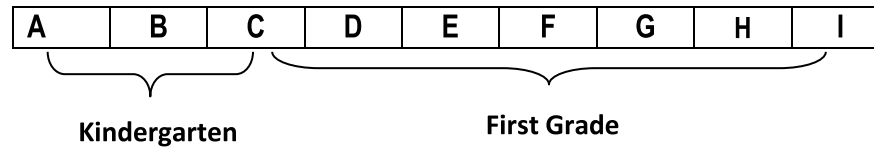
			6. The curtains on the stage are old and need to be replaced along with the stage flooring needs to be looked at.	
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# Paul Belton Elementary 2016-2017 End of Year Reading Results

193 Students Assessed

Goal: Level D

READING LEVEL



Percent of Students	Reading Level
8%	A
5%	B
13%	C
36%	D
38%	Above D

Number of Students	Percent	Reading Level
23/168	14%	<C
124/168	74%	D and above
145/168	86%	C+



# Paul Belton Elementary 2017-2018

## End of Year Reading Results

194 Students Assessed

Goal: Level D

Instructional READING LEVEL



Percent of Students	Reading Level
8%	A
8%	B
12%	C
34%	D
38%	Above D

Number of Students	Percent	Reading Level
16/194	8%	<C
140/194	72%	D and above
163/194	84%	C and above

## Special Population Groups 2017-2018

Student Group	Total Populations
Kindergarten Bilingual	17
Kindergarten ESL	7
EE	11
Special Education Kindergarten	17
Special Education Pre-K	29
Migrant	0
Homeless	1
At Risk	101
Economically Disadvantaged	311
Rtl	3

## ELL Population for 2017-2018 Data from Student Level Reviews

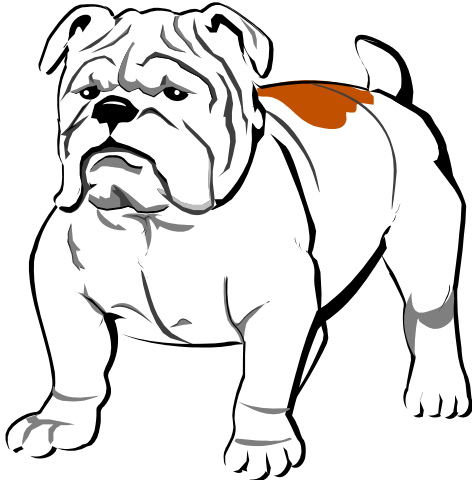
Pre-K moving into Kindergarten Bilingual	15
Three Year olds moving into Pre-K Bilingual	31 (waiting on testing) 3s and 4s

## Snack Pak 4 Kids Distribution 2017-2018

Month	Number of Sacks Distributed
September	15
October	20
November	28
December	45
January	45
February	52
March	52
April	52
May	52

## ATTENDANCE DATA 2017-2018

Month	Rate EE	Rate PK	Rate K	OVERALL RATE
August/September	87.50	95.22	95.96	92.89
October	90.48	92.10	94.61	92.40
November	88.24	92.06	94.31	91.54
December	96.43	90.17	93.81	93.47
January	93.28	88.98	88.74	90.33
February	93.98	90.70	92.27	92.32
March	96.03	92.60	94.45	94.36
April	95.24	92.33	94.03	93.87
May				
			<b>YEARLY AVERAGE</b>	



# **Comprehensive Needs Assessment**

**Gateway Elementary School  
401 Tristram St.  
Borger, TX 79007**

**Teresa Bodey, Principal**

**June 2018**

**Comprehensive Needs Assessment Summary**  
**School Year 2018-2019 Gateway Elementary**

<b>Data Sources Reviewed:</b> Literacy Benchmark Data    Raptor Data                      NWEA Data PEIMS Data                      AESOP Data                      Parent, Staff, and Student Surveys DMAC Data                      Snack Pak 4 Kids Data    TPRI Data			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Improved process of identifying and serving students with dyslexia</li> <li>• Increased demographic sub pops including, but not limited to autism, ELLs, and special needs and meeting their needs</li> <li>• RTI committee and process of meeting student needs and identifying struggling learners who are in need of further interventions and/or further academic or cognitive testing</li> </ul>	<ul style="list-style-type: none"> <li>• Continue identification of students in need of dyslexia services</li> <li>• Campus dyslexia specialist to meet the needs of students identified with dyslexia and intervention for students who were screened at the end of kindergarten and first grade years</li> <li>• Continue RTI process to identify struggling learners and help to meet their needs</li> <li>• Continue RGR phonics instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Continue identification and services for dyslexia students through EOY screeners for kindergarten and first grade students and throughout the year as needed</li> <li>• Continue RGR phonics instruction</li> <li>• Continue PD to support ELL instruction with rigor, sheltered instruction, Dual Language One Way</li> <li>• Continue to implement writing/posting lesson frames, seed questions, and critical writes in the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• Support services for LEP students, including but not limited to Bilingual Instructional Assistant</li> <li>• iPads provided for Bilingual instruction in the classroom</li> <li>• Continued implementation of Really Great Reading Phonics program (HD Word and Blast Foundations) for a systematic, vertically and horizontally aligned research-based curriculum</li> <li>• Continued training and implementation of Units of Study curriculum for reading and writing, which will help meet needs of all demographic sub groups</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Fundamental Five classroom implementation and McRel Instructional practices training</li> <li>• Significant achievement gap between ELL student population and other demographics</li> <li>• Progress towards closing achievement gap between all sub pops</li> <li>• Seek out high quality professional development opportunities, including, but not limited to differentiated instruction, phonemic awareness, RTI, inclusion</li> <li>• Increase student engagement in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the variety of instructional strategies used for differentiated learning to support all sub pops</li> <li>• Inclusion training to support rigorous instruction by teacher and inclusion implementation with Instructional Assistants</li> <li>• Scheduling to ensure support is available as needed in general education classrooms, pull-out resource classroom, self-contained special ed classroom, PASS special ed room, and pull-outs within the school.</li> <li>• Bilingual Instructional Assistant to support Bilingual students in their classroom settings and provide in-class interventions</li> </ul>
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		<ul style="list-style-type: none"> <li>• Continue support services available to Bilingual students</li> <li>• Identify LEP students in need of interventions and provide support as needed</li> <li>• Continued Instructional Assistant availability for LEP students</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and provide needed services to LEP students who are at-risk through in-class support, Target Lab, literacy groups, and tutorials</li> </ul>
<p><b>Student Achievement</b></p>	<ul style="list-style-type: none"> <li>• First grade level goals at the end of the year are instructional J and second grade goals are instructional M.</li> <li>• 72% of first graders are reading at or above an <b>instructional level J or above, with gains of 14%.</b></li> <li>• 69% of second graders are reading at or above an <b>instructional level of M or above, with gains of 12%.</b></li> <li>• Guided Math training with District Math Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of Balance Literacy Continuum components for new and returning teachers with District Literacy Coordinator</li> <li>• Continuation of Reading Recovery program to provide supports for qualifying students</li> <li>• Continuation of summer school and after school tutorials for qualifying students</li> <li>• Provide RTI Target Lab assistance for identified struggling students</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development in Balanced Literacy Components, supplies materials to add rigor to curriculum and instruction in the areas of all content areas.</li> <li>• Continuation of Reading Recovery program to provide supports for qualifying students</li> <li>• PD on RTI implementation with fidelity and PD on RTI resources</li> </ul>



	<ul style="list-style-type: none"> <li>• Supplemental positions to support student achievement are in place and utilized, including, but not limited to Target Lab and Instructional Assistants</li> <li>• RTI Process for documentation, identification, meeting needs of students</li> <li>• Teacher use of Guided Math for targeted math instruction and lesson delivery</li> <li>• Teacher use of Guided Reading for targeted reading instruction and lesson delivery</li> <li>• Grade level designated iPad carts</li> </ul>	<ul style="list-style-type: none"> <li>• Research-based campus-wide universal screener for math and reading at beginning of the year in the form of math assessment and TPRI</li> <li>• Continue to create rigorous common formative assessments that assess to the depth and complexity of the TEKS with an emphasis on concrete learning CPA</li> <li>• Continue supplemental support positions to enhance student achievement</li> <li>• Communication of student achievement</li> <li>• Improve attendance rate of students to help improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• RTI inclusion available with Instructional Assistant support</li> <li>• Target Lab for RTI support</li> <li>• Data collection portfolios</li> <li>• Supplemental positions to support student achievement</li> <li>• GO Books for all students to promote student achievement and communication between parents and teachers</li> <li>• More student and staff perfect attendance recognition and/or rewards</li> <li>• PD to support math manipulative continued implementation</li> <li>• Continue to support and expand STEM activities in Science Lab</li> </ul>
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	<ul style="list-style-type: none"> <li>• District Literacy and Math Coordinators highly visible on campus working with students and teachers for continued professional development and to promote student success</li> <li>• Continued monitoring of teacher effectiveness to ensure high quality instructional strategies and lesson delivery for optimal student success</li> <li>• STEM activities in science lab</li> </ul>	<ul style="list-style-type: none"> <li>• Promote higher staff attendance rate to help improve student achievement</li> <li>• Continue to monitor availability of math manipulatives and supply materials as needed for CPA</li> <li>• Continue Guided Math implementation training and support</li> <li>• Continue to support and expand STEM activities in Science Lab</li> <li>• Units of Study for Writing and Reading-continued PD, instructional support and PLC support</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to utilize District Math and Literacy coordinators for coaching, professional development, alignment</li> </ul>
<p><b>School Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Parent surveys indicate positive learning environment</li> <li>• Collaboration among educators was rated high (Sense of family community)</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of character building lessons with counselor</li> <li>• Shared campus SRO to monitor student/employee safety</li> </ul>	<ul style="list-style-type: none"> <li>• Continued implementation of character building program with school counselor and special ed counselor</li> </ul>

	<ul style="list-style-type: none"> <li>• Most staff surveys indicated positive school climate</li> <li>• Parents indicated strong learning environment, depth of programs offered meeting student needs and warm/welcoming campus environment as campus assets</li> <li>• Implementation of campus-wide GO book for communication</li> <li>• Popcorn jars for classrooms compliments build sense of responsibility and community for classes</li> <li>• Continued implementation of Schoolway App for added communication and notification, as well as parent phone calls and emails</li> </ul>	<ul style="list-style-type: none"> <li>• Shared counselor for guidance lessons</li> <li>• Continue school wide discipline management plan</li> <li>• Improved communication sources between parents and students</li> <li>• Continue on campus communication efforts</li> <li>• Implement more positive Behavior Interventions needed</li> <li>• Implement and promote use of Schoolway app for parent and staff communications</li> <li>• Celebrate/recognize staff achievements and successes</li> <li>• Continue teacher newsletters in the GO Books</li> </ul>	<ul style="list-style-type: none"> <li>• Campus SRO to monitor student/employee safety</li> <li>• Counselor will be shared on two campuses</li> <li>• GO Books for all students to promote student achievement and communication between parents and teachers</li> <li>• PLC implementation with fidelity</li> <li>• Continue to improve communication process on campus with weekly memos, staff meeting, PLCs, etc</li> <li>• Continue administrator red/blue/super ticket system for positive behavior implementation</li> <li>• Caught Being Good student behavior recognition and reward system</li> </ul>
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	<ul style="list-style-type: none"> <li>• Teacher newsletters in GO books</li> <li>• Students and parents indicated on surveys that Gateway has a safe learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Campus committee for special events</li> <li>• Grade Level Liaisons</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Liaisons</li> <li>• Caught Being Good Six Weeks reward lunch on stage</li> </ul>
<p><b>Staff Quality/Professional Development</b></p>	<ul style="list-style-type: none"> <li>• All teachers received sustained, ongoing professional development in literacy components</li> <li>• Inclusion training attended by select/team members and inclusion plan developed and in implementation phase, including but not limited to Instructional Assistants</li> <li>• New teacher instructional coaching supports along with mentors on campus</li> <li>• Struggling teacher instructional coaching supports</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level/content area collaborative planning</li> <li>• Continue use of district literacy and math coordinators to support math and literacy PD and promote student achievement</li> <li>• Instructional coaching and conferencing is needed to support new or struggling teachers/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Coaching and Conferencing</li> <li>• New teacher PLCs</li> <li>• Bilingual PLCs</li> <li>• Sheltered Instructional continued support</li> <li>• Continue Balanced Literacy Implementation and Reading Instruction with District Literacy Coordinator</li> <li>• Inclusion Training to support and enhance implementation</li> <li>• Implement instructional coaching model “Get Better Faster...”</li> </ul>

	<ul style="list-style-type: none"> <li>• Grade level teacher iPads</li> <li>• PLC Implementation and Literacy Support personnel</li> <li>• Guided Math professional development with District Math Coordinator</li> <li>• Technology online training for NWEA and Comapss</li> </ul>	<ul style="list-style-type: none"> <li>• LEP student populations are underperforming compared to other demographic groups. Continued professional development is needed to support LEP populations and decrease the achievement gap.</li> <li>• Sustained coaching and conferencing on Fundamental Five implementation is necessary to ensure implementation with fidelity and posting of seed questions, frames, and critical writes</li> <li>• Singapore math strategy implementation and continued support for teachers and Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development for teachers of ELL populations to support instruction with rigor and the implementation of Dual Language One Way</li> <li>• Utilize District Math Coordinator for math support and professional development</li> <li>• Technology programs professional development (Compass, NWEA, etc)</li> <li>• Behavioral/classroom management PD for teachers</li> <li>• PD to increase teacher/staff pedagogy in core content areas and areas identified by campus</li> <li>• Ongoing Singapore math strategy support and PD opportunities</li> </ul>
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		<ul style="list-style-type: none"> <li>• Provide technology assistance and PD to support the use and implementation of teacher iPads in the classrooms</li> <li>• Seek out PD opportunities for continued support in math and literacy</li> <li>• Continued support for writing and reading vertical alignment with Units of Study Writing Reading and Writing</li> <li>• Guided Math implementation and training</li> <li>• Grade Level Liaisons for support</li> </ul>	<ul style="list-style-type: none"> <li>• Continue training and support for implementation of guided math</li> <li>• Continue PD for Units of Study Reading and Writing</li> <li>• Grade Level Liaisons for support</li> </ul>
<p><b>Curriculum, Instruction, Assessment</b></p>	<ul style="list-style-type: none"> <li>• Instructional coaching/peer coaching</li> <li>• Continued improvement of alignment between written, taught, tested curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Continue peer/instructional coaching to support new or struggling staff members</li> <li>• Continue with planning days for vertical and horizontal alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional coaching sustainability</li> <li>• Planning days for subject/content area</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning days provided to teachers by grade level and content area</li> <li>• Ongoing PLC implementation</li> <li>• Utilization of Literacy Benchmark tracking program –used to monitor student achievement</li> <li>• Assessment reviews with teachers/campus administrators/districts administrators</li> <li>• Use of DMAC to help organize and disaggregate data</li> <li>• Utilization of TPRI</li> <li>• Guided Math in all math classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Continue PLC training and implementation</li> <li>• Continue utilization of Literacy Benchmark tracking program –used to monitor student achievement/reassess windows and needs of campus</li> <li>• Continue assessment reviews with teachers/campus administrators/districts administrators to review individual student progress and by demographic groups</li> <li>• Continued support for writing and reading vertical and horizontal alignment with Units of Study Writing Reading and Writing</li> <li>• Continue use of DMAC for local assessment data collection and analysis, including, but not limited to TPRI and six weeks tests</li> </ul>	<ul style="list-style-type: none"> <li>• Region 16 Instruction and Title II contacts to support teacher PD, instruction, and teacher pedagogy</li> <li>• Continue PD for Units of Study Reading and Writing</li> <li>• Focus on PLC process</li> <li>• Continue use of DMAC</li> <li>• Continue use of Grade Level Liaisons</li> <li>• Continue to support Guided Math in all math classrooms with emphasis on CPA/CRA</li> <li>• Continue beginning of the year math screener for first and second grades</li> <li>• Build assessments that are based on concrete learning of concepts and train teachers on testing with fidelity with the</li> </ul>
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		<ul style="list-style-type: none"> <li>• Continue use of Grade Level Liaisons</li> <li>• Continue implementing Guided Math with fidelity</li> <li>• Continue concrete instruction needed for longer periods of time to imbed the concepts being taught at both grade levels</li> <li>• BLAST Phonics teacher manuals and student kits needed for additional teacher in first grade</li> <li>• Units of Study Writing Kit needed for additional first grade teacher</li> <li>• STAAR Vocabulary Kit needed for additional first grade teacher</li> </ul>	<p>new testing modes such as concrete assessments</p> <ul style="list-style-type: none"> <li>• BLAST Phonics teacher manuals and student kits needed for additional teacher in first grade</li> <li>• Units of Study Writing Kit needed for additional first grade teacher</li> <li>• STAAR Vocabulary Kit needed for additional first grade teacher</li> </ul>
<p><b>School Context and Organization</b></p>	<ul style="list-style-type: none"> <li>• Parent and student surveys indicated school is seen as a safe</li> </ul>	<ul style="list-style-type: none"> <li>• Shared counselor to support student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to utilize Raptor system</li> </ul>



	<p>place for students</p> <ul style="list-style-type: none"> <li>• Parents feel welcome at Gateway</li> <li>• Implementation of Watch D.O.G.S. program</li> <li>• Consistency of Raptor system for campus visitors</li> <li>• Staff reports positive school climate is on the rise</li> <li>• Campus assistant principal designated on campus 3 out of 6 school days to support school management, instruction, and other areas of support</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Raptor use</li> <li>• Safety of school drop-off and pick-up system</li> <li>• Continue to monitor duty schedules for needed coverage</li> <li>• Continue implementation of Watch DOGS program</li> <li>• Continue leadership and communication utilizing grade level liaisons</li> <li>• Continue utilization of buzz-in security doors at front entrance</li> <li>• Assistant Principal schedule consistency needed for effective management of school duties and instructional leadership support as well as disciplinary needs</li> </ul>	<ul style="list-style-type: none"> <li>• Train more personnel on the Raptor system</li> <li>• Continued implementation of SRO patrol in parking lot before and after school when SRO is available</li> <li>• Continue to implement and promote Watch D.O.G.S. program to help promote safety and parental involvement</li> <li>• Continue leadership and communication utilizing grade level liaisons as part of the administrative team</li> <li>• Continue Assistant Principal position for the 2018-2019 school year</li> </ul>
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• Gains in student achievement evidenced</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase/renewal of instructional/student</li> </ul>	<ul style="list-style-type: none"> <li>• Technology upgrades to current equipment and</li> </ul>

through use of technology programs to support student learning, including, but not limited to NWEA and Compass

- New student computers were purchased and installed in classrooms
- Smartboard added for Target Lab
- iPad labs for both grade levels, mini-iPad lab for Science Lab
- Classroom teacher iPads added for instruction with apps to connect iPad to Smartboard available
- All grade level classrooms have Smartboards, as well as the Science Lab and Music room, Target Lab

assessment technology programs

- Alignment between all elementary campuses needed with technology programs
- Continue to support added iPad apps for student labs and teachers
- Continued training on use of technology, including, but not limited to Smartboards, iPads, document cameras

programs

- Continued renewal of instructional technology programs and apps, including but not limited to Compass Math and Reading for first and second grade and NWEA for second grade and Raz Kids and Reading A to Z for Bilingual classrooms
- Training to support new technology
- Provide training opportunities through technology department, Region 16 ESC, and other outside sources
- Purchase additional iPads for teachers to use in small group instruction in classrooms

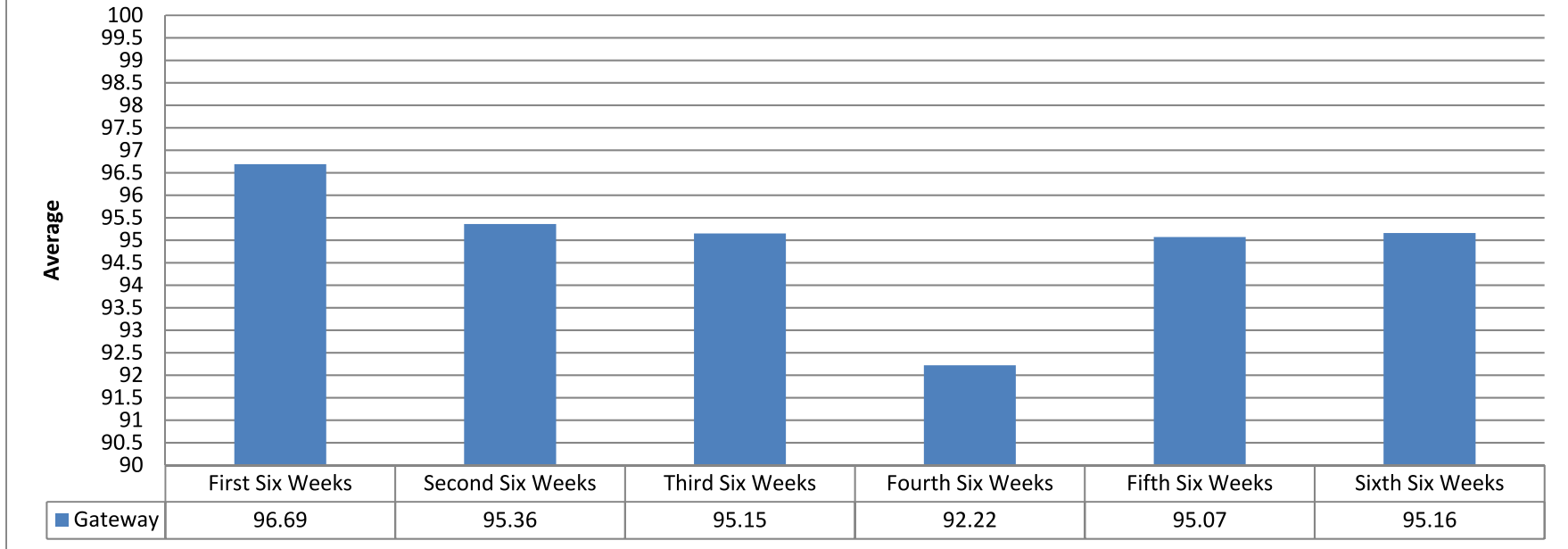
<p><b>Family and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Gateway parents utilizing Borger ISD Parent Involvement Center for ESL/GED classes</li> <li>• PTO membership</li> <li>• High attendance rate at school sponsored events/programs</li> <li>• Community project Rainbow Room Christmas Project</li> <li>• High parent/community member volunteerism</li> <li>• Promotion of perfect attendance each six weeks with grade level Rotary Club bike drawings sponsored by Rotary Clun and Wal-Mart and classroom prizes and certificates for each student</li> <li>• Implementation of Watch D.O.G.S. program</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer parent training via Borger ISD Parent Involvement Center and through campus training opportunities</li> <li>• Continue with community project focus/activity</li> <li>• Continue PTO and encourage parent participation membership, active involvement</li> <li>• Continue parent communication (written/verbal) in applicable language</li> <li>• Continue implementation of Watch D.O.G.S. program</li> <li>• Partnership with community businesses for mentor program</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer parent training via Borger ISD Parent Involvement Center and through campus training opportunities (literacy, numeracy)</li> <li>• Continue with community project focus/activity</li> <li>• Continue PTO and encourage parent participation membership, active involvement</li> <li>• Continue parent communication (written/verbal) in applicable language</li> <li>• Continue World Read Aloud day and evening event</li> <li>• Implement mentor program with community businesses</li> <li>• Plan and implement STEM Family Night</li> </ul>
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	<ul style="list-style-type: none"> <li>• Highly successful World Read Aloud day and evening events</li> <li>• Campus provided classroom and staff attendance prizes.</li> <li>• Go Books for communication between school and home</li> <li>• SP4K program</li> <li>• Participation in district wide canned food drive project</li> <li>• Hurricane relief School Supply Project</li> </ul>	<ul style="list-style-type: none"> <li>• Continue World Read Aloud Event for day and evening</li> <li>• Promote the use of Parent Portal early in year and more often</li> <li>• Continue to build strong relations with parents and community members</li> <li>• Continue partnership with Rotary Club and Wal-Mart for six weeks perfect attendance awards</li> <li>• Recognize end of the year students with perfect attendance trophy</li> <li>• Continue GO Book implementation</li> <li>• SP4K program</li> <li>• Continue canned food drive Project</li> </ul>	<ul style="list-style-type: none"> <li>• Continue implementation of Watch D.O.G.S. program to help promote safety and parental involvement</li> <li>• Parent Portal notification for parents</li> <li>• Promote parents completing background checks to be able to volunteer at school early in the school year</li> <li>• Promote higher attendance rates for students and staff with recognition and/or rewards</li> <li>• Perfect attendance award for the end of the year to promote higher attendance rates</li> <li>• Continue GO Book implementation</li> <li>• Communication logs</li> </ul>
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		<ul style="list-style-type: none"><li>• Continue to seek out specific community projects to participate in as a school community</li></ul>	<ul style="list-style-type: none"><li>• SP4K Program</li><li>• Continue canned food drive project</li></ul>
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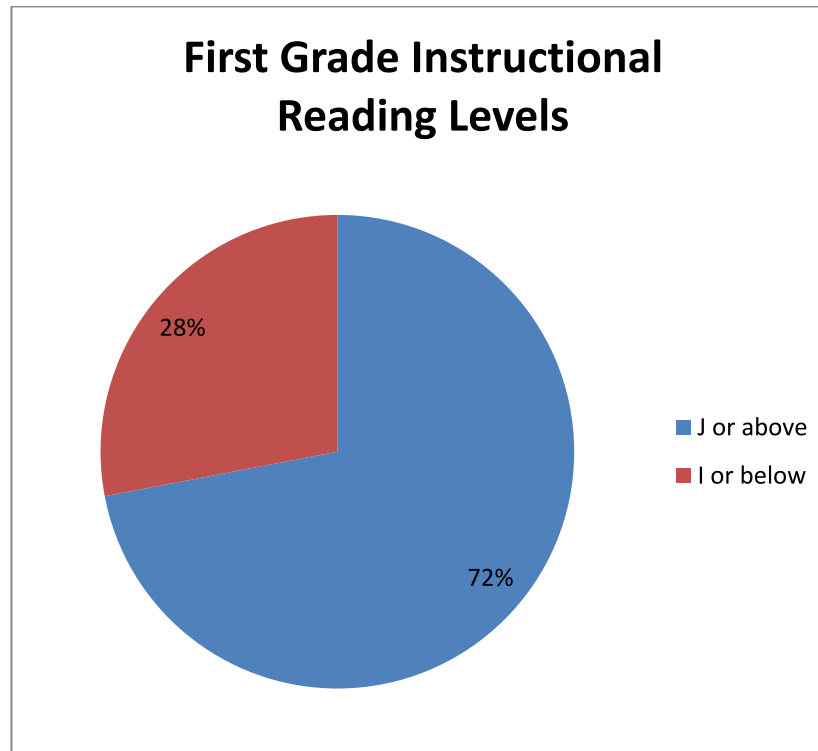
## 2017-2018 Attendance Rate



## Special Population Groups 2017-2018

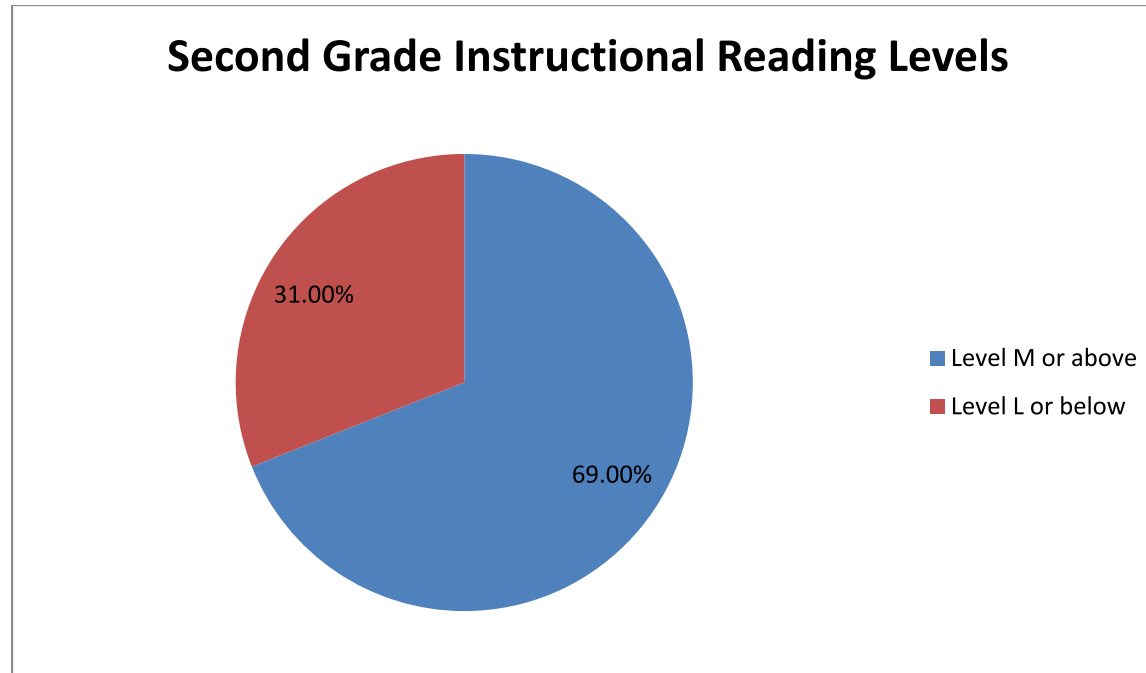
Student Group	First Grade	Second Grade	Total Populations
Bilingual	23	18	41
ESL	4	3	7
Special Education	20	21	41
Migrant	0	0	0
Homeless	1	1	2
At Risk	75	87	162
Economically Disadvantaged	128	137	265
Gifted and Talented	4	11	15

# End of the Year Benchmark Data 2017-2018



First Grade	Number of Students	Percent
Grade Level J (or above)	120	72%
Below Grade Level (I or below)	48	28%

# End of the Year Benchmark Data 2017-2018



Second Grade	Number of Students	Percent
Grade Level (level L) or above	123	69%
Below Grade Level (K or below)	55	31%



**NWEA Data  
Second Grade**

<b>Mathematics Summary</b>	
<b>Total Students with Valid Growth Test Scores</b>	<b>180</b>
<b>Mean RIT</b>	<b>183.8</b>
<b>Standard Deviation</b>	<b>13.7</b>
<b>District Grade Level Mean RIT</b>	<b>183.8</b>
<b>Students At or Above District Grade Level Mean RIT</b>	<b>106</b>
<b>Norm Grade Level Mean RIT</b>	<b>192.1</b>
<b>Students At or Above Norm Grade Level Mean RIT</b>	<b>53</b>
<b>Overall Performance (Average-High)</b>	<b>74/41%</b>

<b>Reading Summary</b>	
<b>Total Students with Valid Growth Test Scores</b>	<b>180</b>
<b>Mean RIT</b>	<b>180.4</b>
<b>Standard Deviation</b>	<b>16.1</b>
<b>District Grade Level Mean RIT</b>	<b>180.4</b>
<b>Students At or Above District Grade Level Mean RIT</b>	<b>97</b>
<b>Norm Grade Level Mean RIT</b>	<b>188.7</b>
<b>Students At or Above Norm Grade Level Mean RIT</b>	<b>61</b>
<b>Overall Performance (Average-High)</b>	<b>75/32%</b>

**Davy Crockett Elementary School 2018-19 Campus Needs Assessment**  
**Compiled from CNA Sub-Committee Reports – June 2, 2018**

<b><u>Area Reviewed</u></b>	<b><u>Data Review</u></b>	<b><u>Summary of Strengths</u></b>	<b><u>Summary of Needs</u></b>
<p><b>Demographics</b></p> <p><i>Demographics</i> refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.</p>	<p><b>Sources: 2017 AEIS</b></p> <p>Review of the 16-17 Texas Academic Performance Report for Crockett Elementary shows the largest subpopulations of students is 45% Hispanic, 50% White, and 52% Economically Disadvantaged. The Teacher distribution shows 9% were new teachers, 26% had 1-5 years of experience and 22% had 6-10 years, 40% had 11-20 years of experience, and 3% had over 20 years of experience.</p> <p>Personnel records and master schedules for the 16-17 school year show</p>	<p>Approximately 10% of the Crockett teaching staff is first year teachers. 26% have 1-5 years of experience and 65% have 6 or more years of experience. Crockett has a pool of talent to pull from to support newer teachers.</p> <p>The student population in percentage of White and Hispanic ethnicities has remained stable over the years. This allows us to know our students strengths and weaknesses and allow us to focus on training and resources that are necessary to help us</p>	<p>Because of the high number of ELL students, the El Saber STAAR Vocabulary Kits should be used extensively in all core classrooms.</p> <p>Our ELLs are 12% of the school population. We need to help these students be more successful. One area of concern is for the isolation of our bilingual students. A Peer Paring system would greatly help our Bilingual students. This Peer Pairing system would help students build relationships with non-bilingual students which</p>

	<p>that there was a significant turnover of teachers for the 7<sup>th</sup> consecutive year. Currently among classroom teachers 23% have been at Crockett Elementary greater than 5 years, and 10% greater than 10 years.</p> <p>In 2016-17, seven new teachers joined the staff. For 2017 – 2018 there will be three new teachers: one moving to another campus in the district, one leaving teaching, and one moving to another district.</p>	<p>maximize learning outcomes and learning potential.</p> <p>Crockett along with Gateway elementary hosted three parent nights specifically designed to provide information about academic success.</p> <p>All teachers included ELPS within their lesson plans and grade levels had representatives attend ELPS training.</p>	<p>in turn can help them build their vocabulary, expose them to other classroom environments as well as help build confidence.</p> <p>More thorough support and communication for our new teachers is an area of need.</p> <p>Appropriate pairing of mentors and new teachers with consideration to similar grade level and subject area job descriptions should be deliberate.</p> <p>Continue the use of teacher mentoring from the beginning of school. Begin prior to teacher in-services to assist with a smoother transition and lessen frustration.</p>
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			<p>As a campus with 52% Economically Disadvantaged students that are not performing well on the STAAR test, we need to increase their knowledge base. The lack of exposure to life experiences as well as vocabulary and academic skills are hindering their abilities to be successful. It is vital that we increase parent and community involvement within our school to help expose them to a variety of experiences not otherwise easily accessible.</p> <p>Continuing to utilize the <i>Fundamental 5</i> with fidelity in all core classrooms will help Economically Disadvantaged students access the curriculum more fully</p>
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			Bringing guest speakers in, having parent nights, building positive community relationships, and finding the funds necessary to participate in programs such as WOWW would benefit this population of students.
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<p><b>Student Achievement</b></p> <p><i>Student Achievement</i> data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which</p>	<p><b><u>DMAC Data</u></b></p> <p><b>Sources: DMAC; Six Weeks Benchmark Tests, Power Walk Data, PLC records</b></p> <p>DMAC data from six weeks tests did not show significant growth from the beginning of the year through the</p>	<ol style="list-style-type: none"> <li>1. El Saber STAAR Vocabulary Kits were purchased and used extensively with positive results.</li> <li>2. Instructional Assistants provide inclusion assistance to general ed and Special Ed students in classrooms</li> <li>3. Fundamental 5 Training and</li> </ol>	<ol style="list-style-type: none"> <li>1. Insure that all core teachers are using the El Saber STAAR Vocabulary Kits on a regular basis</li> <li>2. Expand the use of Instructional Assistants in classrooms to assist teachers with Special Ed students</li> <li>3. Continue purchasing Compass Math and Reading</li> <li>4. Continue Think Through Math software licenses</li> </ol>
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<p>students are acquiring the knowledge and skills expected for each grade level and course of study.</p>	<p>benchmark tests in March.</p> <p>Cumulative assessment data for the year shows that math assessment scores improved sporadically throughout the year but were still below expectations.</p> <p><b>Six Weeks Data:</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>3 Math</td> <td>47</td> <td>61</td> <td>55</td> <td>39</td> </tr> <tr> <td>3 Read</td> <td>62</td> <td>42</td> <td>78</td> <td>45</td> </tr> <tr> <td>4 Math</td> <td>63</td> <td>60</td> <td>53</td> <td>54</td> </tr> <tr> <td>4 Read</td> <td>82</td> <td>71</td> <td>58</td> <td>54</td> </tr> <tr> <td>4 Write</td> <td>35</td> <td>37</td> <td></td> <td></td> </tr> </tbody> </table> <p>4<sup>th</sup> 6 Weeks=Benchmark</p>	Subject	1	2	3	4	3 Math	47	61	55	39	3 Read	62	42	78	45	4 Math	63	60	53	54	4 Read	82	71	58	54	4 Write	35	37			<p>implementation in classrooms</p> <p>4. Treasure Hunts involving all core teachers for three days at the beginning of the year to calibrate resources.</p> <p>5. Modified Scope and Sequence for Math; Units of Study curriculum in Reading</p> <p>6. Compass Math &amp; Reading software and training and Think Through Math</p> <p>7. Grade Level PLCs meet each week to plan.</p> <p>8. The use of DMAC to manage student assessment data and make instructional decisions</p> <p>9. Use of the Power Walk software to track and report daily walk-throughs in</p>	<ol style="list-style-type: none"> <li>5. Continued emphasis on curriculum alignment is needed for all teachers</li> <li>6. Conduct grade level department data PLCs after each six-week test instead of individual meetings with the Principal to improve alignment and achievement</li> <li>7. Teacher-assisted six weeks test creation</li> <li>8. A closer look at the fundamentals of teaching and lesson planning is needed for first year teachers</li> <li>9. Before the first Treasure Hunt of the year, data analysis needs to be done using STAAR data from previous year with the 10 lowest TEKS identified</li> <li>10. Continued training and support in rigor and relevance across all groups</li> <li>11. Continued training and support in SPED students-resource and inclusion students</li> </ol>
Subject	1	2	3	4																													
3 Math	47	61	55	39																													
3 Read	62	42	78	45																													
4 Math	63	60	53	54																													
4 Read	82	71	58	54																													
4 Write	35	37																															

*5<sup>th</sup> 6 Weeks= Mid Point*

**Power Walk Data**

Power Walk data shows improvement in Lesson Framing and Recognition and Reinforcement.

**2016-17 Fundamental 5 Report**

Fundamental Target Campus

Lesson Frame	95%	95%
Power Zone	75%	59%
Purpose Talk	40%	22%
Recognize	40%	38%
Critical Write	25%	35%

**RTI Data:**

**Rtl meetings: 13**

**Grade 3:**

Tier 2 reading; 25 students

Tier 2 math; 26 students

Tier 3 reading; 24 students

Tier 3 math; 24 students

**Grade 4:**

Tier 2 reading; 16 students

Tier 2 math; 11 students

Tier 3 reading; 5 students

Tier 3 math; 17 students

classrooms throughout the year 10. Teachers use the Sheltered Instruction Model to meet the needs of ELL students

11. Transition ARDS involving BIS and Crockett personnel are held for students with special needs to plan the student's move to the 5<sup>th</sup> grade  
12. All 4<sup>th</sup> Graders visit the Intermediate School in May to assist them in making the transition to 5<sup>th</sup> grade.

12. Continue to expand the program of providing student mentors
13. Continue Literacy Initiative implementation including Guided Reading and math for all students throughout all classrooms.
14. Hold 6 weeks pep rallies to recognize A & AB Honor Roll and Bulldog of the Six weeks Recognition
15. Use Lead4Ward strategies from the beginning of the school year.

	<p><b>Students that made progress and moved back a tier;</b> Third Grade: 5 students Fourth Grade: 3 students</p> <p><b>Students recommended for testing;</b> Third grade: 13 students (3 were parent requests) Fourth grade; 6 students (1 was parent request)</p> <p><b>Students that qualified for SPED or Dyslexia;</b> Third grade; 8 students (2 SPED, 3 Dys) Fourth grade; 3 students (SPED)</p> <p><b>Students that did not qualify;</b> Third grade; 5 students (2 parent denials for testing) Fourth grade; 2 students</p> <p><b>Waiting for results;</b> Fourth grade; 1 student</p>		
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<p><b><u>School Culture &amp; Climate</u></b></p> <p><i>School Culture and Climate</i> refers to the organizations values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.</p>	<p><b><u>Sources:</u></b></p> <p>Informal discussions          Conference notes          Parent Surveys          Information from Office</p>	<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>• There are 23 PEAK students across 3<sup>rd</sup> and 4<sup>th</sup> grades (up from 18 last year).</li> <li>• There were 45 UIL participants across 3<sup>rd</sup> and 4<sup>th</sup> grades (up from 37 last year).</li> <li>• Parent Surveys received: 43 (Up 42 from last year).</li> </ul>	<p><b>1. <u>Parent Survey</u></b></p> <p>4<sup>th</sup> six weeks we need to plan questions for parent survey on google docs. Also need to create student survey and have it ready to go.</p> <p>5<sup>th</sup> six weeks, we need to put the questionnaire on the BISD facebook page again, but also need a printed copy to go home in the 5<sup>th</sup> six weeks report cards.</p> <p><b>2. <u>Student Survey</u></b></p> <p>After 5<sup>th</sup> six weeks report cards, we need teachers to log into google forms on one of their classroom computers to allow students to complete survey.</p> <p><b>3. <u>Teacher Survey</u></b></p> <p>After 5<sup>th</sup> six weeks report cards, we need teachers to log into google forms on one of their classroom computers to complete survey.</p>
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			<p><b>4. <u>Lockdown Drill/Tornado Drill</u></b> This year we did complete (1) tornado drill and (1) lockdown drill. With the recent school “events” happening in the state, the committee would like to see at least (1) more lockdown drill done during the year.</p> <p><b>5. <u>Security</u></b> It was also discussed that when there is a substitute the doors are not locked, and it would be impossible for them to lock the door if a lockdown occurred. Would like to see some sort of mechanism in place on the doors that would allow for locking when there is a substitute.</p> <p><b>6. <u>Substitute Training</u></b> With the above mentioned, it was discussed that it would be nice for teachers to know what is done is substitute teacher training, and have teachers make recommendations to the</p>
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			<p>district on issues that could be taught at this training.  <u>Example:</u> (1) using a document camera (2) using the smartboard, etc.</p> <p><b>7. iPads</b>  It was discussed last year that iPad accessibility was limited. 3<sup>rd</sup> &amp; 4<sup>th</sup> grade reports no issues with iPad sharing this year.</p> <p><b>8. <u>Teacher/Office Communication</u></b>  Communication between teachers and the office, and the office and parents, has improved per the student survey.</p>
<p><b>Staff Quality, Recruitment and Retention</b></p>	<p><b><u>Data Reviewed:</u></b>  CNA-2016-17  Teacher interviews</p>	<p><b><u>Strengths</u></b>  Camp Crockett on World Read Aloud day brought in over 500 students and family members</p>	<ul style="list-style-type: none"> <li>• Communication/Transparency in campus news (to deter rumors)</li> <li>• Use a Communication App that staff can enroll in for campus notifications</li> <li>• For New Teachers: Ensure mentor teaches same content</li> </ul>

		<p>Egg Hunt for teachers helped morale</p> <p>An Autism Team from Crockett participated in the Autism Walk at Huber Park</p> <p>School theme/unity in regards to Super Heros had a strong sense of community</p> <p>Classroom budgets are adequate for purchasing needed classroom materials</p> <p>Ipads are available for classroom use</p> <p>The weekly agenda from the Principal</p>	<p>area; has same conference/Create a form to document regular, scheduled meetings (at least quarterly)</p> <ul style="list-style-type: none"> <li>• Group PODS by ESL/SPED to help with paperwork and class schedules</li> <li>• Morale Boosters: Frequent Drawings for gift cards prizes (TPT, Wal-Mart, Amazon Gift Cards, Jean Certificates)</li> <li>• Gifts for teachers that meet milestone years (3, 5, 10, etc)</li> <li>• Snack Cart</li> <li>• Lunch Order Fridays (or every other, once a month)</li> <li>• Hire staff with Borger roots</li> <li>• Remove test scoreboard in office</li> <li>• Create an IA PLC/Assign a Lead IA or a teacher liaison that will keep IAs informed</li> <li>• Have "Pawsitive Pals" from other grade level (3<sup>rd</sup> grade teacher would have a 4<sup>th</sup> grade teacher or IA's could have an "other" for secret pal)</li> </ul>
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		keeps people informed	
<p><b>Curriculum, Instruction and Assessment</b></p> <p>curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for any given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.</p>	<p><b><u>Data Reviewed</u></b></p> <p>Sources: Agendas of Faculty Meetings, professional development records, In-Service Schedules, PLC sign-in sheets, records of Region 16 personnel providing trainings in curriculum and instruction for teachers on campus</p>	<p><b><u>Summary of Strengths</u></b></p> <p>Common assessment are conducted every 6 weeks. Data is used to plan instruction and interventions with students.</p> <p>Teachers collaborate in lesson planning on a weekly basis. (Reference #1 – Summary of Needs below.)</p> <p>The Fundamental 5 is incorporated into all classroom instruction on a daily basis.</p> <p>Technology – Each classroom have five computers, access to portable iPad labs,</p>	<p><b><u>Summary of Needs –</u></b></p> <p>Brainstorming ideas to get a planning day the 18<sup>th</sup> of January while IA’s host conduct movie and/or have whole day the 21<sup>st</sup> as a planning with no meetings.</p> <p>Whole planning day needed when rolling out the Lead4ward review curriculum in March as opposed to half day.</p> <p>Begin tutoring during the 2<sup>nd</sup> six weeks.</p> <p>In order to better meet the needs of our students, try to re-implement a once per six weeks planning day. Teachers will work together and analyze assessment data across the grade level and use the data to</p>

		<p>and access to two computer labs. Teachers use differentiated instruction in their classrooms on a daily basis. Common assessments are conducted every three weeks. Data is used to plan instruction and interventions with students. (Reference #1 – Summary of Needs below.) Teachers were trained on analyzing assessment information and how to apply Lead4forward review strategies to the data. Teachers are participating in an on-going book study using <u>A Handbook for Classroom Instruction that Works</u> by McRel.</p>	<p>drive instruction. Teachers will implement best practices in each classroom based on individual data compared to the grade level. Consider hiring a RTI math interventionist to focus on math interventions for both grade levels. Proposed dedicated RTI pull-out time pod specific as to not interrupt instruction time. Proposed same personnel conduct oral administration of assessments for each student with the accommodation. Support and challenge our higher students, which would result in more level 3 student scores on STAAR. Continue having the Counselor address test anxiety to help our students.</p>
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<p><b>Family and Community Involvement</b></p> <p><i>Family and Community Involvement</i> refers to how family and community stakeholders are informed, invested and involved as partners in supporting the school community with high expectations and high achievement for all students.</p>	<p><b><u>Sources:</u></b></p> <p>Raptor reports  Calendar Events  Sign-In-Sheets</p>	<ul style="list-style-type: none"> <li>• McTeacher Night</li> <li>• New Year’s Party – Back to School Night</li> <li>• Back to School Fair</li> <li>• Music Programs</li> <li>• Veterans Day Program</li> <li>• Town Hall Meeting</li> <li>• Title 1 Parent Meeting</li> <li>• Read Around the Campfire Night</li> </ul>	<p><b><u>Needs</u></b></p> <ul style="list-style-type: none"> <li>▪ Math and Reading Nights held yearly <ul style="list-style-type: none"> <li>○ Prizes for attendance</li> <li>○ Serve Food, to help with attendance</li> </ul> </li> <li>▪ Math in Fall semester <ul style="list-style-type: none"> <li>○ Multiplication Bingo</li> <li>○ Other math games</li> <li>○ How to help your student at home</li> </ul> </li> <li>▪ Reading in Spring Semester <ul style="list-style-type: none"> <li>▪ To go with National Read Aloud Day, February <ul style="list-style-type: none"> <li>▪ Teachers reading aloud to students</li> <li>▪ Volunteers Reading in Classrooms <ul style="list-style-type: none"> <li>▪ Science Fair <ul style="list-style-type: none"> <li>○ Science projects done in Lab</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ Have a night to display the projects and award winners</li> <li>▪ Meet the teacher night <ul style="list-style-type: none"> <li>▪ Information tables</li> <li>▪ Background checks</li> <li>▪ Volunteer signup sheets</li> <li>▪ PTO</li> <li>▪ Bus information</li> </ul> </li> <li>▪ Enlist volunteers to Read in classrooms – businesses, banks, retired teachers, etc.</li> </ul>
<p><b>School Context and Organization</b></p> <p>School Context and Organization refers to the processes, structures, decision making, and overall leadership aspects of the organization, including how these areas address quality</p>	<p><b><u>Sources:</u></b></p> <p>Attendance Reports Review of Awards Teacher PLC's</p>	<p><b>Summary of Strengths</b></p> <ul style="list-style-type: none"> <li>• Classroom behavior</li> <li>• School-wide discipline plan</li> <li>• Lunch bunch</li> <li>• Writer's Club and Book Munchers</li> <li>• Pizza with the Principal each month for students demonstrating</li> </ul>	<p><b><u>Summary of Needs:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Treasure Hunts moved back to every 6 weeks to allow teacher to review</li> <li>• Have "Wall of Honor" for honor roll students with individual pictures with the mascot for all A's, and a group picture for A-B honor roll each six weeks. Leave them up all year.</li> </ul>



<p>teaching and learning</p>		<p>Character Counts traits</p> <ul style="list-style-type: none"> <li>• Lions Club Dictionary giveaway</li> <li>• Grade level PLC at lunch time</li> <li>• Bike assemblies for perfect attendance</li> <li>• Sticker chart with a reward for good behavior</li> <li>• Weekly “Plan of the Week” from the Principal</li> <li>• Dawg Time recess for good behavior and getting work done</li> <li>• Academic Assistance Center provides help completing assignments and testing</li> <li>• Field Trips (this year to the farm in Amarillo)</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical alignment in PLC in content areas</li> <li>• Need a 3<sup>rd</sup> and 4th grades each PLC liaison (one person for each grade level)</li> <li>• Establish uniform norms for PLC’s at the beginning of the year with reminders as necessary</li> <li>• Improve communication with the Instructional Assistants</li> <li>• Consider having an A and AB dance in gym at end of the 6 weeks at the end of the day</li> <li>• Mentors for new teachers</li> <li>• Need a better way to communicate procedures with the “new to campus” teachers</li> <li>• Revisit “Think Time” as a discipline strategy</li> </ul>
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<p><b>Technology</b></p> <p><i>Technology</i> refers to modeling and applying digital tools and resources with students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.</p>	<p><b>Sources:</b></p> <p>District Technology Plan Teacher surveys MAP Reports</p>	<p><b>Summary of Strengths</b></p> <p>Mobile iPad carts, teacher iPads, Smart Boards in every classroom, student computer labs, 4 student computers in every classroom</p> <p>Compass Math Tier 1 Intervention Program</p> <p>Compass Reading Tier 1 Intervention Program</p> <p>Two rolling iPad Labs Teacher iPads</p> <p>Two computer labs – Computer Lab and Library</p>	<p><b><u>Summary of Needs:</u></b></p> <p>Improve the use of Smart Boards in classrooms by training teachers in creating and using interactive lessons Professional development needed to help with implementing instructional technology in the classroom daily. Become a one-to-one campus –Every student should have their own device. Implement student e-mail accounts – E-mail is used to communicate with teachers and peers. Students can use e-mail to communicate for educational purposes with both their teachers and peers.</p>

		<p>High-tech document cameras in every classroom</p> <p><i>SchoolWay App</i> to contact all stakeholders</p>	<p>Implement the use of Google Classrooms – Google Classroom is easy to use, allows for effective communication between teacher and student, gives the teacher opportunity for effective feedback, reduces the need for paper, allows the teacher to post assignments and organize classroom content.</p> <p>Use Lecture Capturing Software so that students can review lessons at a later date or absent students can easily see content and lesson that they missed when absent.</p> <p>More extensive use of our school-wide announcement calling program to notify parents of activities, etc.</p>
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**Borger Intermediate School - Comprehensive Needs Assessment**  
**School Year 2018-2019**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• 2017 Campus Accountability Summary</li> <li>• 2017 Campus Student Achievement Data Table</li> <li>• Campus Improvement Committee Subcommittees Needs Assessment Reports</li> <li>• Student Survey</li> <li>• Teacher Survey</li> <li>• Parent Survey</li> <li>• TAPR</li> <li>• 2016-2017 Campus Improvement Plan</li> <li>• DMAC data</li> <li>• Master Schedule</li> <li>• Staff Duty Rosters</li> <li>• Behavior records</li> <li>• School Budget</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Gifted and Talented Program (PEAK) has remained stable. There are 36 students in the program.</li> <li>• A much higher percentage of students with disabilities are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff has had several changes in personnel and in teaching assignments the past three years which requires increased training, mentoring, and monitoring</li> <li>• More ethnic/gender diversity among teaching staff (most teachers are female and non-Hispanic whites, while the</li> </ul>	<ul style="list-style-type: none"> <li>• Assign mentors to new teachers providing continuing assistance and guidance throughout the year. Work collaboratively with central administration and the district's new teacher mentoring program.</li> <li>• Monitor the progress of economically disadvantaged students and provide</li> </ul>

- Relatively stable student population. This year student population increased to 430.
- Diversity in student population
- Positive teacher to student ratio
- Special Education students are out performing their non sped peers in math STAAR.

student population is almost 50% Hispanic);

- Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, Dyslexia, the learning disabled, and about inclusion with regard to these student groups.
- Over 60% of BIS students are economically disadvantaged
- Additional Sped IA to help with the large sped population in general ed inclusion classes.

academic assistance as needed.

- Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs
- Continue to emphasize good attendance each six weeks by offering the opportunity for prizes to students and teachers with perfect attendance.
- Work with the districts Human Resource office to improve the recruitment of highly qualified Hispanic and/or male teachers and Spanish speaking support personnel when available
- Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their

			children's academic progress
<p><b>Student Achievement</b></p>	<ul style="list-style-type: none"> <li>• TEA recognized BIS for having “Met Standard” with “Distinction” Top 25% in Student Progress</li> <li>• The 80% passing rate on the 2017 STAAR in 5<sup>th</sup> grade Reading was 5% above the state average and 26% higher than the same students scored in 4<sup>th</sup> Grade</li> <li>• Accelerated instruction was organized by student expectations (SE) and involved over 90% of teachers</li> <li>• The passing rate on the STAAR Reading for Hispanic students to date is 77%.</li> <li>• The STAAR Reading passing rate for economically disadvantaged students to date is 78%.</li> <li>• The STAAR passing rate to date for At-Risk students was 55%.</li> <li>• From the first administration of the STAAR Reading to the second administration, the passing rate increased from 65% to 8% for all students.</li> <li>• Of students who did not pass the 1<sup>st</sup> administration</li> </ul>	<ul style="list-style-type: none"> <li>• The student survey about the school shows that most believe teachers expect them to do their best (99%), want to go to college (97%), say learning is important (99%), believe school rules are clear (96%), can tell an adult if they are bullied (85%), say their family wants them to do well in school (99%)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and staff will continue to implement the instructional plan found in the books, <i>The Fundamental 5</i> and <i>McRels Classroom Instruction That Works</i>. New teachers will be educated in this area.</li> <li>• Special Education students will continue to be included, when appropriate, in math and science classes with non-disabled students. Special Ed and Regular Ed personnel will receive continuing education in inclusion.</li> <li>• TEA will release 2018 STAAR tests in June of this year. Close examination of these tests and the STAAR data from DMAC will need to be done to prepare students for the 2019 administrations of the STAAR</li> <li>• Increase the number of students reaching Master Level in each</li> </ul>

	<p>48% met or exceeded progress measures.</p> <ul style="list-style-type: none"> <li>• 75% of all students who passed the STAAR reading met or exceeded their progress measures.</li> <li>• 5<sup>th</sup> grade increased the number of students reaching master level in ELA by 1% and in math by 4%.</li> </ul>		<p>of the 2017 STAAR tests by 10% by providing challenging enrichment activities through BOOST classes and providing tutorials for students on the bubble of reaching master level on benchmarks.</p> <ul style="list-style-type: none"> <li>• PLCs will monitor student achievement each six week through weekly meetings with team.</li> </ul>
<p><b>School Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• The student survey about the school shows that most believe teachers expect them to do their best (99%), want to go to college (96%), say learning is important (98%), believe school rules are clear (94%), can tell an adult if they are bullied (83%), say their family wants them to do well in school (99%)</li> <li>• BIS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging.</li> <li>• Students are taught to treat each other with respect and to value the worth of each person.</li> <li>• Teachers strive to meet the individual needs of</li> </ul>	<ul style="list-style-type: none"> <li>• The student survey about being “able to tell an adult if they are bullied” (83%) be addressed</li> <li>• Bullying is always a concern and even though we have not had major issues with it, we need to remain vigilant and proactive in preventing it from happening.</li> <li>• Many students come to school on a daily basis without the needed supplies.</li> <li>• School climate has an impact on new teachers. We are striving to promote collaboration and a learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Implement other extra-curricular clubs in order to increase student involvement and to help promote important learning activities beyond the classroom.</li> <li>• Providing a safe and supportive school environment that fosters the knowledge, skills and dispositions for students to develop into socially responsible individuals.</li> <li>• Put a reward system in place for perfect attendance to create awareness among students and parents</li> </ul>

students and treat them with respect and with dignity.

- Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.
- We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment.
- We set high standards for good behavior and for academic achievement. Many different methods are employed to produce both.
- Good citizens are recognized each six weeks with the “Cool Kid Award” and sunglasses. They are awarded with first to lunch, video game day, and movie day.
- Instructional assistants are dedicated to core area to enhance student success.
- An after school chess club was created to increase student social interactions and self-confidence
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that is conducive to quality teacher retention.

- Implement a mentoring system for students with Borger High School students serving as mentors for BIS students.

the importance of school attendance.



## Staff Quality/Professional Development

- In 2017-18 teachers received training *Fundamental 5*, Kilgo scope and sequence, professional learning communities (PLCs), ELL, and *McRel Classroom Instruction That Works*.
  - All teachers at BIS are highly qualified and hold certifications required to teach our students. In addition, our instructional assistants are all TEA certified paraprofessionals with college education backgrounds.
  - Feedback regarding teacher performance is provided to teachers through T-TESS evaluations and through formal and informal classroom observations.
  - The T-TESS System also tracks continuing education of teachers and insures that there is continuous improvement.
  - Professional development is based upon need. This is determined by desegregating data and identifying our areas of weakness.
  - All core teachers are ESL supplemental certified.
- Request forms for professional development need to be simplified. They take too long to fill out which can deter teachers from taking advantage of training that they would like to attend and which would help achieve the goals of the school
  - Our staff needs to continue focusing on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning
- Continue to implement, *The Fundamental 5 – The formula for Quality Instruction* by Cain and Laird, and *McRel’s Classroom Instruction That Works*.
  - In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities
  - New teachers need the opportunity to observe their mentor teachers while they are teaching and vice versa.
  - District Math and ELA Curriculum coordinators will provide support for teachers who need assistance.

	<ul style="list-style-type: none"> <li>• New teachers on campus and especially new teachers to the profession are mentored specific to the school.</li> </ul>		
<p><b>Curriculum, Instruction, Assessment</b></p>	<ul style="list-style-type: none"> <li>• Curriculum and instruction are driven by data collected from multiple assessments</li> <li>• Scores on common assessments which test the TEKS to be covered each six weeks reflect increased rigor and which the depth and complexity of the curriculum.</li> <li>• ZAP (Zeroes Aren't Permitted) has been effective and should continue to be used to insure student success.</li> <li>• Teachers then meet in PLC groups weekly to discuss what can be done to help the students to succeed.</li> <li>• Students preparing for the second administration of the STAAR Math Test were provided with an average of 3 hours per day of intensive accelerated instruction and practice based generally on SE needing improvement. This included time spent in after school tutorials</li> <li>• Students preparing for the second administration of</li> </ul>	<ul style="list-style-type: none"> <li>• Provide accelerated instruction between the first and second administrations of the STAAR math and reading that is individualized with respect to the specific SEs needing to be re-taught.</li> <li>• Provide accelerated instruction from the first six weeks of school for students who were not successful on the STAAR Reading and Math tests in the fourth grade (and fifth grade for students who were retained).</li> <li>• Implement the program Fast Forward for ESL students who need extra assistance.</li> <li>• Implement RTI supplemental resources such as LLI for struggling readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Zeroes Aren't Permitted (ZAP) will continue this year to help students be successful academically.</li> <li>• Accelerated Instruction after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests.</li> <li>• Continue providing core teachers one full day out of the classroom each semester for resource calibration and collaborative lesson planning with their subject area colleagues</li> <li>• Continue to utilize a variety of research based resources to provide instruction, assessment, and STAAR preparation: Study Island reading, (science), Stem Scopes (science)</li> </ul>

the STAAR Reading Test were provided with an average of 2 hours per day of intensive accelerated instruction and practice generally based on SE needing improvement.

This included time spent in after school tutorials

- Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher determine if instruction is adequately covering all required TEKS
- A variety of research based programs are utilized to provide instruction and assessment: Study Island (reading, science), Stem Scopes (science), Pearson Online (science), ALEKs (math).
- An emphasis on 21<sup>st</sup> century learning skills can be seen through the incorporation of Smart Board lessons, document cameras, and student ipads. Teachers have made an improved effort to increase the amount of technology used in lessons by having students create videos,

- Further implement Units of Study in 5<sup>th</sup> and 6<sup>th</sup> grade ELA classes.

- Use Curriculum Associates for assisting the RTI teacher in benchmarking and assessing struggling math students.

- BIS will have a full time RTI teacher dedicated to helping identify and assist struggling 5<sup>th</sup> and 6<sup>th</sup> grade math and ela students.

- Implement STAAR Vocabulary in math, science, and ela in order to bolster students' academic vocabulary.

- Implement Number Talks: Fraction and Decimal to assist struggling math students.

- Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments so that classroom instruction, tutorials, and accelerated instruction can be specific to student need.

word clouds, and complete web-quests.

- STAAR One is used to produce rigorous common assessments administered each six weeks. The rigor of the reading assessments has helped students' skills to develop as evidenced by improved STAAR scores in reading.
- Math and Science teachers finish covering all tested Student Expectations/TEKS over 3 months before the STAAR test, which allows them to spend the weeks before the test reviewing.
- Six weeks assessments are rigorous and reflect the depth and complexity of the TEKS.
- A new online Lesson Plan Template has been developed and teachers are now using it. TEKS audits are done easily and instantly.

**School Context and Organization**

- The Master Schedule provides time for tutorials, enrichment, and accelerated instructions specifically for STAAR preparation.
- As requested a teacher/campus representative attends staff meetings at the beginning of the year with Central Administration staff at which curriculum, assessment, and other important classroom matters are being discussed.
- Teachers and staff have high expectations for students.
- There is a strong student support structure in place.
- A campus level professional learning communities (PLC) work collaboratively to improve student achievement.
- Staff, parents, and community members work collaboratively in the campus level decision making process.
- The campus is situated on two halls allowing for a strong feeling of community among staff and students.

- More parental involvement.
- The school counselor needs to be more visible on campus by visiting classrooms and informing students about what she/he does and how she/he can help them.
- We recommend that professional learning communities that work across grade levels to assist in student achievement be established.

- Have the counselor visit classes at the beginning of the year and introduce herself/himself and the services she/he provides to students, parents, and teachers.
- Continue to involve BIS liaisons as campus representatives at district level administration meetings when campus liaisons from other campuses are invited.

	<ul style="list-style-type: none"> <li>• Once again, the teacher survey showed that teachers felt good about the school, the administration, the academic rigor, and the way children are cared for and nurtured.</li> <li>• Teachers are provided 60 minutes per week for professional development. In addition, they are encouraged to participate in training events of their choosing.</li> <li>• Duty schedules are developed to allow teachers to participate in PLCs and faculty meetings.</li> <li>• Instructional Assistants work ZAP in order to free up teachers for after school tutorials.</li> </ul>		
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• The majority of classroom projectors were replaced/repared/adjusted to correct the glare issue when lights were on in classrooms.</li> <li>• A mobile iPad lab for teacher/student use is available to be checked out from library for use in the classrooms.</li> <li>• All teachers were provided with an iPad.</li> </ul>	<ul style="list-style-type: none"> <li>• Software programs are not always provided in Spanish.</li> <li>• The fine arts room needs a Smart board to provide additional learning opportunities for students and a printer.</li> <li>• More training in use of iPad for mobile teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide software in Spanish for core subject areas.</li> <li>• Provide all classrooms with a Smart board.</li> </ul>

	<ul style="list-style-type: none"> <li>• Wireless access to the internet is available throughout the school.</li> <li>• The BIS computer lab is equipped with newer computers.</li> <li>• Smart boards, document cameras, and overhead projectors are in every core subject classroom</li> <li>• Computer Tech on campus daily</li> <li>• A variety of educational software programs for instructional purposes, especially STAAR preparation such as Study Island (reading, &amp; science), Pearson Online (science), Fast Forward (ESL), ALEKs (math), are available to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Software for using iPad in mobile teaching</li> <li>• Ipads and classroom computers are needed in the RTI room.</li> <li>• More licenses for Fast Forward in order to use the program for RTI.</li> </ul>	
<p><b>Family and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Timely access to information is currently provided with a call-out phone system that informs parents of events that affect student/parent participation and involvement (bad weather, report cards, progress reports, school events)</li> <li>• BIS teacher representatives attended PTO meetings so that the support from</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are an important part of BIS and we depend upon them to help us achieve our goals. We continue to see student success directly related to how involved parents choose to be in their children’s education. The lack of parent involvement is often related to a student’s inadequate achievement and</li> </ul>	<ul style="list-style-type: none"> <li>• Parent questionnaires will be an intrinsic part of all parent involvement activities, beginning with New Year/Open House events, post extracurricular performances, etc. Consistent feedback from parents will provide a foundation for better communication in the future.</li> </ul>

	<p>teachers continued throughout the year.</p> <ul style="list-style-type: none"> <li>• BIS hosted a fall festival for all kids in the community.</li> <li>• BIS has a science fair that the students put on and is open to the public.</li> <li>• Back to school fair provides all students with all of the school supplies they will need for the year.</li> <li>• Snack packs for kids provide food for students in need over the weekends and holidays.</li> <li>• We utilize Facebook, Twitter, and Instagram to communicate with parents about what's going on at school.</li> <li>• Open house at the beginning of school for students to meet their teachers and find their classrooms.</li> </ul>	<p>inappropriate behavior.</p> <ul style="list-style-type: none"> <li>• Involve more community business and professional leaders by inviting them to speak to classes.</li> <li>• We need to find creative ways to recognize parents and community members who volunteer for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite members of Leadership Berger to come to the school and discuss community involvement and their professional activities. In addition, a liaison between school and community members will create a contact list of businessmen and women, local government representatives, etc. for teachers to access in planning guest speaker events.</li> </ul>
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# **BORGER HIS CAMPUS NEEDS ASSESSMENT**



# **2018-2019**

# 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 students. Borger High School embraces the beliefs of Borger ISD. At BHS, administration, faculty, and students are focused on academic 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 1.4% American Indian, 0.4% Asian, 42% Hispanic-Latino, 5.3 % African American, 48% White, 0% Pacific Islander, and 3.1% two or more races. At Borger High School, 11.7% of the student population are classified as SPED, 4.8% are classified as ELL, and 43.4% 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 FAFLIO (Fine Arts, Foreign Language and Others).

No changes to the leadership structure have occurred in the last two years. During the 2017-18 school year, Matt Ammerman remained in position as principal and DeDe Conaway remained in position as Associate Principal. Sandra McQuade and Luke Welch remained in position as Assistant Principals. Stacy Howes is the ninth and tenth grade counselor, while Gina Peralez remains as the eleventh and twelfth grade counselor. Each principal and counselor have 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 2016-17 school year to the 2018-2019 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/departments 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>2014-2015 Test</b>	<b>BHS All Students</b>	<b>State Average</b>	<b>% Difference</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>2015-2016 Test</b>	<b>BHS % All Students</b>	<b>State Average</b>	<b>% Difference</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>2016-2017 Test</b>	<b>BHS</b>	<b>State Average</b>	<b>% Difference</b>
Algebra I	76	83	-7%
Biology	82	86	-4%
English I	61	64	-3%
English II	60	66	-6%
US History	86	91	-5%

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

2017-2018 Test	BHS	State Average	% Difference
Algebra I	81	Data is Not yet Available 6/11/2018	
Biology	90		
English I	61		
English II	63		
US History	89		

**Figure IV :** Borger High School test results with percent variation from the state average for the 2017-2018 school year. The data was retrieved from the Spring 2018 STAAR report.

***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 and stems.

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. Depth of Knowledge question levels utilized within the classroom became a factor in 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 (Zeros 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.

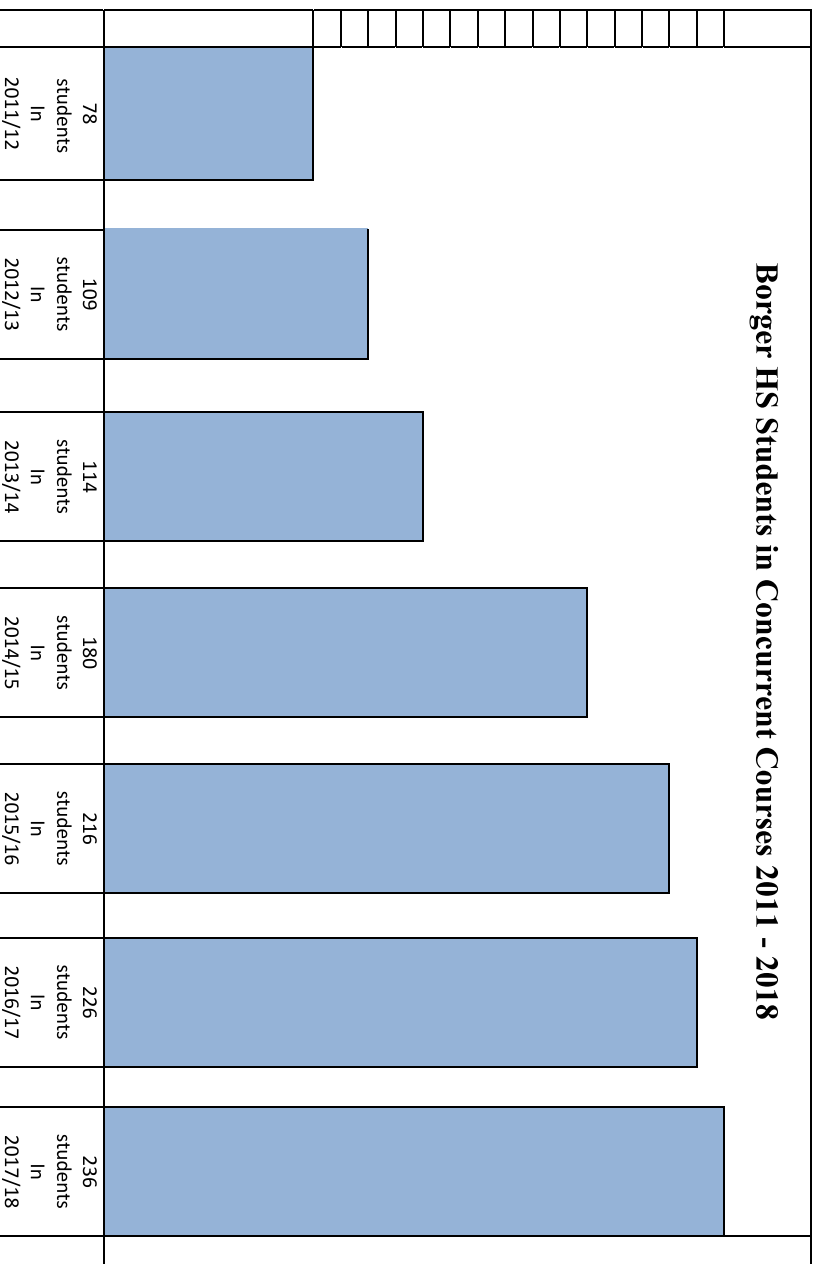
### ***Goal 1, Objective 4***

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, Physics AP and AP US History, added this year. During the 2017-18 school year, Pre-AP courses had a total enrollment of 554 and AP courses had a total enrollment of 34 students taking 45 AP tests.

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 2017-18 school year, students enrolled in 590 college courses, up from 553 during 2016-17. 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, 236 students enrolled in concurrent courses. This is a 302% increase over six years (see Figure VI).



**Figure VI:** Number of students enrolled in concurrent courses at BHS for the last six 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 systematically. 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.**

### *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**.

# Borger High School - Graduation Endorsement Pathways

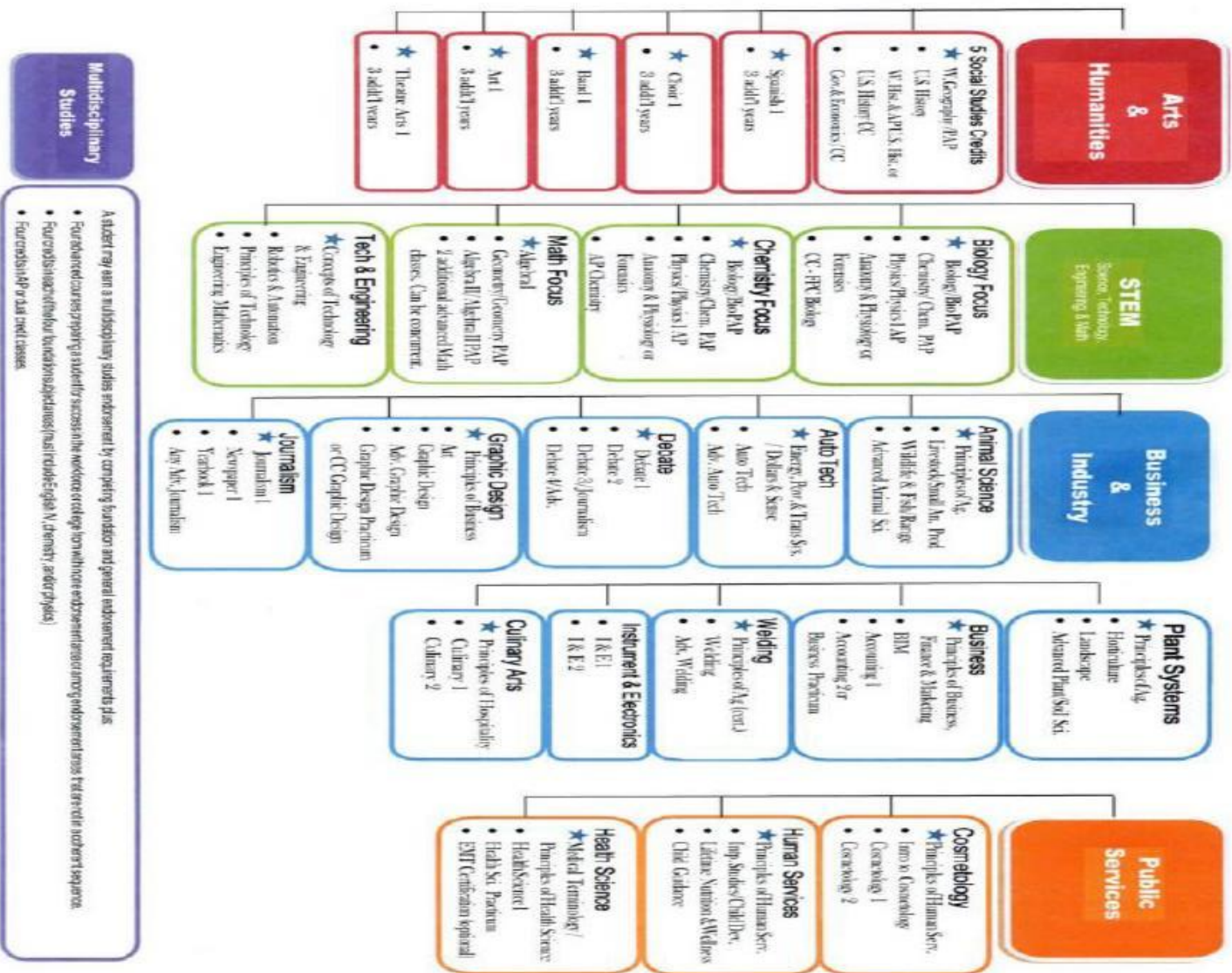


Figure VIII: Graduation Endorsement Pathways for students to choose from at Borger High School.



One of the biggest ways that Borger High School has met objective 9 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), FCCCLA (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” (Borke, 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.

## Power Walk Totals 2017-2018

	First	Second	Third	Fourth As of 3/26	Fifth	Sixth	GRAND TOTAL
DISTRICT	846	409	1018	838	403	189	3713
BHS	455	163	797	659	206	158	2444
BMS	95	76	34	44	42	0	293
BIS	157	98	28	33	14	23	353
CROCKETT	70	31	36	48	32	1	218
GATEWAY	28	19	56	30	46	7	188
BELTON	41	22	67	24	63	0	217



**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, CTTE 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 2017-18 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.

## References

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# BORGER H S

## **Mission**

### *MISSION*

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

## **Vision**

*Borger High School commits to the Borger I.S.D. Belief Statements.*

*We believe that:*

- *The core business of the High School is classroom instruction and curriculum
  - *Academic achievement is a primary focus**
- *Rigorous classroom instruction and high expectations are key to students reaching their academic potential*
- *Deep alignment between the written, taught, and tested curriculum is the foundation of academic achievement*
- *All students can learn by using a variety of instructional strategies and by allotting the necessary instructional time each student needs
  - *A physically and emotionally safe environment promotes student learning
    - *Student welfare is the primary focus of all decisions*
    - *All students deserve a quality school and a quality education**
  - *Student success is enhanced by positive relationships and mutual respect**
- *All stakeholders (students, parents, district employees, board members, and community members) share the responsibility for fulfilling the High School's mission*

## Vision Continued

- *Commitment to continuous improvement of all High School activities is vital*

### Nondiscrimination Notice

BORGER H S 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.

# Comprehensive Needs Assessment