

BORGER ISD
District Improvement Plan
2023/2024

Big Opportunities...Small School Setting



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

6/12/2023

BORGER ISD

Mission

Students will be resilient, accountable learners who make valuable contributions to improve the welfare of themselves and others.

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.

BORGER ISD Site Base

Name	Position
Blansett, Amy	Assistant Superintendent
Smith, Tiffany	Special Education Director
Gutierrez, Cynthia	Teacher-CR
Calder, Rebecca	Communications Coordinator
McDonald, Marcy	Teacher-CR
Purcell, Melissa	Principal
Welch, Chance	Superintendent
Schomp, Kim	Teacher-BMS-SP
Lasley, Tammy	Teacher-GA
Reed, Amber	Teacher-BMS
Harris, Brandon	Principal
Watson, Steven	Teacher-BHS
Cano, Michael	Assistant Superintendent Administrative Services
Cooper, Allison	Parent
Torres, Keslyn	Teacher-BHS-CTE
Cole, Lisa	Teacher-GA
Jones, Lori	Teacher-BIS
Farmer, Amber	Teacher-PBE
Garay, Angelica	Teacher- PBE
Lumpkin, Ansley	Business Community Member
Bodey, Teresa	PEIMS/Testing
Lewis, Amanda	Teacher-BMS
Morales, Marisol	Teacher-PBE-BIL
Garzon, Kallie	Teacher-GA

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, and military readiness opportunities to prepare students for the 21st Century Workforce and/or post-secondary education.
- Goal 4.** Borger ISD will promote excellence throughout the district by maintaining a positive district culture, high levels of safety, and striving to improve public support and involvement.
- Objective 1.** The LEA will promote parent/community partnerships in education.
 - Objective 2.** The LEA will promote high levels of school safety in all areas.
 - Objective 3.** Borger ISD will meet the needs of students who meet definitions of foster or homeless.
 - Objective 4.** Borger ISD will continue to emphasize excellence in extra-curricular areas.
- Goal 5.** Borger ISD will meet the needs of identified At-Risk Students through State Compensatory Education programs.
- Objective 1.** Borger ISD will increase academic achievement of identified at-risk students by meeting needs through Texas State Compensatory Education Programs.
- Goal 6.** Borger ISD will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.
- Objective 1.** The LEA will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine, as well as other factors that contribute to student learning loss.
 - Objective 2.** The LEA will provide mental health supports to students and staff.
 - Objective 3.** The LEA will pursue one-to-one device program to supplement classroom instruction.
 - Objective 4.** The LEA will address facilities maintenance, repairs, and upgrades related to the CDC recommendations for response and mitigation to COVID-19.

BORGER ISD

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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
1. The LEA will provide recruitment and retention stipends for secondary math teachers. (Title I SW: 3,5,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Superintendent(s)	August - July	(S)Local Funds	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: EB) (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 seek to provide additional compensation or stipend to IAs who are serving as classroom teachers to meet certified teacher shortages. (Strategic Priorities: 1)	Assistant Superintendent(s), Superintendent(s)	August - July	(S)Local Funds	
5. 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
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
7. The LEA will create a Mentor Training	Assistant Superintendent(s)	August - May	(S)Local Funds	

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				
8. The LEA will seek opportunities for PE teachers to attend professional development aimed at improving programming throughout the PE department. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Assistant Athletic Director, Assistant Superintendent(s), Athletic Director, Principal, Teacher(s)	August-May	(S)Local Funds	Formative - certificates of attendance
9. The LEA will reimburse teachers the cost of a passing certification test in the areas of ESL and Bilingual and reimburse the cost of adding the endorsement to their Texas Certification. This will be used as a tool to recruit more ESL certified teachers and Bilingual Certified teachers. (Title I SW Elements: 1.1) (Target Group: ESL,EB) (Strategic Priorities: 1)	Assistant Superintendent(s), Business Manager, Personnel Director	August-July	(S)Local Funds	
10. The LEA will utilize a Health and Fitness Liaison stipend position added to an existing FTE to develop and implement age-appropriate health and fitness programs for students Pre-K- 6th grade students to develop and enhance the foundational physical abilities of students in: strength, flexibility, speed, agility, mobility, balance, conditioning, and overall health. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1)	Assistant Athletic Director, Assistant Superintendent(s), Athletic Director, Principal	August - July	(F)Title IIA Principal and Teacher Improvement	
11. The LEA will utilize the District of Innovation Plan to help recruit teachers. The innovation of TEC 21.003 will allow the district committee to certify teachers who meet local qualification and local certification requirements. (Strategic Priorities: 1)	Assistant Superintendent(s), Athletic Director, Principal, Superintendent(s)	June- May 2027	(S)Local Funds	

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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 professional development activities. (Title I SW: 1,4,10) (Title I SW Elements: 1.1) (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. in the areas of curriculum and instruction. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, 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. The LEA will contract with Region 16 for the services of TEKS Resource System. (Title I SW Elements: 1.1) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s)	August - July	(F)Title 1 Part A Funds, (S)Local Funds	
4. District Instructional Leaders will participate in the Texas Instructional Leadership Initiative through Region 16 Service Center. This professional development will focus on: observation and feedback, data-driven instruction, school climate and culture, and lesson planning and assessment. (Title I SW: 1,3,4,10) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,6,7)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August - June	(F)ESSER Funds (from American Rescue Plan), (O)Materials, (O)Staff Time	Formative - Sign in sheets, T-Tess data
5. The LEA will provide professional development to support/retain teachers in content areas, special needs areas (Dyslexia, SPED, Bi/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
6. The LEA will seek to send designees to conferences or other professional development	Assistant Superintendent(s)	August-May	(F)Title III Bilingual / ESL	Summative - certificates of attendance

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that targets the EL population, dual language, etc. each year in order to provide professional learning and support in the continued improvement of the bilingual dual language one-way immersion program so that we may meet the needs of bilingual students in all areas of academic growth. (Title I SW: 10) (Target Group: EB) (Strategic Priorities: 2,4) (CSFs: 1,5)				
7. Opportunities for learning and support of Gomez and Gomez dual language framework will be sought and attended to increase teacher effectiveness in bilingual classrooms. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 1,2,4) (CSFs: 1,7)	Assistant Superintendent(s), Principal	August- May	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Formative - certificates of attendance
8. Campus and District administration will conduct systematic walk-throughs utilizing Powerwalks from Lead Your School and district designed Instructional Rounds when appropriate. Data will be used to provide instructional coaching and support. (Title I SW: 1,2,4,9) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August- May	(S)Local Funds	Summative - Walk-through data coaching notes
9. The LEA will offer competitive salaries, benefits, and targeted stipends 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	
10. 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	
11. The LEA will employ, develop, and utilize an Instructional Coach for LAR and Math to support teachers in learning and implementation of content, instructional	Assistant Superintendent(s)	August - May	(S)Local Funds	

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strategies, assessment strategies, data utilization. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)				
12. The LEA will develop with the support of Regions 16, a K-5 Math Framework. Incorporating the work through the TEA LASO Instructional Planning Grant, the LEA will implement strategies in alignment with this framework to increase student achievement in math. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent(s), Math Coordinator, Principal, Teacher(s)	August - July	(S)State Grants	
13. The LEA will continue to ensure designated and/or required staff is trained in the Science of Teaching Reading through Reading Academy offered at Region 16. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	

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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
1. Grade PK-3 and RTI Interventionists in grades 4-8 will implement a vertically aligned, research-based phonics program. (Title I SW: 10) (Target Group: PRE K,K,1st,2nd,3rd,4th) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Literacy Coordinator, Principal, Teacher(s)	August - May	(F)Title I	Summative - TPRI data Observation survey data RTI data
2. RTI services will be provided to identified students in strategic ways utilizing research based instructional methods and curriculum. Purchases will be made to supplement this instruction as needed. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Superintendent(s), Principal	August 2018- July 2019	(F)Title I, (S)Local Funds	
3. Reading Recovery, an accelerated reading intervention, and targeted literacy group instruction will be provided for qualifying first in need of intervention. Professional development will be provided through the Dumas Site and the Reading Recovery/Literacy Institute. (Title I SW: 9,10) (Target Group: 1st,2nd) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal, Reading Recovery Teachers	August - July	(F)Title I, (S)Local Funds	Summative - Observation Survey data Benchmark Data Reading Recovery reports
4. Purchase and implement Lexia Learning, Istation, Learning A-Z, Amplify, 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 ST Math, Imagine Learning, Imagine Math, and other supplemental web-based subscriptions to support and supplement math instruction. (Title I SW: 8,10) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal, Teacher(s)	August - July	(F)Title I, (F)Title III Bilingual / ESL, (S)IMAT Funds, (S)Local Funds	Summative - Program reports Assessment data
6. LEA will participate in the Numeracy Contract and Tying it All Together Contract through Region 16. Designated elementary	Assistant Superintendent(s), Principal	August - July	(F)Title 1 Part A Funds	Summative - Sign in sheets Certificates of completion Lesson Plans

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
teachers will attend trainings and receive coaching related to number sense, cross-curricular content aligned to STAAR 2.0 needs. (Title I SW: 4,9,10) (Target Group: All) (Strategic Priorities: 2,4)				
7. 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
8. 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
9. The LEA will conduct early dyslexia screening at the end of kindergarten and middle of first grade. Data will be used to help make early identification decisions to meet the needs of students with dyslexia and other reading related disorders. Guidance from the Texas Dyslexia Handbook will be followed. (Title I SW: 9,10) (Target Group: K,1st) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Superintendent(s), Dyslexia specialist, Principal	January and May of each year	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - dyslexia rosters testing rosters screening records
10. 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
11. Identified students will be served with Reading By Design, Reading Horizons or	Assistant Superintendent(s), Counselor(s), Dyslexia	August - July	(S)Local Funds	Summative - Dyslexia screening results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Esperanza Dyslexia Programs. Dyslexia teachers will be identified, trained and supported. (Title I SW: 9,10) (Target Group: Dys) (Strategic Priorities: 2)	specialist, Teacher(s)			Identification reports Student assessment data
12. The LEA will provide technology instruction and content support through the use of Chromebooks and other devices. (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)IMAT Funds, (S)Local Funds	Summative - Checkout data
13. The LEA will implement Dual Language One Way Immersion to meet the needs of identified bilingual students in grades PK-6. The Gomez and Gomez framework will be utilized in bilingual classrooms. (Title I SW Elements: 1.1,2.5) (Target Group: EB) (Strategic Priorities: 2,4) (CSFs: 1,7)	Assistant Superintendent(s), Principal, Teacher(s)	August-May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (O)Personnel	Summative - Assessment data, TELPAS data
14. The LEA and Campuses will implement TELPAS preparation strategies with EB students in grades 2-12 through the purchase of supplemental material and/or participation in training in TELPAS support. (Title I SW Elements: 2.6) (Target Group: EB) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Teacher(s)	June - March	(F)Title III Bilingual / ESL	Criteria: TELPAS results--increase in overall language proficiency for EB students. Reclassification data
15. 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
16. Fast ForWord licenses will purchased/renewed and implemented for supplemental reading instruction support for ELL students. (Title I SW: 10) (Target Group: EB) (Strategic Priorities: 2,4)	Assistant Superintendent(s), Principal, Teacher(s)	August - July	(F)Title III Bilingual / ESL	Summative - Program usage reports student assessment data
17. The LEA will purchase licenses with	Assistant Superintendent(s)	August - July	(F)Title III Bilingual / ESL,	Summative - Usage reports

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Rosetta stone for use with ELL parents and community being served through our Title III parent, family, and community engagement efforts. These licenses can also be used with newcomer students, primarily in grades 5-12, who are new to the US, are ELLs and in need of supplemental English Language support (Title I SW: 6,10) (Target Group: EB) (Strategic Priorities: 2,4)			(S)Local Funds	student assessment data PI center sign in sheets
18. The LEA will seek to improve TELPAS performance for EB students across all grade levels by implementing TEA provided supports as well as supplemental resources for students and teachers. (Title I SW Elements: 1.1,2.6) (Target Group: EB) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Teacher(s)	August - July	(F)Title III Bilingual / ESL	Criteria: TELPAS scores
19. All classroom teachers will implement the Fundamental Five 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
20. 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
21. Istation will be used to support EB's in K-2 grade in the areas of reading and language acquisition. (Title I SW: 9,10) (Target Group: ESL,EB,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.
22. The LEA will purchase resources and supplies to supplement all areas of curriculum, instruction, and assessment as identified	Assistant Superintendent(s), Principal	August - July	(F)Federal Grants, (S)Local Funds	Summative - CNA, leadership reviews, site based, plc notes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through comprehensive needs assessment. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1)				
23. 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,EB,SPED) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s)	August - July	(F)Federal Grants, (S)Local Funds	
24. The LEA will will utilize TEA approved assessments and reporting platforms for PK-2 assessment and reading diagnostics. (Title I SW: 8,10) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s), Principal	August- July	(O)Materials, (O)Personnel, (S)Local Funds	Formative - data collections reports intervention schedules etc.
25. The LEA will work with campuses to support strategies, including monitoring and adjusting master schedules to increase learning time with a focus on intervention strategies. (Target Group: All) (Strategic Priorities: 2,4)	Principal	August - June		
26. Elementary campuses will purchase summer reading materials for all students to address summer learning loss in the area of RLA and SLA. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal	May	(F)Title 1 Part A Funds, (S)Local Funds	

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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, and military readiness 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. (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 Learning Express software program. (Title I SW: 1,10) (Target Group: All,CTE) (Strategic Priorities: 3)	Counselor(s), CTE Coordinator, Principal	August - July	(F)CTE Carl Perkins	Summative - number of participants using the program as evidenced by program usage records
4. High school students identified as special education students will participate in TIP-Transition Planning Inventory 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 - TPI 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	
6. The LEA will seek CTE professional development through Region 16, State CTE Conference, TCEA and other providers. (Title I SW: 4) (Target Group: CTE) (Strategic Priorities: 3)	CTE Coordinator	August - July	(F)CTE Carl Perkins	Summative - Completion certificates
7. CTE teachers and core content teachers	Assistant Principal(s), CTE	August - July		Summative - Evidence through

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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, and military readiness opportunities to prepare students for the 21st Century Workforce and/or post-secondary education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)	Coordinator, Instructional Liaison, Principal, Teacher(s)			minutes and walk through data and student achievement showing increased curriculum and instructional alignment in CTE and core content classes.
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	

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district and Title I campuses shall jointly, with parents, develop and distribute written family engagement policies and compacts in compliance with Title I Parent and Family Engagement guidelines. These will be made available in understandable language/native language and will be distributed through campus means and electronic postings on district website. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 4)	Assistant Superintendent(s), Parent Involvement Coordinators	August- July	(F)Title I, (O)Staff Time	Criteria: PAC meeting agendas and surveys Compacts and policies
2. The LEA will endeavor to increase parent, family, and community engagement in all areas of the district. (Title I SW: 6) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 5,6)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators, Principal, Teacher(s)	August - July	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - Parent Involvement Rates Surveys Sign in sheets
3. The LEA will increase Title III Parent, Family and Community Engagement opportunities throughout the district that are above and beyond those meeting Title I requirements. (Title I SW Elements: 3.1) (Target Group: EB) (CSFs: 5,6)	Assistant Superintendent(s)	August -May	(F)Title III Bilingual / ESL	Formative - Schedules, sign in sheets, program notes
4. ESL Classes will be provided through the Family Engagement Center for parents and other stake-holders and community members needing English Language instruction and support. (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: All) (CSFs: 5)	Assistant Superintendent(s), Instructional Services Coordinator, Parent Involvement Coordinators	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - PI Center Sign in Sheets
5. 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
6. The LEA will participate in the annual community sponsored Back to School Fair. It will assist in the task of providing resources	Instructional Services Coordinator	August		Summative - Data showing how many students served

BORGER ISD

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and services to students preparing for back to school. (Title I SW: 6,7,9,10) (Target Group: All) (CSFs: 5)				
7. 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	
8. 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, School Messenger, local and social media, written communications, email, text messaging, phone calls, and community billboards. The district will maintain a "Translation Procedure". (Title I SW: 6) (Target Group: All)		August - July	(S)Local Funds	Summative - Website data and postings as evidence
9. 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	
10. 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	
11. 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

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. 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	
13. 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	

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses will screen volunteers and visitors to the campus using the RAPTOR system. (Target Group: All) (CSFs: 6)	Principal	August -May	(O)Staff Time, (S)Local Funds	Formative - Raptor records
2. The district will provide School Resource Officers through the Borger Police Department to be utilized at all campuses. (Target Group: All) (CSFs: 6)	Superintendent(s)	August-May	(S)Local Funds, (S)State Grants	
3. If abuse, including child abuse, sexual abuse, human trafficking or other maltreatment, is suspected by any district employee, guidance from FFG(Legal) (Local) and (Exhibit) will be used to guide reporting process. District will conduct periodic reviews of procedures to ensure suspected abuse is reported in accordance with state law. (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Athletic Director, Counselor(s), Principal, School Nurse, SRO Officer, Superintendent(s), Teacher(s)	August - July	(O)Staff Time, (S)Local Funds	Formative - Changes in procedures will be reviewed and updated as needed.
4. The LEA will strive to meet health and safety requirements related to the COVID-19 Pandemic by purchasing needed supplies such as additional disinfectant, masks, gloves, sanitizer and other needed supplies or equipment. (Target Group: All)	Assistant Superintendent(s), Director of Environmental Services, Principal, School Nurse, Superintendent(s)	August- May	(F)ESSER, (S)Local Funds	
5. The LEA will provide access to Dial Care and T_CHAT, a mental wellness telemedicine service for grades 4-12.	Assistant Superintendent(s), Counselor(s), Principal	August - July	(F)ESSER	
6. Borger ISD addresses mental and behavior health concerns in a variety of ways. Campus counselors provide services as well as lessons in character traits, emotional skill building and decision making. Areas are designated on campus for "calm down" areas. Student/peer mentor programs are in place as well as the Watch Dog program provide additional opportunities to help student growth. All campuses participate in community service projects that contribute to the mental and	Assistant Superintendent(s), Counselor(s), Principal, School Nurse	August - July		

BORGER ISD

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>behavioral health of students. Texas Panhandle Centers and the Star Program are utilized when needed. Borger ISD also provides Dial Care, a tele-med counseling service, to students in grades 6-12 seeking additional counseling support. The district will seek to add the T-CHAT service provided through Texas Tech University to address additional tele-med counseling services to students in grades 4-12. (Target Group: All)</p>				
<p>7. LEA staff will complete an annual training on Suicide Prevention strategies. BISD counselors, principals, and other designated staff will utilize the "Threat to Self Suicide Risk Inquiry Flow Chart" to assist in the decision making process when assisting a student at risk. (Title I SW Elements: 2.6) (Target Group: All)</p>	<p>Counselor(s), Designee(s), Director of DAEP, Director of Special Education , Principal, School Nurse</p>	<p>August- July</p>		
<p>8. The LEA, in accordance with School Board Policy FFH (LEGAL) (LOCAL), will not tolerate dating violence or conduct that is so severe, persistent, or pervasive that the conduct affects the student's ability to participate in the educational program/activities, has the purpose or effect of interfering with the student's academic performance, or otherwise adversely affects the students' educational opportunity. (Target Group: All)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Counselor(s), Principal, School Nurse, Superintendent(s)</p>	<p>August- July</p>		
<p>9. Procedures for reporting dating violence, or sexual harassment, will be in accordance with FFH (LOCAL) which states that students should immediately report experienced or suspected prohibited conduct to a teacher, school counselor, principal, School Resource Officer, or other district employee. Anonymous reporting is available through the District website at www.borgerisd.net (Target Group:</p>		<p>August-July</p>		

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All)				
10. Intervention and support resources will be provided for victims of abuse, dating violence, harassment, etc. School counselors and campus administration will coordinate services and resources for victims. (Target Group: All)		August - July		
11. The LEA will implement a Silent Panic Alert System district wide utilizing the TEA SPAT Grant and TEA School Safety Standards Grant.	Assistant Superintendent(s), Principal, SRO Officer, Superintendent(s)	August - July	(S)State Grants	
12. The LEA will meet requirements of the TEA School Safety Standards, including installing new and secure doors, resistant film on exterior windows, etc. (Title I SW Elements: 1.1)	Assistant Superintendent(s), Director of Environmental Services, Superintendent(s)	August - May	(S)State Grants	

BORGER ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how to transport students in foster care who wish to remain at his/her school of origin. Transportation, if deemed in the best interest of the students will be provided, arranged, and funded. (Title I SW: 6,10) (Target Group: All) (CSFs: 1,4,5)</p>	<p>Assistant Superintendent(s), Instructional Services Coordinator, Superintendent(s)</p>	<p>August - July</p>	<p>(F)Title 1 Part A Funds, (S)Local Funds</p>	
<p>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>	

BORGER ISD

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

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

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

BORGER ISD

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

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

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

BORGER ISD

Goal 6. Borger ISD will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 1. The LEA will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine, as well as other factors that contribute to student learning loss.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will utilize staff and resources to provide acceleration and intervention to address student learning gaps. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
2. The LEA will promote literacy development and address summer slide issues in reading and writing by providing books to students for summer reading opportunities. (Title I SW Elements: 2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th)	Assistant Superintendent(s), Principal	May - August	(F)Title 1 Part A Funds	
3. Instructional assistants will be recruited and hired to help provide additional assistance to students in classrooms and other settings. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
4. Summer school, enrichment learning, after-school instruction will be provided to address learning gaps for students. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
5. District Instructional Leaders will participate in the Texas Instructional Leadership professional learning provided by the Region 16 Service Center. Learning will focus on: observation and feedback, data-driven instruction, school climate and culture, and lesson planning and assessment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	August- July	(F)ESSER Funds (from American Rescue Plan)	

BORGER ISD

Goal 6. Borger ISD will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 2. The LEA will provide mental health supports to students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will seek to hire additional social worker(s) to help address student and staff mental health needs. (Target Group: All)	Assistant Superintendent(s), Superintendent(s)	August- July	(F)ESSER Funds (from American Rescue Plan)	
2. The LEA will provide Dial-Care and T-CHATT, tele-medicine targeted to mental health, for students in grades 4-12 through counselor/principal referral processes.	Assistant Superintendent(s), Counselor(s), Principal	August-July	(F)ESSER Funds (from American Rescue Plan)	

BORGER ISD

Goal 6. Borger ISD will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 3. The LEA will pursue one-to-one device program to supplement classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will maintain one-to-one devices for all students and staff to supplement classroom instruction and planning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s), Director of Technology, Principal	August- July	(F)ESSER Funds (from American Rescue Plan)	
2. The LEA will subscribe to Go Guardian and Beacon a supplemental software to increase cyber-safety, monitor student engagement with technology and instruction, and provide teachers and administrators tools for better monitoring of and responding to students as they engage with technology in their classrooms. (Title I SW Elements: 2.5)	Director of Technology, Teacher(s)	August - July	(S)Local Funds	
3. The LEA will explore the need for charging stations for classrooms for device management.	Director of Technology, Principal	August- July	(F)ESSER Funds (from American Rescue Plan)	

BORGER ISD

Goal 6. Borger ISD will continue to respond to and mitigate the COVID-19 Pandemic following CDC and TEA guidance.

Objective 4. The LEA will address facilities maintenance, repairs, and upgrades related to the CDC recommendations for response and mitigation to COVID-19.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will complete and HVAC needs assessment to determine repair or replacement needs as related to CDC recommendations for air quality in the mitigation of infectious disease.	Assistant Superintendent(s), Director of Environmental Services, Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
2. The LEA will complete needed HVAC repairs and make upgrades to HVAC systems to improve air quality and limit the spread of infectious disease.	Assistant Superintendent(s), Director of Environmental Services, Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
3. The LEA will add drinking fountain/bottle filling stations to Paul Belton, Gateway, Crockett and various areas within the district to help mitigate the spread of infectious disease, as recommended by the CDC. (Target Group: All)	Assistant Superintendent(s), Director of Environmental Services	June- May	(F)ESSER Funds (from American Rescue Plan)	

Borger Independent School District Needs Assessment Summary 2023-2024

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

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

During the Spring of 2022, BISSD successfully pursued a District of Innovation designation for the next five years. The areas BISSD will innovate include: teacher certifications, school calendar start dates, when appropriate and needed, and probationary contracts. The DOI plan can be found at: https://cdn5-ss11.sharpschool.com/UserFiles/Servers/Server_143941/File/21-22/DOI%20Final%20Plan%20May%202022.pdf

Accountability and Texas Assessment Performance Reports show that 2022 was an incredible year of growth for Borger ISD students. Data shows at all-time highs. Comparing 2019 data (pre-pandemic) to this data shows that our students continued to achieve through the pandemic. Although there was some learning loss in some areas, such as math, student scores at the Meets Level and above continued to go up. It is our goal to continue this growth, even with the state accountability system changes.

STAAR 2.0 testing was administered in the Spring of 2023. There were many changes to the STAAR test this year and data is coming in late. At this time, we have some data that shows student performance as: did not pass; zone of uncertainty; and likely passed. We will continue to disaggregate this data, monitor student achievement, utilize master schedules, HB4545 accelerated programming, budgets, etc. to guide our students toward higher levels of achievement. Again, it will be required that we fully understand the new accountability system and make needed changes in our Campus and District plans accordingly.

STAFF QUALITY

Strengths:

- Teachers are highly trained and qualified professionals who strive to meet the individual needs of each student

- Instructional coaching model (Get Better Faster) is in place to support all teachers including new and struggling teachers/staff
- Professional development opportunities are provided and utilized by all staff
- Classroom instruction is monitored by instructional leadership and feedback is timely and targeted through formal and informal means
- Recruitment of new and needed staff is ongoing and includes annual participation in job fairs
- High needs areas are prioritized through recruitment efforts including stipends for high needs areas

Needs:

- DOI will be utilized to help with certification needs for incoming staff.
- All staff members will continue to be encouraged to participate in high-quality professional development from a variety of sources.
- Coaching of district and campus instructional leadership is needed to help strengthen and sustain the district's coaching model. Coaching teachers to high performance levels will lead to higher student achievement and closing learning gaps.
- The instructional coaching model from Get Better Faster will continue to be emphasized
- Specific training to focus on inclusion, differentiation and special sub pops will be sought.
- Fundamental teaching strategies will continue to be emphasized: Fundamental Five, the lesson cycle, Literacy Workshop, concrete/pictorial/abstract, small groups, intervention, formative assessment, etc.
- Bilingual certified and ESL certified teachers continues to be a need and the district will continue to offer reimbursement for ESL pathway and encourage appropriate staff to pursue the Bilingual certification
- Additional RTI specialists and other support personnel are needed to address learning loss that occurred during COVID, including HB 4545 Acceleration

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Strengths:

- District Scope and Sequence is modeled after the KILGO method of alignment with assessment data.
- Horizontal alignment across grade levels and content areas.
- All teachers are trained and continued emphasis is placed on the deep alignment of the written, taught, and tested curriculum, unpacking of TEKS, alignment of resources, and the evaluation of instructional practices.
- District aligned instructional practices such as Fundamental Five, Lesson Alignment and Formative Assessment (TIL), practices learned in Reading Academy, etc.
- Literacy Workshop in PK-5
- Math Workshop emphasis
- Dual Credit programs and Associate's Degree Cohort programs

- CTE offerings and pathways

Needs:

- Subscription to TEKS Resource to provide resources to deeply understand the written curriculum.
- TIL focus this year will be on curriculum alignment for year 2. Unpacking the TEKS and lesson planning with alignment to formative assessment will be the focus. Continued coaching will be utilized to address needs.
- Continue to emphasize the understanding of concrete, pictorial and abstract learning and practices.
- Seek to identify gaps in math curriculum and address these through resource procurement, professional development, staffing or other needs.
- Work to get all K-5 teachers trained in the Science of Teaching Reading through Reading Academies.
- Continue to emphasize assessment and instruction reviews on campuses with emphasis on student groups and individual students.
- Continue to support writing across the curriculum.
- Vertical alignment in elementary and across content areas.
- Research alignment of instructional practices, strategies, activities, materials.
- Integration of technology should continue to be addressed.
- Continue implementation and monitoring of Gomez and Gomez Dual Language Framework and best practices for bilingual classes
- Utilize Instructional Coaches in Literacy and Math

STUDENT ACHIEVEMENT

Strengths:

- Significant growth in accountability indicators continues throughout the district in as measured in 2021-2022 data sources
- Relative performance measure in Domain 2 of state accountability system is strong
- Partnerships with FPC:
 - Certification programs
 - Dual credit
 - Associate degree cohorts
- UIL academic results are a strength
- TAFE to recruit students into the field of education
- Instructional coaches are highly visible and work closely with teachers to promote student success and professional development
- Supplemental positions are utilized to support student achievement including: RTI, Reading Recovery, Instructional Assistants

Needs:

- Learn the new accountability system framework and make changes in practices to meet new standards in state accountability.
- Continue to research and find ways to address the learning loss.
- and increase acceleration efforts through intervention practices.
- Continue to utilize supplemental support positions to enhance achievement in all areas including those under State Comp Ed.
- Emphasis will be placed on Meets Grade Level Expectations in all content and grade levels to raise student achievement levels and increase state accountability results to levels above the state averages.
- Focus professional learning on differentiated instruction and implement best practices for differentiation to address all student need including ELL, SPED, 504 as well as curriculum and alignment
- Continue to identify and address barriers to growth at Crockett, Gateway and Paul Belton Elementary in state accountability domains 1, 2, and 3

PARENT AND FAMILY ENGAGEMENT**Strengths:**

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

Needs:

- Continue to seek and create additional opportunities for Parent and Family Engagement and engagement of parents of English learners.
- Seek to translate as much information as possible in Spanish to increase access for all stakeholders.
- Seek to increase opportunities at each campus to invite parents, family and community. Utilize these opportunities to promote district and state initiatives, explain programming, offer supports for students and families, etc.
- Better align Parent and Family Engagement efforts and required documents to ESSA and Title 3 requirements.

TECHNOLOGY**Strengths:**

- Technology is used to enhance learning.
- 1:1 is complete in grades K-12.
- Supplemental programs are utilized to support learning and assess student achievement.

- High quality programs are used to address specific student groups and needs including Bilingual/ESL, Dyslexia, RTI, credit recovery.
- Technology department continuously assesses and addresses needs throughout the district regarding infrastructure, hardware, etc.
- District technology plan

Needs:

- Develop and implement a plan for device replacement and upgrades for 1:1.
- Continued training is needed for various program use, devices
- Continued use of researched based, successful programs to aide in the achievement of all students
- Review policy and procedures regarding app usage and FERPA
- Update and replace older hardware and servers
- Continue to increase wifi access through the district
- Continue to strengthen security measures

Learning Loss

COVID RELATED NEEDS

AMERICAN RELIEF PLAN (ESSER II AND ESSER III)

- Staff for RTI and other acceleration/intervention
- Math and Reading intervention/acceleration
- IA's at high school to address learning loss
- Tutoring/summer school/ other interventions
- Professional development for teachers and leaders

Mental Health Related

- Personnel: counselors/social workers etc.

Technology:

- Update computers and Chromebooks
- Additional Chromebooks for 1:1 completion
- Charging stations
- Teacher Chromebooks/laptops
- Software to block inappropriate sites etc.

Facilities

- HVAC and Filtering systems and upgrades
- Door replacement where needed to ensure proper ventilation, etc.
- Drinking fountain/ bottle filling stations at PBE, Gateway and Crockett

Region 16 Migrant SSA



Migrant Section for DIP 2022-2023

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan

GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

OBJECTIVE: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNA	LNA Toolit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
ESSA Provisions and Assurances								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4, SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities--When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students

2022-2023

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June	Yes	Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

Region 16 Migrant SSA



Priority for Services Action Plan 2022-2023

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP* in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.*

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

Filled Out By: K. Seymour
Date: 09/01/2022

School Year: 2022- 2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.</p> <p>Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	During the first week of each month during the program year	Region 16 Education Service Center Migrant Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.

<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			
<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	Every six weeks immediately following the posting of grades	LEA Migrant coordinator, ESC migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	During the first week of each month during the program year	Migrant Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit

Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form


LEA Signature

9-23-2022
Date Completed


ESC Signature

9/23/2022
Date Received