



BORDEN COUNTY INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT TEAM

2022 - 2023

Stephanie Behrens - Superintendent

Steve Cates – Principal

Kyle Kuehler – Technology

Esther Stansell – Teacher

Levi Smith –Transportation

Phillip Allen – Teacher

Hollye Hightower – School Nurse

Trey Richey –Teacher/Coach

Cindy Massingill – Accounts Payable

Brandi Buchanan – Parent

Dale Cone-Parent

Lisa Ludeke – Community Member

Judge Ross Sharp – County Judge

Benny Allison – Community/Law Enforcement

Becky Justice – Community Member/Business Representative

Jibber Herridge – Community/Business Representative



COMPREHENSIVE NEEDS ASSESSMENT

Borden County Independent School District conducted comprehensive needs assessment based on TAPR data such as End of Course and STAAR assessment performance, attendance rates, dropout rates, and SAT/ACT/TSIA data. In addition, for general and special education programs, the data was disaggregated for all population groups, including gender. Individual student strengths and weaknesses were identified by disaggregated STAAR/End of Course data by grade level, subject area, and categories.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making: planning, curriculum/instruction, staffing, staff development, school organization and budgeting. Also considered were the Effective School Correlates: Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement. Borden County ISD is a Title I School District (Single Campus).

Since Borden County Independent School District is a Title I School wide program, the team performs comprehensive needs assessment that is based on information on the performance of children in relation to the state and national standards and student performance standards for students in first grade through eighth grade.

The District Improvement Team review goals and actual progress for students in special programs that are exempted from measures used in the academic excellence indicators. The District Improvement Team also evaluates the district's needs concerning staff, organizational structure, educational materials, equipment, and physical facilities.

Projected enrollment and the legislative impact of school finance equalization laws are also reviewed in relation to expected enrollment and available revenue if the legislature enacts full equalization for Chapter 41 schools.

Borden County School is a Title 1 School-Wide Campus. The State Compensatory Education funds will be used on the school-wide campus to support and upgrade the Title 1 program.

GOAL #1: ACADEMIC ACHIEVEMENT – To earn an “A” Rating based on State Accountability Standards established by Legislative Mandate and published in the 2019-2020 Texas Academic Performance Report. All student groups taking the STAAR/EOC reading, writing, math, science and social studies assessments will meet or exceed the state standard of 90% passing by the end of the 2019-2020 school year. All students will be college and career ready upon graduation.

Reading Initiatives	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Disaggregate STAAR/EOC objectives for regular and special education students that focus on weaknesses as listed below: <u>Reading (Grades 3-8, English I/II)</u> <ul style="list-style-type: none"> Cat.3 Understanding/Analysis of Info. Texts (Gd. 3, 8) Cat. 2 Understanding/Analysis of Lit. Texts (Gd. 4,5,6,7) Cat. 1 Understanding/Analysis across Genres (Eng. I/II) 	Classroom Teachers, Principal, Intervention Specialist	Eduphoria Summary Reports, STAR Reports AR Assessment Interim Assessment Data Reading by Design Reading Plus Lexia	Lesson Plans Benchmark Tests mCLASS	Weekly November January March	STAAR/EOC Reading
Reading Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Implement the following initiatives/activities to address Reading weaknesses below 95% mastery <ul style="list-style-type: none"> Reading by Design Lexia Sirius STAAR Prep Reading Plus Reading Academy IXL (MS) STAR Testing Accelerated Reader (ES/MS) Small-Group Instruction Dyslexia Services G/T Pull-Out <u>Staff Development and Follow-Up</u> <ul style="list-style-type: none"> Google Classroom Training (All Grades) Eduphoria/Benchmark Disag. Training TEA reading Academy Reading Plus Reading Academy 	Classroom Teachers Classroom Teachers, Intervention Specialist All Teachers ESC 17 Personnel BCISD Tech Dir	Title I, Part A Funds Local Funds Title II Funds Title I, Part A Funds SCE Funds SCE Funds Local and Title Funds	Lesson Plans AR Reports Running Records Staff Development Calendar Sign-In/Agendas/Minutes Lesson Plans	BOY, MOY, EOY Monthly Assessments Six-Weeks Weekly Daily w/ Interventionist August As Scheduled	STAAR/EOC Reading Student Progress Monitoring – Teacher Records Staff Development Surveys

Math Initiatives	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<p>Disaggregate STAAR/EOC objectives for regular and special education students that focus on weaknesses as listed below:</p> <p><u>Math (Grades 3-5)</u></p> <p>Category 1: Numerical Representations & Relationships (80%) ES/JH</p> <p>Category 2: Computations & Algebraic Relationships (80%) ES/JH</p> <p>Category 3: Geometry & Measurements (80%) ES/JH</p> <p>Category 4: Data Analysis & Personal Finance Literacy (80%) ES/JH</p> <p><u>Math (Grade 6/8)</u></p> <p>Category 1: Numerical Representations and Relationships (6 - 70%, 8 – 85%)</p> <p>Category 2: Computations and Algebraic Relationships (6/8 - 70%)</p> <p>Category 3: Geometry & Measurements (6/8 - 70%)</p> <p>Category 4: Data Analysis & Personal Financial Literacy (6/8 - 70%)</p> <p><u>Math (Grade 7)</u></p> <p>Category 1: Probability and Numerical Representations (70%)</p> <p>Category 2: Computations and Algebraic Relationships (70%)</p> <p>Category 3: Geometry and Measurement (80%)</p> <p><u>Algebra I</u></p> <p>Category 1: Number and Algebraic Methods (90%)</p> <p>Category 2: Describing and Graphing Linear Functions, Equations, and Inequalities (90%)</p> <p>Category 3: Writing & Solving Linear Functions, Equations, and Inequalities (90%)</p> <p>Category 4: Quadratic Functions and Equations (90%)</p> <p>Category 5: Exponential Functions and Equations (90%)</p>	Classroom Teachers, Principal, Intervention Specialist	<p>Eduphoria and Grade Level Summary Reports,</p> <p>Teachers</p>	<p>Lesson Plans</p> <p>Benchmark Tests</p>	<p>Weekly</p> <p>November</p> <p>January</p> <p>March</p>	STAAR Math/EOC Algebra I

Math Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<p>Implement the following initiatives/activities to address Math weaknesses below 95% mastery</p> <ul style="list-style-type: none"> • Houghton-Mifflin Go-Math (K-8) • McGraw-Hill (HS) • Differentiated Instructional Strategies • TEKS Resource System • TEMI, ESTAR (ES) • Small-Group Math Intervention (RTI) and Tutoring (K-8) • Benchmark Testing (K-9) • IXL Math (MS) • ACT Preparation • Financial Math (HS) • Lead Forward • Study Island • Eureka • Dreambox <p>Staff Development and Follow-Up</p> <ul style="list-style-type: none"> • CAMT Attendance to focus on Critical Thinking (ES, MS, HS) • IXL Training • Google Classroom Applications • Study Island • Reflex Math • Ascend • STAAR Master • Measure Up 	<p>Teachers, Principal</p> <p>Intervention Specialist</p>	<p>Local Funds</p> <p>Local Funds, SPED and SCE Funds</p> <p>SCE Funds Local/Title Funds</p> <p>Local Funds</p>	<p>Benchmark Test</p> <p>Lesson Plans, Walk-throughs</p> <p>Quizzes, Tests, Classwork</p> <p>Staff Development Calendar Sign-in/Agendas/Minutes</p>	<p>Ongoing</p> <p>Daily/Weekly</p> <p>Ongoing</p>	<p>STAAR/EOC Math and Algebra I</p>

Writing Initiatives	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Disaggregate STAAR Writing Objectives for: <u>English I/II</u> Category 1: Analysis Across Genres (I-85%, II-93%) Category 2: Analysis of Lit. Texts (I-93%, II-93%) Category 3: Analysis of Info. Texts (I-95%, II-95%) Category 4: Composition (I-80%, II-85%) Category 5: Revision (I-90%, II-90%) Category 6: Editing (I-85%, II-90%) STAAR Writing 3-8 th Overall Meets: 80% Masters: 60%	Principal and Teachers	Local Funds	Lesson Plans Eduphoria Reports	Weekly	STAAR/EOC Writing
Writing Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Implement the following initiatives/activities to address Writing weaknesses below 95% mastery <ul style="list-style-type: none"> Curriculum Analysis in all grades to align instruction Class writing on computer to prepare for online STAAR Peer Tutoring Benchmark Assessments aligned with TEKS Informational Reading to Improve Expository Mastery (HS) Writing Across the Curriculum at all grade levels <u>Staff Development & Follow-Up</u> <ul style="list-style-type: none"> Early Literacy Workshops Google Training (Empowering Writers) TCEA Conference ESC 17 Writing Workshops TEA Reading Academy Cross Content Short Answer Requirements Revision and Editing Workshops 	Teachers Teachers/Principal Teachers/Principal Teachers Principal, teachers	Writing Rubric to evaluate mech./vocab Local Funds Local/Title Funds Local Funds Local Funds Local Funds Local/Title Funds	October and May Lesson Plans Benchmark Results Lesson Plans Principal Walk-Throughs End of six-weeks Staff Development Sign-in, Agenda, Minutes Staff Dev. Records	Weekly Nov./Jan./March Weekly Nov.,Jan.,March Summer Nov., Jan., March Fall, Summer	STAAR Writing STAAR Writing STAAR Writing EOC English I/II EOC English I/II

Science Initiatives	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<u>Elementary and Middle School</u> Category 1: Matter and Energy (ES 80%, MS 85%) Category 2: Force/Motion/Energy (ES 85%, MS 75%) Category 3: Earth/Space (ES 80%, MS 73%) Category 4: Organisms/Environments (ES 85%, MS 85%) <u>Biology</u> Category 1: Cell Structure & Function (80%) Category 2: Mechanisms of Genetics (80%) Category 3: Bio. Evolution/Classification (85%) Category 4: Bio Processes/Systems (80%) Category 5: Interdependence w/Enviro Sys. (90%)	Stansell Murphy Hill Admin	Science-Elem Kesler-MS Georgia Public Hands On-HS Measure Up STAAR Coach STAAR Master	Unit Tests STAAR Benchmarks STAAR Master Benchmarks Practical/Labs	Year at a Glance- TEKS Resources	EOC STAAR
Science Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Implement the following initiatives/activities to address Science weaknesses below 95% mastery <ul style="list-style-type: none"> • Use supplements to build skills that promote critical thinking, and state aligned curriculum • Seek Field Trips that focus on critical thinking strategies • Benchmark Assessments • Science Duo Activities • Science Penguin • STAAR Master • Measure Up • Georgia Public • STAAR Coach • IXL • Kessler <u>Staff Development & Follow-Up</u> <ul style="list-style-type: none"> • Seek Staff Development opportunities that focus on critical thinking • Vertical Alignment Opportunities 	Teachers Local Funds Teachers/Principal Principal Teachers/Principal	Local Funds Local Funds Local/Title Funds Local/Title Funds Local Funds	Lesson plans, student grades Benchmark results, teacher made test results Sign-in, agenda, minutes	Six-weeks/Semester Semester November, January, March Semester Semester	STAAR Science/EOC Biology STAAR Science/EOC Biology STAAR Science/EOC Biology

Social Studies Initiatives	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Disaggregate STAAR Social Studies Objectives and focus on weaknesses below 95% mastery. Category 1: History (MS 70%, HS 85%) 85% Approaches for MS 8 th grade Exam 100% Approaches for HS US History exam	Teachers, Principal	Eduphoria Data, State Assessment Summary Report	Lesson Plans, Benchmark Results	Weekly, November, January, March	STAAR Social Studies, EOC U.S. History
Social Strategies Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Implement the following initiatives/activities to address Soc.Std weaknesses below 95% mastery <ul style="list-style-type: none"> Provide Training for TEKS transfer to STARR Incorporate STAAR questions into each test, 5-10 questions Eduphoria Data Analysis to align instruction and prepare for benchmark assessments Use project-based learning as the application component for student learning. Benchmark Assessments Add more government and Economics Staff Development & Follow-Up <ul style="list-style-type: none"> Social Studies and US History TEKS-based Instruction Google Classroom training Loman Consults, LLC 	Teachers Teachers Teachers Teachers Principal, teachers Principal, teachers Principal, technology director	Title II Funds Local Funds Local Funds Local Funds Local Funds Local Funds Local Funds	Sign-in, agenda, minutes Training registration Lesson plans Lesson plans Lesson plans Eduphoria reports Student Grades, Lesson Plans, classroom observations	Semester Weekly Weekly Weekly November, January Weekly	STAAR Social Studies, US History EOC

ESL Initiatives/Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
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<p>Improve identification, placement & services for ESL students</p> <ul style="list-style-type: none"> • Conduct LPAC Training Meetings • Maintain Accurate Records (Home language surveys, LPAC annual reviews, LPAC exit • Interventions (IXL, Lexia, Reading Plus) • STAAR, TELPAS, Practice 	Principal and ESL coordinator	ESL teachers/Title Funds	<p>LPAC documentation LAS Links Testing</p> <p>TELPAS results</p>	<p>Semester/six-weeks</p> <p>Annually</p>	ESL Annual Evaluation Report, LAS LINKS Data Report
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Goal #2: Student attendance will meet or exceed a 97% attendance rate for the 2022-23 school year

Attendance Initiatives/	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<ul style="list-style-type: none"> • Student attendance rate will improve from 96% to 97% 	Principal, teachers, parents	TxEIS, School Messenger			
Attendance Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<p>Implement the following initiatives/activities to ensure improvement in annual student attendance rate</p> <ul style="list-style-type: none"> • Monitor attendance on a daily basis • Phone calls home each upon each absence • Counseling • Saturday School to make-up attendance • Attendance awards-6 weeks awards • Semester Final exemptions 	<p>Office staff, Principal</p> <p>Principal, Office Staff School Counselor Principal</p>	<p>TxEIS gradebook</p> <p>School Messenger Phone System</p> <p>School Staff, Local Funds</p>	<p>TxEIS attendance reports</p> <p>School Messenger contact reports</p> <p>Sign-in sheets</p>	<p>Daily, Six-Weeks</p> <p>Daily, Six-Weeks As needed 3rd/6th six-weeks</p>	TxEIS Attendance reports, TAPR Data

Goal #3: Students will meet or exceed the state average of student performance for SAT/ACT/TSIA to demonstrate college readiness

SAT/ACT Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<p>Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following:</p> <ul style="list-style-type: none"> Dual Credit course participation College-Prep Class for all 11th grade students embedded in class Host ACT test on Borden County campus Scholarship Notifications and Deadlines SAT Hosting PSAT Hosting TSI Testing in Borden County ISD Apex- SAT/ACT TSI Prep 	<p>Principal, Counselor Principal, teacher</p> <p>Principal Counselor Counselor</p>	<p>Local Funds</p> <p>Local Funds</p> <p>Local Funds</p>	<p>Class rosters</p> <p>Class rosters</p> <p>Sign-in sheets Test Registration Scholarship Information Publication</p>	<p>Semester</p> <p>Semester</p> <p>September/February October, March Ongoing</p>	<p>ACT/SAT Results</p> <p>ACT/SAT Results</p> <p>ACT/SAT Results ACT/SAT Results</p>

Goal #4: The district will secure technology to maximize student achievement and promote college and career readiness.

Technology Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
Integrate technology throughout the instructional program at all grade levels and in all subject areas					
<ul style="list-style-type: none"> Students in grades PK-5 assigned Lenovo laptop to be used during the school day. Students in grades 6-9 assigned Google Chromebooks to be issued at the beginning of the school and returned at the end of each school year. Students in grades 10-12 assigned Microsoft Surface Pro to be issued at the beginning of the school and returned at the end of each school year. Students use devices to enhance and support learning 	Principal, technology director	Local funds	Student grades, teacher gradebook, lesson plans	Six-weeks	Student and teacher surveys
	Principal, teachers	Local Funds	Teacher gradebook, lesson plans	Six-weeks	Student grades
	Principal, technology director	Local/Title II Funds TCEA attendance Google Suite Application training	Conference registration Sign-in, agenda, minutes	Six-Weeks, ongoing	Classroom observations, T- TESS records
Staff Development and Follow-Up					
<ul style="list-style-type: none"> Teachers equipped to teach using technology Google classroom/distance learning training Kids need to be proficient in Google classroom in the case of distance learning K-5 Lenovo 6-9 Chromebook 1 to 1 10-12 Surface Pro 					

Goal #5: Provide a safe and orderly school climate conducive to learning and student and staff safety.

School Safety Initiatives	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<ul style="list-style-type: none"> There will be “0” incidents of school violence during the 2019-20 school year All school facilities will be safe and secure 	Principal and teachers Administration, maintenance staff, school guardians, law enforcement	Local funds Local funds/Title IV funds	TxEIS Disciplinary Reports	Six-Weeks Annually	PEIMS data Staff, student and community surveys
School Safety Strategies	Persons Responsible	Resources	Formative Evaluations	Timelines	Summative Evaluations
<ul style="list-style-type: none"> Recognize positive student behaviors through “Coyote Call-Out Recognition” and other teacher-driven efforts. Provide drug-education programs through activities offered during red-ribbon week Explore and implement the “Guardian” program. All facilities professionally evaluated for safety (video surveillance, alarm programming, automatic door locks) Upgrade Public address system to enable reliable communication with all students and staff. Organize and implement school safety drills (fire, weather and intruder drills) 	Principal, Counselor Principal, Counselor, Teachers Superintendent Technology Director Technology Director Principal	Local funds Local funds/Title IV funds Local/Title IV funds Vitel Security, Local/Title IV funds Lubbock Sound Local/Title IV funds	Completed Coyote Call-Out cards, teacher award records Teacher lesson plans, weekly school calendar School board meeting minutes Invoices and descriptions of services Invoices and descriptions of services Teacher and student surveys	Weekly Annually Ongoing Periodically Periodically Annually	