

# **BORGER MIDDLE**

## **Campus Improvement Plan**

### **2016/2017**

*A place where learning occurs in a positive environment through high expectations, consistent discipline, and a celebration of student successes.*

Date Reviewed:

DMAC Solutions ®

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Date Approved: 10/13/16

11/30/2016

# BORGER MIDDLE

## **Mission**

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

## **Vision**

### Nondiscrimination Notice

BORGER MIDDLE 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 MIDDLE Site Base

Name	Position
Beekmann, Jamie	Math Teacher
Couch, April	Science Teacher
Fleming, Janet	Business Representative
Flood, Dayna	Librarian
Garcia, Ashley	ELA Teacher
Grange, Clinton	Assistant Principal
Molinar, Shawnda	Business Representative
Pimentel, Judith	Parent
Saxon, Meagan	Science Teacher
Torres, Tommy	ESL Teacher

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# Resources

Resource	Source
No rows defined.	

**Borger Middle School - Comprehensive Needs Assessment**  
**School Year 2016-2017**

**Data Sources Reviewed:**

- 2016 Campus Accountability Summary
- 2016 Campus Student Achievement Data Table
- Campus Improvement Committee Subcommittees Needs Assessment Reports
- Student Survey
- Teacher Survey
- Parent Survey
- 2015 STAAR Campus Report
- 2015-2016 Campus Improvement Plan
- DMAC data
- Master Schedule
- Staff Duty Rosters
- Behavior records
- School Budget

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• BMS has maintained a high number of students in the Gifted and Talented Program (PEAK). 8% of student population.</li> <li>• BMS has a high percentage of students with disabilities that are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms</li> <li>• Relatively stable student population</li> <li>• Diversity in student population</li> <li>• Positive teacher to student ratio (19:1).</li> </ul>	<ul style="list-style-type: none"> <li>• BMS has a large population of ESL students (12% of total population).</li> <li>• 52% of the student population is economically disadvantaged.</li> <li>• Continued training about cultural diversity and the needs of special populations, i.e., economically disadvantaged, Bilingual, the learning disabled, and about inclusion with regard to these student groups.</li> <li>• Average daily attendance has been below 96% for the past three years.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers teaching in core curriculum class will obtain their ESL supplemental certification.</li> <li>• Monitor the progress of economically disadvantaged students and provide academic assistance as needed.</li> <li>• Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs</li> <li>• Continue to emphasize good student attendance each six weeks by offering the opportunity for prizes and</li> </ul>

			<p>reward days.</p> <ul style="list-style-type: none"> <li>• Work cooperatively with the county attendance court to help parents understand the importance of school attendance in their children’s academic progress</li> </ul>
<p><b>Student Achievement</b></p>	<ul style="list-style-type: none"> <li>• TEA recognized BMS for having “Met Standard” with “Distinction” in Social Studies and Science. BMS was recognized as a Top 25 percent school in student progress.</li> <li>• Accelerated instruction was organized by student expectations (SE) and involved over 90% of teachers</li> <li>• BMS offers advanced classes for 7<sup>th</sup> and 8<sup>th</sup> grade ELA, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Math, 7<sup>th</sup> and 8<sup>th</sup> Science.</li> <li>• BMS for the 2<sup>nd</sup> years in a row are the UIL Academic District champions.</li> <li>• BMS Choir won sweepstakes at the UIL contest.</li> <li>• BMS band for the 2<sup>nd</sup> year in a row won sweepstakes at the UIL contest.</li> <li>• BMS had 3 winners in the Rotary Club writing contest.</li> <li>• BMS competed in Chess, Robotics, Catapult Challenge, and Science Bowl.</li> </ul>	<ul style="list-style-type: none"> <li>• Though longitudinal improvement in student achievement on the STAAR was noted, overall BMS was slightly below the campus average in reading, social studies, and science compared to last year.</li> <li>• BMS has a high percentage of student population in ESL and Special Education that requires a higher number of instructional Assistants and Inclusion teachers than what is currently staffed.</li> <li>• ELA needs to have tiered class based on student’s needs. Add a tier 1 ELA class and an advanced 6<sup>th</sup> grade ELA.</li> <li>• Incoming LEP students had a lower STAAR passing rate than historically been true.</li> <li>• The number of students achieving Advanced Academic Achievement decreased last year. We believe our students can be challenged to improve in this area in 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and staff will continue to implement the Fundamental 5 instructional strategies.</li> <li>• BMS will begin using the Measures of Academic Progress (MAP) from Northwest Evaluation Association (NWEA) assessment program to assess student academic skills in math, reading, and science. The students will be tested three times this year and the data used to plan interventions.</li> <li>• Special Education students will continue to be included, when appropriate, in math classes with non-disabled students. Special Ed and Regular Ed personnel will receive continuing education in inclusion.</li> <li>• TEA will release 2016 STAAR tests in August of this year. Close examination of these tests and the STAAR data from DMAC will need to be done to prepare students for the 2017 administrations of the STAAR.</li> <li>• PEAK classes will be taught by teachers in non STAAR tested subjects so that STAAR tested</li> </ul>

			<p>teachers can focus on their subject.</p>
<p><b>School Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• The student survey about the school shows that most believe teachers expect them to do their best(94%), students feel they can meet with the counselor when they need to (82%), teachers help them understand why their courses are necessary (80%), teachers use a variety of instructional strategies (84%).</li> <li>• Rewards for perfect attendance are creating awareness among students and parents.</li> <li>• BMS has a positive culture and climate which is inviting, encouraging, protective, nurturing, and challenging.</li> <li>• Students are taught to treat each other with respect and to value the worth of each person.</li> <li>• Teachers strive to meet the individual needs of students and treat them with respect and with dignity.</li> <li>• Administrators and counselors promote an open and accepting environment in which all students, parents, teachers, and community members are welcomed and appreciated.</li> <li>• We not only want our school community to be safe but we also want them to feel safe and secure while in the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The student survey about the school shows that many students don't feel that students treat each other with respect (69%)</li> <li>• Only 25 parents returned the parent surveys.</li> <li>• Many students exhibit a lack of motivation and little understanding about how they impact their own success</li> <li>• Bullying is always of concern and even though we have not had major issues with it (only 2 confirmed cases all year), we need to remain vigilant and proactive in preventing it from happening. Students need to be made aware of what is and is not bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to actively promote rewards and awards for academics, attendance, good behavior, and good citizenship through consistent promotional activities including competitions between groups, locker tags, visual reminders (posters, flyers), <i>School Announcement</i> broadcasts, regular PA announcements, and classroom reminders by teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• BMS had two Bully awareness programs in 2016. Rachael's Challenge and BMX Biker.</li> <li>• We set high standards for good behavior and for academic achievement. Many different methods are employed to produce both.</li> <li>• BMS has a positive behavioral team that promotes positive school climate.</li> <li>• Teachers utilize Spirit tickets to recognize and reward students that are contributing to a positive school climate.</li> </ul>		
<p><b>Staff Quality/Professional Development</b></p>	<ul style="list-style-type: none"> <li>• In 2015-16 teachers received training in and implemented Sheltered Instruction (SIOP), Kilgo scope and sequence, professional learning communities (PLCs), Webbs Depth of Knowledge, Fundamental 5 and Ipads.</li> <li>• Our most qualified teachers are assigned to work with our students who exhibit the greatest academic needs.</li> <li>• All teachers at BMS are highly qualified and hold certifications required to teach our students.</li> <li>• Feedback regarding teacher performance is provided to teachers through PDAS evaluations and through formal and informal classroom observations.</li> <li>• The PDAS System also tracks continuing education of teachers and insures that there is continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Our staff needs training on technology that can be used in the classroom.</li> <li>• New teachers on campus and especially new teachers to the profession need to be mentored specific to the school. We have a rigorous schedule and it can be difficult to learn how it all works.</li> <li>• Our staff needs to continue focusing on improving the pedagogical knowledge and skills of teachers in order to improve instruction and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to improve the pedagogical knowledge and skills of teachers to improve instruction and learning new teachers will study the books, <i>The Fundamental 5</i> and <i>Fred Jones</i></li> <li>• In August and September create individual and group professional development plans for the year in which teachers choose and participate in relevant training opportunities</li> <li>• Nina Mankins will continue to consult BMS teachers and administrators.</li> <li>• Principals will attend the technology conference from TCEA</li> <li>• New teachers attend Fundamental 5 workshop</li> </ul>

	<ul style="list-style-type: none"> <li>Professional development is based upon need. This is determined by desegregating data and identifying our areas of weakness.</li> </ul>		
<p><b>Curriculum, Instruction, Assessment</b></p>	<ul style="list-style-type: none"> <li>Curriculum and instruction are driven by data collected from multiple assessments.</li> <li>Scores on common assessments which test the TEKS to be covered every three weeks reflect increased rigor and which the depth and complexity of the curriculum.</li> <li>Challenging computer based STAAR preparation programs such as the Study Island and Compass Learning to encourage higher order thinking and deeper understanding.</li> <li>ZAP (Zeroes Aren't Permitted) has been effective and should continue to be used to insure student success.</li> <li>Teachers meet in department or grade level groups each week to discuss what can be done to help the students to succeed based on data from DMAC.</li> <li>Teachers are provided with planning days throughout the year, as well as daily common conferences, for resource calibration and collaborative lesson planning with other teachers in their subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Provide accelerated instruction from the first six weeks of school for students who were not successful on the STAAR Reading and Math tests in the previous grade</li> <li>Use data from the NWEA Maps testing to assess student's needs and provide supporting lessons through Study Island and Compass Math.</li> <li>Teachers need to continue to work more collaboration within their department.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the STAAR Maker software to create three week common assessments that are rigorous and reflect the depth and complexity of the TEKS.</li> <li>Zeroes Aren't Permitted (ZAP) will continue this year to help students be successful academically.</li> <li>Accelerated Instruction after-school with bus transportation beginning after the first six weeks and continuing through all administrations of the STAAR tests.</li> <li>Accelerated Instruction would more likely be individualized according to specific SE before the second administrations in May if teachers were given a day out of the classroom to analyze STAAR data from the first administrations in April.</li> <li>Continue to utilize a variety of research based resources to provide instruction, assessment, and STAAR preparation such as Study Island (reading, history, and science), Stem Scopes (science). Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments so that classroom instruction, tutorials,</li> </ul>

	<ul style="list-style-type: none"> <li>• Based on student performance students are doubled blocked in core subjects where they receive intensive accelerated instruction and practice based generally on SE needing improvement.</li> <li>• Students preparing for the second administration of the STAAR Reading Test were provided with an average of 2 hours per day of intensive accelerated instruction and practice generally based on SE needing improvement. This included time spent in after school tutorials</li> <li>• Teacher lesson plans are collected and analyzed by audits which tally how many times each teacher teaches each TEK per six weeks. This practice helps the teacher determine if instruction is adequately covering all required TEKS</li> <li>• A variety of research based programs are utilized to provide instruction and assessment: Study Island (math, reading, and science), Stem Scopes (science). Compass Learning.</li> <li>• An emphasis on 2<sup>1st</sup> century learning skills can be seen through the incorporation of Smart Board lessons, document cameras, iPads, and student computers in the classrooms. Teachers have made an</li> </ul>		<p>and accelerated instruction can be specific to student need.</p>
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	<p>improved effort to increase the amount of technology used in lessons by having students create videos, word clouds, and complete web-quests.</p> <ul style="list-style-type: none"> <li>• STAAR One is used to produce rigorous common assessments administered each six weeks. The rigor of the reading assessments has helped students' skills to develop as evidenced by improved STAAR scores in reading.</li> <li>• BMS offered advanced tutorials preparing for STAAR.</li> </ul>		
<p><b>School Context and Organization</b></p>	<ul style="list-style-type: none"> <li>• The Master Schedule provides time for tutorials, enrichment, and accelerated instructions specifically for STAAR preparation.</li> <li>• Small classes with low teacher/instructional assistant to student ratios are provided for students who have not exhibited success on the STAAR test during the previous year.</li> <li>• As requested a teacher/campus representative attends staff meetings at the beginning of the year with Central Administration staff at which</li> </ul>	<ul style="list-style-type: none"> <li>• More parental involvement.</li> <li>• The school counselor needs to be more visible on campus by visiting classrooms and informing students about what she does and how she can help them.</li> <li>• 6<sup>th</sup> grade orientation program for the first of the year.</li> <li>• Have a program in place for transfer students that come in after the first day of school to help with their transition to BMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact Central Administration and request that PLCs be established which involve multiple grade levels and schools.</li> <li>• Have the counselor visit classes at the beginning of the year and introduce herself and the services she provides to students, parents, and teachers.</li> </ul>

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

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

	<ul style="list-style-type: none"><li>• BMS collected more funds for JDRF.</li><li>• BMS has coats for kids for students and family members that need coats in the winter.</li></ul>		
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# BORGER MIDDLE

- Goal 1.** Borger Middle School will increase awareness, interest, community support, and involvement in the education of students through the cooperative efforts of staff, parents, and community.
- Objective 1.** Borger Middle School will improve parental involvement by 10% as measured by sign-in sheet documentation, completed registrations, and estimated attendance at school functions and activities.
  - Objective 2.** Borger Middle School will promote parent and community partnerships in education by increasing parental and community involvement opportunities by 5%
- Goal 2.** Borger Middle School will improve academic achievement for all students.
- Objective 1.** Borger Middle School will achieve deep alignment between the written, taught, and tested curriculum as evidenced by all students. All student Sub-Groups will be held to a passing standard of 60%.
  - Objective 2.** Borger Middle School will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments. All Student Sub-Groups will be held to a passing standard of 60%.
  - Objective 3.** Borger Middle School will provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased advanced performances by 5%.
  - Objective 4.** Borger Middle School will provide a transition plan to 100% of the students returning from alternate learning environments (DAEP).
- Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.
- Objective 1.** 100% of teachers and instructional paraprofessionals at Borger Middle School will provided with professional development opportunities in order to improve academic acheivement for all students.
  - Objective 2.** Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. All student Sub-Groups Will be held to a 60% passing standard.
  - Objective 3.** 100% of Borger Middle School core content faculty will receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for the STAAR testing.
  - Objective 4.** The district will subscribe to Learning List as an instructional resource alignment tool to assist teachers with planning instruction to the depth and complexity of the TEKS and aligning resources to instructional and student needs. PBMAS and SYSTEM SAFEGUARDS
- Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.
- Objective 1.** Borger Middle School will decrease high level discipline referrals by 5%, through the effective implementation of a Positive Behavior Intervention and Support team.
  - Objective 2.** Borger Middle School will promote school safety awareness in order for all students and staff to be educated on what to do in times of crisis.

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- Objective 3.** Borger Middle School will increase attendance rate by 1% for the school year by utilizing the Positive Behavior Intervention and Support Team.
- Objective 4.** Borger ISD will meet the needs of foster students.

# BORGER MIDDLE

**Goal 1.** Borger Middle School will increase awareness, interest, community support, and involvement in the education of students through the cooperative efforts of staff, parents, and community.

**Objective 1.** Borger Middle School will improve parental involvement by 10% as measured by sign-in sheet documentation, completed registrations, and estimated attendance at school functions and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will increase parental involvement in the education of children through ARD meetings, LPAC meetings, parent volunteer program, Title 1 Program meetings, and New Year's Party. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,8) (Title I TA: 4,7) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Sign in sheets (May) Summative - Parent surveys at the end of the school year. (May)
2. Borger Middle School will use the automated phone system, remind text messaging system, school way app, school news channel, marquees, local newspaper, FaceBook, Twitter and church bulletins to help keep the parents and community updated on current school information. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,8) (Title I TA: 7) (Target Group: All)	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys will be reviewed in April of the current school year. (April)
3. School information will be provided in both English and Spanish to the extent possible, including parent conferences and ARD meetings. Critical Success factor: Family and Community Engagement (System Safeguards) (Title I SW: 2,6,8) (Title I TA: 7) (Target Group: All) (NCLB: 4)	ARD Committee, Parent Involvement Coordinators	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent surveys at the end of the school year. (May) Summative - Copies of notes in Spanish (May)
4. Parents will have the opportunity to join the booster club and parent teacher organization, as well as be informed of all pertinent information. Critical Success Factor: Family and Community Engagement (Title I TA: 7) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May) Summative - Parent surveys at the end of the school year. (May)

# BORGER MIDDLE

**Goal 1.** Borger Middle School will increase awareness, interest, community support, and involvement in the education of students through the cooperative efforts of staff, parents, and community.

**Objective 1.** Borger Middle School will improve parental involvement by 10% as measured by sign-in sheet documentation, completed registrations, and estimated attendance at school functions and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will initiate "Parents Need to Know Night" twice annually as well as a ESL family night in order to provide parents with campus information, school policies, and state assessment information(STAAR). Critical Success Factor: Family and Community Engagement (System Safeguards) (Title I SW: 6) (Title I TA: 4,7) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Designee(s), Principal	September & January	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Sign in sheets (May)
6. Personal contact from school representatives will be made with local companies to help support students achievement through community involvement. Speakers from different areas of the community will be provided an opportunity to speak with 8th grade students about future careers. Critical Success Factor: Family and Community Engagement(PBMAS) (Title I SW: 2,6,10) (Title I TA: 1,4,7,8) (Target Group: All)	Parent Involvement Coordinators	August - May	(F)CTE Carl Perkins, (F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - Parent involvement as evidenced through documentation. (May)

# BORGER MIDDLE

**Goal 1.** Borger Middle School will increase awareness, interest, community support, and involvement in the education of students through the cooperative efforts of staff, parents, and community.

**Objective 2.** Borger Middle School will promote parent and community partnerships in education by increasing parental and community involvement opportunities by 5%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental Involvement Coordinators will communicate periodically in order to notify parents of ongoing efforts/trends and upcoming events. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All) (NCLB: 4,5)	Parent Involvement Coordinators	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of documented contact (May)
2. Parental Involvement Coordinators will complete contact forms and provide documentation to the requesting teacher. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All) (NCLB: 4,5)	Parent Involvement Coordinators	August - May	(F)Federal Grants	Summative - Contact form documentation (May)
3. Parental Involvement Coordinators will support parent involvement initiatives through trainings such as ESL, GED, and parenting classes at Borger Middle School as well as at the District Parent Involvement Center. Critical Success Factor: Family and Community Engagement (System Safeguards) (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All)	Parent Involvement Coordinators	August - May	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the school year. (May)

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 1.** Borger Middle School will achieve deep alignment between the written, taught, and tested curriculum as evidenced by all students. All student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Student academic performance will be measured through the development of Common Formative Assessments designed by department heads to address equal or higher levels of rigor as outlined in the Texas Essential Knowledge and Skills. Critical Success Factor: Academic Performance(System Safeguard)(PBMAS) (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)</p>	Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - We will use the DMAC data analysis to assess performance. (Fall & Spring)
<p>2. Teachers and campus administrators will utilize data disaggregation resources to gather student performance data that will be used to drive decision making and identify performance trends. Departments will meet with campus administrators to discuss Common Formative Assessment results and develop an action plan to address low performing Student Expectations. Critical Success Factor: Academic Performance(System Safeguard)(PBMAS) (Title I SW: 1,8,10) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)</p>	Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - We will use lesson plan documentation, and data analysis meetings to assess performance (Fall & Spring)
<p>3. All teachers will use a variety of instructional technology programs to enhance the learning of all students. Critical Success Factor: Academic Performance(System Safeguard)(PBMAS) (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 2,4)</p>	Campus Intstructional Technologist, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Campus walk through s, formal observations, and lesson plan audits. (May)

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 1.** Borger Middle School will achieve deep alignment between the written, taught, and tested curriculum as evidenced by all students. All student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Borger Middle School will use differentiated instructional strategies in order to meet all learning styles. Teachers will implement strategies identified from McRel and the fundamental five to provide high quality instruction for more diverse learners. Critical Success Factor: Academic Performance(System Safeguard)(PBMAS) (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August - May	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced by local and state assessments (Fall & Spring)
5. Teachers will utilize higher level/open ended questioning, requiring multi-step processing. Double coded questioning will also be utilized in Common Formative Assessments. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	August - May	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative - Increased student achievement as evidenced by increased performance on state and local assessments (Fall & Spring)
6. Supplemental positions will be utilized to support the educational needs of students at Borger Middle School. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: All) (NCLB: 1)	Principal	August - May	(F)Title 1 Part A Funds	Summative - Formative - PDAS, walk through s (every six weeks) Summative - Increased student achievement (Fall & Spring)
7. Instructional positions will be utilized to continue providing instruction for At Risk students. Critical Success Factor: Academic Performance (Target Group: AtRisk) (NCLB: 5)	Principal	August - May	(O)FTE, (S)State Compensatory	Summative - Formative - T-TESS, walk through's (Every six weeks) Summative - Increased student performance as evidenced through local and state assessments (Fall & Spring)

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 1.** Borger Middle School will achieve deep alignment between the written, taught, and tested curriculum as evidenced by all students. All student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Borger Middle School will identify, and monitor students who were within measurable range of Advanced Level III for Math and Reading interventions. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Increased percentage of students scoring Advanced Level III in Reading and Math on STAAR

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 2.** Borger Middle School will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments. All Student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will target our English Language Learners in Reading to meet system safeguards by providing interventions to satisfy their academic needs. Critical Success Factor: Academic Performance(System Saeguard)(PBMAS) (Title I SW: 2,3,9) (Target Group: LEP) (NCLB: 1,2)	Principal, Teacher(s)	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
2. Borger Middle School will utilize progressing levels of intervention with students to close performance gaps. Critical Success Factor: Academic Performance(System Saeguard)(PBMAS) (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	August - May	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - Summative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
3. Borger Middle School will utilize double blocking (enrichment classes) for English Language Arts, Math, Science, and Social Studies as a preventative strategy to increase student achievement in all areas on the state assessment. Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Principal	August - May	(O)No Associated Cost	Summative - Formative - Revised master schedule (Every Month) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
4. Borger Middle School will support teachers in providing tutorials for struggling students. Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: All, LEP)	Core Subject Teachers, Principal, Superintendent(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Tutorial attendance records and submission of tutorial lesson plans (Weekly) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 2.** Borger Middle School will provide intensive interventions, remediation, and preventative strategies for students not mastering grade level content or previous year state assessments. All Student Sub-Groups will be held to a passing standard of 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will utilize "ZAP" or Zeroes Aren't Permitted program to address the needs of students who fail to complete assignments. Critical Success Factor: Learning Time (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Record of student attendance (Weekly) Summative - Increase in student achievement as evidenced through course grades (Fall - Spring)
6. Borger Middle School will provide students grades 6-8 failing reading or math the opportunity for Summer School. Critical Success Factor: Learning Time (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 5)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Superintendent(s)	June	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Lesson plans and attendance logs (June) Summative - Pre and Post assessment results (June)
7. Borger Middle School will use instructional technologies and programs to promote effective instruction and interventions. These programs include but not limited to Study Island, Dyned, Fast Forward, and Compass Learning math and reading. Critical Success Factor: Academic Performance (System Safeguard) (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Campus Instructional Technologist, Director of Federal Programs and Instruction, Director of Technology, Principal, Teacher(s)	August - May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - Formative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
8. Borger Middle School will separate 7th grade English Language Arts into separate Reading and Writing class to provide more opportunity to practice writing. (System Safeguard) (Title I SW: 1)	Counselor(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Increased student achievement as evidenced by state and local assessments (Fall & Spring)
9. Utilize NWEA map testing at the beginning, middle, and end of the year to monitor student progress. (System Safeguard) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August - May		Summative - Increase student achievement as evidenced by state and local assessments. (Fall & Spring)

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 3.** Borger Middle School will provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased advanced performances by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will have a representative on the district committee to address advanced academics with a focus on advanced placement, dual credit/concurrent, and increased commended performance on state assessments. Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: GT) (NCLB: 1)	Director of Curriculum and Instruction, G/T Lead Teacher, Principal	October	(O)No Associated Cost	Summative - Summative - Sign in sheets, agendas (Every 12 Weeks) Increased enrollment and performance in advanced academic classes and on required academic assessments and increased Level III performance as evidenced by enrollment numbers and student performance (May)
2. Borger Middle School will utilize the Robotics Program. An 8th grade robotics team will be compiled to compete in various competitions. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT) (NCLB: 1)	Designee(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Student schedules, number of students enrolled in robotics class (August & January)
3. Borger Middle School will support involvement in the National Junior Honor Society and facilitate activities that are rigorous and relevant to strengthen the quality of student performance. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT) (NCLB: 1)	Designee(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Achievement results as evidenced on state and campus assessments (Spring)
4. Borger Middle School will facilitate college awareness by hosting a "College Day" on campus. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 5)	Assistant Principal(s), Principal, Teacher(s)	Spring	(O)No Associated Cost	Summative - Summative - End of the year parent surveys (Spring)
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program. Critical Success Factor: Academic Performance(PBMAS) (Title I SW: 1) (Target Group: All, CTE) (NCLB: 1,5)	Counselor(s), District CTE Coordinator	August - May	(F)CTE Carl Perkins	Summative - Summative - Number of participants utilizing the program as evidenced by technology usage records (May)

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 3.** Borger Middle School will provide Gifted and Talented identified students with an array and continuum of services and programming options to ensure increased advanced performances by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Borger Middle School will identify and implement best practices to provide more rigorous instruction for advanced students.	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Increased student performance as evidenced by local and state assessments.

# BORGER MIDDLE

**Goal 2.** Borger Middle School will improve academic achievement for all students.

**Objective 4.** Borger Middle School will provide a transition plan to 100% of the students returning from alternate learning environments (DAEP).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will develop and implement a transition plan for students in DAEP to ensure consistency in curriculum alignment and rigor level while in an alternative placement. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	August - May	(O)No Associated Cost, (O)Personnel	Summative - Summative - Reduction in discretionary DAEP placements as evidenced through discipline records. (May)
2. Borger Middle School will implement and develop a communication plan between DAEP and the student's home campus to monitor student progress so that core subject teachers can provide instructional support as needed. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,5)	Principal	August - May	(O)No Associated Cost, (O)Personnel	Summative - Formative - Communication logs, individual student plans, lesson plans (Every 6 weeks) Summative - Student achievement as evidenced by post DAEP placement assessments (May)

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 1.** 100% of teachers and instructional paraprofessionals at Borger Middle School will provided with professional development opportunities in order to improve academic acheivement for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All personnel attended the Borger ISD professional development break out session day. All Borger Middle School staff will have opportunity to attend Region 16 trainings/events through the curriculum and instruction contract. Title II, Part-A is also implemented in order to increase the number of highly qualified teachers and principals at the campus. (Title I SW: 2,3,4,9,10) (Target Group: All) (NCLB: 1,3)</p>	<p>Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Summative - Records and documentation of training's and workshops. (May)</p>
<p>2. Power Walks will be conducted by Principal and feedback and data will be collected and given to teachers on how well the Fundamental Five is being incorporated in the classroom</p>	<p>Principal, Teacher(s)</p>	<p>Aug - May</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Give teacher feedback on classroom instruction. Gather data to share with staff. (Aug)</p>

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 2.** Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. All student Sub-Groups Will be held to a 60% passing standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will perform item analysis of Special Education student achievement data to determine gaps in learning and develop instructional goals that will progress each toward taking appropriate state assessments. Critical Success Factor: Data Analysis (System Safeguard) (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	August - May	(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time	Summative - Formative - Data analysis and distribution/articulation to campuses (October) Increase number of Special Education students taking STAAR test by 10% (Spring)
2. A continuum of services will be available based on need as determined by the ARD committee for special education students including: Life Skills, Resource, Inclusion, and Mastery Assistance Center. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	August - May	(F)IDEA Special Education	Summative - Formative - Student schedules (At the beginning of the school year and ongoing as students are identified) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
3. Borger Middle School will focus and support the implementation of a quality inclusion program. Along with two Special Educational classrooms. One for Math for students from 6th to 8th grade and one ofr ELA for students 6th to 8th grade. Critical Success Factor: Academic Performance (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal	August - May	(F)IDEA Special Education	Summative - Formative - Student schedules At the beginning of the school year and ongoing as student are identified) Summative - Increased number of special education students taking the STAAR (Spring)
4. Special Education teachers and general education teachers will participate in common lesson planning times for English Language Arts, Science, Social Studies and Math resource calibration teams to analyze student data, align instructional practices, calibrate resources and increase teacher pedagogy. Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All) (NCLB: 1)	Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Formative - Sign in sheets, calibration documentation (Weekly) Summative - Increased student achievement as evidenced by performance on state and local assessments (Fall & Spring)

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 2.** Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. All student Sub-Groups Will be held to a 60% passing standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will work with the district in the implementation and identification of the district's dyslexia program for qualifying students. Critical Success Factor: Academic Performance (Title I SW: 9) (Target Group: Dys) (NCLB: 1)	Director of Federal Programs and Instruction, Dyslexia specialist	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Dyslexia progress reports (Every 6 weeks) Summative - Student success as evidenced by number of students exiting of program (May)
6. Renew, purchase, provide training, and monitor usage of the technology program (Dyned, Fst Forward) for Borger Middle School ESL students. Critical Success Factor: Leadership Effectiveness (System Safeguards) (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	August - May	(F)Title III Bilingual / ESL	Summative - Formative - Program usage reports (Every 6 weeks) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall & Spring)
7. Borger Middle School will continue to increase use of English Language Proficiency Standards (ELPS) in daily lesson plans and daily instructional delivery. Critical Success Factor: Academic Performance (System Safeguards) (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Teacher pedagogy	Summative - Formative - Lesson plan audits and walk through's (Every 6 weeks) Summative - Increased student achievement on TELPAS (March-April)
8. Reimburse designated costs for ESL endorsement testing/certificate update. Critical Success Factor: Teacher Quality (System Safeguards) (Title I SW: 9,10) (Target Group: ESL) (NCLB: 1,2)	Assistant Superintendent(s), Director of Federal Programs and Instruction	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Endorsement documentation, expenditure reports (December). Increase in ESL endorsed teacher to meet the needs of ESL students (December & May)

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 2.** Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. All student Sub-Groups Will be held to a 60% passing standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Borger Middle School will strive to increase the number of teachers per grade level with ESL endorsements to meet the needs of the ESL population. Critical Success Factor: Leadership Effectiveness (System Safeguards) (Title I SW: 9,10) (Target Group: ESL) (NCLB: 2,5)	Director of Federal Programs and Instruction, Principal	August - May	(O)Access to Preparation Class	Summative - Formative - ESL endorsement documentation, teacher to student ratio analysis (December & May) Increased student achievement on state and local assessments (Fall & Spring)
10. Borger Middle School will seek to implement a teacher IPAD program in tested subjects to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classroom.	Director of Federal Programs and Instruction, Director of Technology, Principal	September	(F)Federal Grants	Summative - Summative - Increased student performance on local and state assessments. (May)
11. Utilize iPads for beginner and intermediate ELL'S to support language Acquisitions in the classroom.Success Factor: Teacher Quality(System Safeguard) (Target Group: ESL) (NCLB: 1,2)	Director of Federal Programs and Instruction, Principal, Teacher(s)	August - May	(F)Title I	Summative - Increase in ESL endorsed teacher to meet the needs of ESL students

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 3.** 100% of Borger Middle School core content faculty will receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for the STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Borger Middle School will receive sustained training with Margaret Kilgo Consulting in the areas of: Scope and Sequence, Data Driven Decision Making, and Assessment Critical Success Factor: Leadership Effectiveness and Teacher Quality (Title I SW: 4) (Target Group: All) (NCLB: 1,5)</p>	<p>Assistant Principal(s), Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>Dates of training availability</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Formative - Training sign in sheets, certificates of completion, lesson plan audits (December &amp; May) Summative - Local assessments/STAAR/EOC results (Fall &amp; Spring)</p>
<p>2. Borger Middle School will provide Sheltered Instruction strategies training for Middle School. Critical Success Factor: Academic Performance (Title I SW: 4) (Target Group: All, ESL, LEP, AtRisk) (NCLB: 2,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>November</p>	<p>(O)Materials, (O)Staff Time</p>	<p>Summative - Formative - Training sign in sheets, certificates of completion (November) Summative - Increased educator implementation as evidenced by walk through data and T-TESS (May)</p>
<p>3. New employees to Borger Middle School will have the opportunity to attend KILGO trainings to support implementation sustainability efforts. Critical Success Factor: Leadership Effectiveness and Teacher Quality (Title I SW: 1,4) (Target Group: All) (NCLB: 5)</p>	<p>Superintendent(s)</p>	<p>Designated days</p>	<p>(O)District Aligned Professional Development, (O)Personnel</p>	<p>Summative - Formative - Certificates of completion, agenda (District Designated Days) Summative - Increased curriculum alignment as evidenced by lesson plans and walk throughs (Every 6-9 weeks)</p>
<p>4. Borger Middle School will provide systematic and sustained professional development through instructional leadership coaching. Critical Success Factor: Leadership Effectiveness (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Director of Federal Programs and Instruction, Instructional Liaison, Professional Educational Consultants</p>	<p>Designated Days</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement</p>	<p>Summative - Formative - Coaching documentation, sign in sheets (District designated days) Summative - Increased leadership capacity as evidenced through administrator appraisals (April)</p>

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 3.** 100% of Borger Middle School core content faculty will receive professional development to support the delivery of a rigorous and relevant curriculum in preparation for the STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All instructional staff at Borger Middle School will be provided professional development on lesson planning and instructional implementation to increase rigor and alignment to the depth and complexity of the TEKS. Critical Success Factor: Leadership Effectiveness (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	August	(L)Local Taxes and State Per Capita Allotments, (O)Access to facilities, (O)Campus Based Professional Development, (O)District Aligned Professional Development	Summative - Summative - Sign in sheet documentation (August)
6. Borger Middle School will utilize Instructional Liaisons to facilitate planning, curriculum/assessment alignment, and instructional strategies coaching with core content area teachers. Critical Success Factor: Learning Time (Target Group: All) (NCLB: 1)	Principal	August - May	(F)Title IIA Principal and Teacher Improvement	Summative - Formative - Instructional coaching, documentation, agendas, sign in sheets (Monthly) Summative - Increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS (April)

# BORGER MIDDLE

**Goal 3.** Borger Middle School will promote high quality and effective instruction for all students to increase achievement and close learning gaps.

**Objective 4.** The district will subscribe to Learning List as an instructional resource alignment tool to assist teachers with planning instruction to the depth and complexity of the TEKS and aligning resources to instructional and student needs. PBMAS and SYSTEM SAFEGUARDS

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will subscribe to Learning List as an instructional resource alignment tool to assist teachers with planning instruction to the depth and complexity of the TEKS and aligning resources to instructional and student needs.</p> <p>PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1) (Target Group: All)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August-May</p>	<p>(F)Title I</p>	

# BORGER MIDDLE

**Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

**Objective 1.** Borger Middle School will decrease high level discipline referrals by 5%, through the effective implementation of a Positive Behavior Intervention and Support team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Positive Behavior Interventions Support team will meet on the first Tuesday of each month during professional development time to discuss strategies to improve campus culture and climate. Critical Success Factor: Leadership Effectiveness and School Climate (Title I SW: 1,2,8) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal	August - May	(O)No Associated Cost	Summative - Summative - Sign in sheet documentation (May)
2. All teachers will be informed and trained on what actions constitute a discipline referral and what actions should be addressed through effective classroom management strategies. Critical Success Factor: Teacher Quality and School Climate (Title I SW: 1,2,8) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal	August - May	(O)No Associated Cost	Summative - Formative - Sign in sheet documentation (Monthly) Summative - Discipline records as evidenced through our discipline system. (May)
3. Teachers will use effective classroom management strategies to keep students engaged in order to reduce the number of discipline referrals. Critical Success Factor: Teacher Quality (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Summative - Administrators will perform campus walk through's and PDAS observations (Fall & Spring)
4. Staff Members will reward students who display positive behavior with free early lunch releases with the use of ticket vouchers or "bulldog chips" as well as other incentives to increase morale. Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal	08/25/2014 - 05/29/2015	(O)No Associated Cost	Summative - Summative - Student reward sheets (Every 6 weeks)
5. Staff members will recognize the social/emotional needs of the students through the implementation of a mentor system. Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Summative - Sign in sheets and evaluation of discipline records as evidenced through the discipline system (May)

# BORGER MIDDLE

**Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

**Objective 1.** Borger Middle School will decrease high level discipline referrals by 5%, through the effective implementation of a Positive Behavior Intervention and Support team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Student "common areas" expectations will be displayed on the walls of the school building and reaffirmed throughout the school year in a series of PowerPoint presentations. Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal, Teacher(s)	August - May	(O)No Associated Cost	Summative - Formative - Observations conducted by the campus administration (Weekly)

# BORGER MIDDLE

**Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

**Objective 2.** Borger Middle School will promote school safety awareness in order for all students and staff to be educated on what to do in times of crisis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will have a campus training on bullying as well as provide knowledge and awareness to the students regarding bullying and how to report bullying. Critical Success Factor: School Climate (Title I SW: 2,4,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Reduced office referrals about bullying, Bullying hotline tips (Every 6 weeks)
2. Borger Middle School will initiate a Crime Stopper Program to promote safety. Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Reduced office referrals (Every 6 weeks)
3. Borger Middle School will utilize surveillance cameras and monitors to increase monitoring parking lots, and facilities. Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Environmental Services, Principal	August- May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Surveillance records (Daily) Summative - Decrease in vandalism and loitering (May)
4. Borger Middle School will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operation Plan (fire drills, tornado drills, intruder alerts). Critical Success Factor: School Climate (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal	August - May	(O)No Associated Cost, (O)Staff Time	Summative - Summative - Documentation from safety drills and incidence reports (May)
5. Borger Middle School will utilize the RAPTOR visitor management system along with automatic locking front doors that have to be unlocked by staff in the office to let visitors in the building. Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (May)
6. Borger Middle School assigns teachers to duty stations in common areas to monitor students and promote safety. Critical Success Factor: School Climate (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Teacher(s)	08/25/2014 - 05/29/2015	(O)No Associated Cost, (O)Staff Time	Summative - Formative - Observations made by the campus administration. (Weekly)

# BORGER MIDDLE

**Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

**Objective 2.** Borger Middle School will promote school safety awareness in order for all students and staff to be educated on what to do in times of crisis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Community wide drug free rally during Red Ribbon Week (student programs and drug awareness materials distributed). Critical Success factor: Family and Community Engagement and School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	October	(O)Access to facilities, (O)Personnel	Summative - Summative - Sign in sheets from rally, weekly agenda of activities (October) Summative - Reduction in documented discipline instances of drug use by students (May)

# BORGER MIDDLE

**Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

**Objective 3.** Borger Middle School will increase attendance rate by 1% for the school year by utilizing the Positive Behavior Intervention and Support Team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will utilize the Positive Behavior Intervention Team to identify ways to increase school attendance by 1% for the current school year. (Title I SW: 1)	Assistant Principal(s), Principal	August - May	(L)Local Taxes and State Per Capita Allotments	Summative - Summative - Monitor attendance records every six weeks compared to previous year and annual attendance record. (May)

# BORGER MIDDLE

**Goal 4.** Borger Middle School will create a climate in which all students feel safe, welcome, and recognized.

**Objective 4.** Borger ISD will meet the needs of foster students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 10) (Target Group: All) (NCLB: 5)	Instructional Liaison, Superintendent(s)	December 2016-May 2017	(F)Title I, (S)Local Funds	Formative -