

BORGER MIDDLE

Campus Improvement Plan

2013/2014

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

Date Reviewed: 10/11/12

Date Approved: 10/11/12

BORGER MIDDLE

Mission

The mission of Borger Middle School is to provide a quality education in a safe and nurturing environment which prepares our students to be responsible, productive citizens.

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
Cantu, Christi	Parent
Fleming, Janet	Business Representative
Flood, Dayna	Teacher
Grange, Clinton	Teacher
Harris, Brandon	Teacher
Kotara, Daniel	Assistant Principal
McKinney, Cathy	Teacher
Mears, Nick	Teacher
Reed, Amber	Teacher
Schomp, Kim	Teacher
Thompson, Marcie	Parent

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 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
CTE Carl Perkins	Federal
Federal Grants	Federal
IDEA Special Education	Federal
Title 1 Part A Funds	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local SSA (Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
Access to Preparation Class	Other
Access to Student Performance Data	Other
Access to Taxonomy and Question Stems	Other
District Aligned Professional Development	Other
FTE	Other
Materials	Other
No Associated Cost	Other
Personnel	Other
Staff Time	Other
Teacher pedagogy	Other
State Compensatory	State

A Comprehensive Needs Assessment for Borger Middle School 2013-2014

Borger ISD

Introduction

The Borger Middle School Site Based Decision Making committee convened on May 9, 2013 in order to assess the needs and strengths of Borger Middle School. The needs assessment enabled the committee to identify gaps in curriculum, instruction, communication, and other areas of importance. Data and findings from the comprehensive needs assessment were used to develop the activities/strategies in the additional sections of the Campus Improvement Plan. A campus comprehensive needs assessment addressing campus student performance on the Academic Excellence Indicator System and the Adequate Yearly Progress along with other appropriate measures of performance were disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, gender, and populations served by special programs. The Borger Middle School Site Based committee made recommendations for the 2012-2013 Campus Improvement Plan based on the following data:

- STARR Results – Specifically student performance (Raw Data)
- AEIS Reports (Longitudinal Data)
- AYP Data
- Parent Surveys
- Teacher Surveys/Interviews
- Student Surveys
- Outside Consultants
- Staff Development Needs
- Best Practices

Demographics / Professional Development

Borger, Texas is located in the Texas Panhandle in Hutchinson County. It is in a rural district serving 6 campuses. Borger is becoming an ethnically diverse district. Borger Middle School consists of 3 grade levels (6th, 7th, 8th) and services approximately 613 students. The campus also serves an increasingly diverse student population consisting of approximately 5% African American, 42% Hispanic, and 53% white.

Currently, 51% of the student's population is classified as Economically Disadvantaged. The number of Limited English Proficient (LEP) students is 8% of the 613 students on the campus. The number and percent of students who are limited English proficient (LEP) from ethnic minorities and low-income families continues to increase. Gifted and Talented student participation is 9% (58 students) of the total campus enrollment. At Risk has been identified as 55% of the student population.

Summary of Strengths

- As we reviewed the demographics of Borger Middle School, it is evidenced that this campus exhibits a diverse student population.
- It has also been concluded that Borger Middle School has experienced little student population change. This results in stability in the program and allows for more consistency.
- Despite an increase of the LEP population, Borger Middle School is exiting a high percentage of students from this special population.
- Borger Middle School has a 14:1 student to teacher ratio

Summary of Needs

- Professional development opportunities concerning ELL's, ELPS, and writing language objectives.
- Professional development opportunities to strengthen vertical alignment.
- Professional development opportunities to increase classroom proficiency addressing students with special needs.
- Continue to receive professional development and support through Region 16 Service Center or other service providers.

Priorities

- Provide training to increase LEP's performance in the classroom and on state assessments.
- Provide training in differentiation to meet the needs of all students.

Data Sources

- Enrollment data from TxEIS for LEP and SPED.
- PEDAS parts 2 and 3 concerning staff development needs.
- Teacher surveys and interviews.

Student Achievement/Curriculum, Instruction, Assessment

2011-2012 STAAR Borger Middle School Raw Score Data. (As compared to Region 16)

BMS	Passing Rate	BMS-Raw Score	Region 16-Raw Score	Raw Score +/-
6th Grade				
Reading	68%	65%	67%	-2
Math	78%	58%	60%	-2
7th Grade				
Reading	77%	66%	66%	0
Math	79%	57%	56%	+1
Writing	60%	57%	60%	-3
8th Grade				
Reading	88%	71%	65%	+6
Math	83%	57%	55%	+2
Science	86%	69%	61%	+8
Social Studies	65%	56%	52%	+4

**Does not include a 2nd administration of the Math and Science tests*

2012-2013 Borger Middle School STAAR Data.

BMS	Passing Rate	Borger 2012 +/-
6th Grade		
Reading	68%	0
Math	79%	+1
7th Grade		
Reading	75%	-2
Math	78%	-1
Writing	62%	+2
8th Grade		
Reading	95%	+7
Math	92%	+9
Science	85%	-1
Social Studies	61%	-4

**2013 Math and Science scores are after the 2nd test administration*

Summary of Strengths

- We continue to see an increase in performance with our 8th grade reading and math scores from the STAAR exam.
- Science continues to maintain strong testing scores

Summary of Needs

- Continue KILGO scope and sequence
- Collaborative planning to increase vertical and horizontal alignment
- Professional development opportunities through Region 16
- Teacher Mentoring program to support teachers in need
- Training in the RTI model
- Provide assistance and support for our ESL program
- Supplemental training in district bilingual ESL initiatives
- Study Island
- ZAP
- ALEKS math program
- STEMscopes
- Cscope or other curriculum management program

Data Sources

- AEIS data 2011-2012
- Treasure Hunts
- Teacher lesson plans
- Teacher/Parent surveys
- TEA reports

Priorities

- Increase overall performance in 7th grade writing and 8th grade social studies
- Ensure vertical and horizontal alignment

- Increase rigorous instruction, curriculum, assessments
- Ensure that all subgroups meet the minimum state and federal accountability passing standards on the STAAR assessment.
- Target professional development which includes best teaching practices in order to increase student success on the state assessment system (STAAR).
- Initiate a system of tiered interventions with low performing students to ensure their success on the state assessment.

School Culture and Climate

Borger Middle School promotes a partnership with the staff, students, parents, and the community to establish an environment that is safe and welcoming. We continue to look for avenues to take to improve the safety of the school community. We look to combat discipline issues that arise and encourage an atmosphere of good citizenship. We have committees in place which help to encourage a positive climate on the campus. This committee works to provide incentives and acknowledgement of student success and building on good character. Borger Middle School promotes the staff to work with the students and display effective classroom management. This management allows for a decrease in discipline referrals and promotes a more positive atmosphere.

Discipline Report (2011-2012)

Discipline	Total
Expulsion	1
In-School Suspension	221
Out-of-School Suspension	50
DAEP	19
Saturday School	224
Lunch detention	605
Grand Total	1120

Discipline Report (2012-2013)

Discipline	Total
Expulsion	1
In-School Suspension	118
Out-of-School Suspension	26
DAEP	7
Saturday School	200
Lunch detention	468
Grand Total	820

Summary of Strengths

- Discipline referrals numbers continue to decrease
- Borger Middle School staff are willing to help others or the school in general to establish a warm friendly climate
- Students and parents respect the teachers
- Students and parents respect the administration

Summary of Needs

- Provide training to recognize and report bullying
- Continued work and service from the Positive Behavior Support committee
- Instructional opportunities in character development
- Opportunities for counselor driven lessons in classrooms and intervention for the students
- Design a behavior plan for students with discipline issues
- Professional development for classroom management
- Continue to work with students to decrease office referrals which results in less class time missed

Priorities

- Improve the current campus climate and create an environment that is conducive to learning and generates a safe, secure, and welcoming atmosphere for all staff, parents, and students.
- Continued collaboration between the PBSI committee and the staff to identify needs to improve campus climate

Data Sources

- Teacher, parent, and student surveys
- Staff interviews
- Discipline reports
- PDAS data
- Positive Behavior Committee minutes

Family and Community Involvement

Borger Middle School will continue to increase and look for more family and community involvement. In 2012-2013 BMS has added programs to increase involvement with the community. Some of these examples include but not limited to offering ESL classes to parents, providing information to parents such as flyers to local churches and businesses, as well as setting up parent need to know night along with other activities. Participation has slightly improved, but communication will be addressed to increase parental involvement. Finally another program that was initiated this year was the Snack Pac for Kids program. This program allowed for community involvement to fill bags for students that live in low socio-economic conditions and provides the family supplemental food.

Summary of Strengths

- ESL and GED programs
- Snack Pack for Kids
- Open house/Parent Need to Know night
- Band/Choir Concerts
- Can Food Drive

Summary of Needs

- Raptor system
- Implementation of a better communication system

Priorities

- Improve the campus communication plan to include timely, advanced details about campus programs, initiatives, and events. Ensure that there is a communication loop that involves teachers and parents in the school planning processes.
- Improve parental involvement in the campus decision making process, communication with parents regarding student performance, and in campus activities for Borger Middle School.

Data Sources

- Teacher, student, and parent surveys
- Staff interviews
- Sign in sheets

School Context and Organization

Borger Middle School has protocols in place to ensure safety and convenience. We use methods such as fire, tornado, and lock down drills to encourage safety during times of emergency. We use security cameras for surveillance and keep perimeter doors locked. We also have parking lots marked to ensure for safety in and out of the school.

Summary of Strengths

- Raptor system
- Security cameras
- Drug dog program

Summary of Needs

- More security cameras
- Consider restructure for office staff to have a clear vision of incoming visitors

Priorities

- Continued and best practices for dealing with emergency situations

Technology

The staff at Borger Middle School understands the importance of integrating technology into the classrooms to meet the needs of the 21st century learner. We are continuing to incorporate new computer labs, use smart boards, and other devices to enhance the educational experience. Borger Middle School also understands the importance of technology to keep the parents and community informed of school events and activities.

Summary of Strengths

- Some teachers integrating Smart Boards into the classroom lessons
- Some teachers are using portable writing devices in the classroom
- Acquired new desktop computers to replace older models
- Each classroom is furnished a computer do necessary tasks

Summary of Needs

- Study Island
- ALEKS math curriculum program
- ESL computer programs
- Tablets for a new computer lab
- Smart Boards for all classrooms

Priorities

- Borger Middle School will need to use technology to keep parents, staff, and community updated with information such as social media or keeping the school website updated

Data Sources

- Study Island reports
- Teacher, parent, student surveys
- STAR chart

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)	08/22/2013 & 10/14/2013	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2014) Summative - Parent surveys at the end of the 2014 school year. (May 2014)
2. Borger Middle School will use the automated phone system, remind 101, school news channel, marqueees, local newspaper, 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)	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the 2014 school year. (May 2014)
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	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the 2014 school year. (May 2014)
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)	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2014) Summative - Parent surveys at the end of the 2014 school year. (May 2014)

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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	09/17/2013 & 01/20/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2014)
6. Personal contact from school representatives will be made with local companies to help support students achievement through community involvement. Critical Success Factor: Family and Community Engagement (Title I SW: 2,6,10) (Title I TA: 1,4,7,8) (Target Group: All)	Parent Involvement Coordinators	08/26/2013 - 05/30/2014	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Parent involvement as evidenced through documentation. (May 2014)

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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	08/26/2013 - 05/30/2014	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of documented contact (May 2014)
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	08/26/2013 - 05/30/2014	(F)Federal Grants	Summative - Contact form documentation (May 2014)
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	08/26/2013 - 05/30/2014	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the 2014 school year. (May 2014)

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. Student Sub-Groups Reading: Special Education- (21% increase or RI of 3%) LEP- (23% increase or RI of 3%) Economically Disadvantaged- (10% increase or RI of 2%) Student Sub-Groups Math: Special Education- (23% increase or RI of 3%) LEP- (21% increase or RI of 3%) Economically Disadvantaged- (6% increase or RI of 1%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	10/1/2013 - 05/22/2013	(L)Local Taxes and State Per Capita Allotments	Formative - We will use the DMAC data analysis to assess performance. (Fall 2013 & Spring 2014)
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 (Title I SW: 1,8,10) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - We will use lesson plan documentation, and data analysis meetings to assess performance (Fall 2013 & Spring 2014)
3. All teachers will use a variety of instructional technology programs to enhance the learning of all students. Critical Success Factor: Academic Performance (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 2,4)	Campus Instructional Technologist, Teacher(s)	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Campus walk throughs, formal observations, and lesson plan audits. (May 2014)
4. Borger Middle School will use differentiated instructional strategies in order to meet all learning styles. Critical Success Factor: Academic Performance (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	08/26/2013 - 05/30/2014	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Administrator walk through data, lesson plan audits (Every 6-9 weeks) Summative - Increased student performance as evidenced by local and state assessments (Fall 2013 & Spring 2014)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers will utilize higher level/open ended questioning, requiring multi-step processing. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	08/26/2013 - 05/30/2014	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	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 2013 & Spring 2014)
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	08/26/2013 - 05/30/2014	(F)Title 1 Part A Funds	Formative - PDAS, walk throughs (every six weeks) Summative - Increased student achievement (Fall 2013 & Spring 2014)
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	08/26/2013 - 05/30/2014	(O)FTE, (S)State Compensatory	Formative - PDAS, walk throughs (Every six weeks) Summative - Increased student performance as evidenced through local and state assessments (Fall 2013 & Spring 2014)

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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. Student Sub-Groups Reading: Special Education- (21% increase or RI of 3%) LEP- (23% increase or RI of 3%) Economically Disadvantaged- (10% increase or RI of 2%) Student Sub-Groups Math: Special Education- (23% increase or RI of 3%) LEP- (21% increase or RI of 3%) Economically Disadvantaged- (6% increase or RI of 1%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School will target our English Language Learners in Reading and Math to meet system safeguards by providing interventions to satisfy their academic needs. Critical Success Factor: Academic Performance (Title I SW: 2,3,9) (Target Group: LEP) (NCLB: 1,2)	Principal, Teacher(s)	08/26/2013 - 05/30/2014	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall 2013 & Spring 2014)
2. Borger Middle School will utilize progressing levels of intervention with students to close performance gaps. Critical Success Factor: Academic Performance (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Core Subject Teachers, Director of Federal Programs and Instruction, Principal	08/26/2013 - 05/30/2014	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Summative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall 2013 & Spring 2014)
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	08/26/2013 - 05/30/2014	(O)No Associated Cost	Formative - Revised master schedule (Every Month) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall 2013 & Spring 2014)
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	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Tutorial attendance records and submission of tutorial lesson plans (Weekly) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall 2013 & Spring 2014)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will utilize an after school "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 2013 - May 2014	(L)Local Taxes and State Per Capita Allotments	Formative - Record of student attendance (Weekly) Summative - Increase in student achievement as evidenced through course grades (Fall 2013 - Spring 2014)
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	June 2014	(L)Local Taxes and State Per Capita Allotments	Formative - Lesson plans and attendance logs (June 2014) Summative - Pre and Post assessment results (June 2014)
7. Borger Middle School will provide a Mastery Assistance Center to increase student achievement in all core subject areas. Critical Success Factor: Academic Performance (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 5)	Core Subject Teachers, Designee(s)	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Record of student attendance (Weekly) Summative - Increase in student achievement as evidenced through course grades (Fall 2013 & Spring 2014)
8. Borger Middle School will use instructional technologies and programs to promote effective instruction and interventions. These programs include but not limited to Istation, Study Island, and Aleks. Critical Success Factor: Academic Performance (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1)	Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)	08/26/2013 - 05/30/2014	(F)Title 1 Part A Funds, (L)Local Taxes and State Per Capita Allotments	Formative - RTI Records (Every 6 Weeks) Summative - Increased student achievement as evidenced by state and local assessments (Fall 2013 & Spring 2014)

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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 2013	(O)No Associated Cost	Summative - Sign in sheets, agendas (Every 12 Weeks) Increased enrollment and performance in advanced academic classes and on required academic assessments and increased commended performance as evidenced by enrollment numbers and student performance (May 2014)
2. Borger Middle School will utilize the Robotics Program. Critical Success Factor: Academic Performance (Title I SW: 2) (Target Group: GT) (NCLB: 1)	Designee(s)	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Student schedules, number of students enrolled in robotics class (August 2013 & January 2014)
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	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Summative - Achievement results as evidenced on state and campus assessments (Spring 2014)
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 2014	(O)No Associated Cost	Summative - End of the year parent surveys (Spring 2014)
5. Students will explore careers that match their goals, interests, or abilities by utilizing the "Bridges" program. Critical Success Factor: Academic Performance (Title I SW: 1) (Target Group: All, CTE) (NCLB: 1,5)	Counselor(s), District CTE Coordinator	August 2013 - May 2014	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records (May 2014)

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	08/26/2013 - 05/30/2014	(O)No Associated Cost, (O)Personnel	Summative - Reduction in discretionary DAEP placements as evidenced through discipline records. (May 2014)
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	08/26/2013 - 05/30/2014	(O)No Associated Cost, (O)Personnel	Formative - Communication logs, individual student plans, lesson plans (Every 6 weeks) Summative - Student achievement as evidenced by post DAEP placement assessments (May 2014)

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>08/21/2013 - 05/30/2014</p>	<p>(F)Title IIA Principal and Teacher Improvement, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Records and documentation of trainings and workshops. (May 2013)</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. Student Sub-Groups Reading: Special Education- (21% increase or RI of 3%) LEP- (23% increase or RI of 3%) Economically Disadvantaged- (10% increase or RI of 2%) Student Sub-Groups Math: Special Education- (23% increase or RI of 3%) LEP- (21% increase or RI of 3%) Economically Disadvantaged- (6% increase or RI of 1%)

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 (Title I SW: 9) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal, Teacher(s)	08/26/2012 - 05/30/2014	(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time	Formative - Data analysis dat and distribution/articulation to campuses (October 2013) Increase number of Special Education students taking STAAR test by 10% (Spring 2014)
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)	08/26/2013 - 05/30/2014	(F)IDEA Special Education	Formative - Student schedules (August 2013 and ongoing as students are identified) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall 2013 & Spring 2014)
3. Borger Middle School will focus and support the implementation of a quality inclusion program. Critical Success Factor: Academic Performance (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Director of Special Education , Principal	08/26/2013 - 05/30/2014	(F)IDEA Special Education	Formative - Student schedules August 2013 and ongoing as student are identified) Summative - Increased number of special education students taking the STAAR (Spring 2014)
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)	08/26/2013 - 05/30/2014	(O)No Associated Cost	Formative - Sign in sheets, calibration documentation (Weekly) Summative - Increased student achievement as evidenced by performance on state and local assessments (Fall 2013 & Spring 2014)

BORGER MIDDLE

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Objective 2. Borger Middle School will promote highly effective instruction for special population students to increase student achievement and close identified learning gaps. Student Sub-Groups Reading: Special Education- (21% increase or RI of 3%) LEP- (23% increase or RI of 3%) Economically Disadvantaged- (10% increase or RI of 2%) Student Sub-Groups Math: Special Education- (23% increase or RI of 3%) LEP- (21% increase or RI of 3%) Economically Disadvantaged- (6% increase or RI of 1%)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will work with the district in the implementation and indentification 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	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Dyslexia progress reports (Every 6 weeks) Summative - Student success as evidenced by number of students exiting of program (May 2014)
6. Renew, purchase, provide training, and monitor usage of the technology program (Dyned) 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	08/26/2013 - 05/30/2014	(F)Title III Bilingual / ESL	Formative - Program usage reports (Every 6 weeks) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall 2013 & Spring 2014)
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)	08/26/2013 - 05/30/2014	(O)No Associated Cost, (O)Teacher pedagogy	Formative - Lesson plan audits and walk throughs (Every 6 weeks) Summative - Increased student achievement on TELPAS (March-April 2014)
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)	Director of Federal Programs and Instruction	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Endorsement documentation, expenditure reports (December 2013). Increase in ESL endorsed teacher to meet the needs of ESL students (December 2013 & May 2014)

BORGER MIDDLE

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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	08/26/2013 - 05/30/2014	(O)Access to Preparation Class	Formative - ESL endorsement documentation, teacher to student ratio analysis (December 2013 & May 2014) Increased student achievement on state and local assessments (Fall 2013 & Spring 2014)

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
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)	Assistant Principal(s), Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Teacher(s)	Dates of training availability	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement	Formative - Training sign in sheets, certificates of completion, lesson plan audits (December 2013 & May 2014) Summative - Local assessments/STAAR/EOC results (Fall 2013 & Spring 2014)
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)	Director of Federal Programs and Instruction, Principal	November 2013	(O)Materials, (O)Staff Time	Formative - Training sign in sheets, certificates of completion (November 2013) Summative - Increased educator implementation as evidenced by walk through data and PDAS (May 2014)
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)	Superintendent(s)	Designated days	(O)District Aligned Professional Development, (O)Personnel	Formative - Certificates of completion, agenda (District Designated Days) Summative - Increased curriculum alignment as evidenced by lesson plans and walk throughs (Every 6-9 weeks)
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)	Director of Federal Programs and Instruction, Professional Educational Consultants	Designated Days	(F)Title 1 Part A Funds	Formative - Coaching documentation, sign in sheets (District designated days) Summative - Increased leadership capacity as evidenced through administrator appraisals (April 2014)

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)	08/20/2013	(L)Local Taxes and State Per Capita Allotments, (O)Access to facilities, (O)Campus Based Professional Development, (O)District Aligned Professional Development	Summative - Sign in sheet documentation (August 2013)
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	08/26/2013 - 05/30/2014	(F)Title IIA Principal and Teacher Improvement	Formative - Instructional coaching, documentation, agendas, sign in sheets (Monthly) Summative - Increased alignment of curriculum, increased teacher pedagogy as evidenced by PDAS (April 2014)

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	08/26/2013 - 05/30/2014	(O)No Associated Cost	Summative - Sign in sheet documentation (May 2014)
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	08/26/2013 - 05/30/2014	(O)No Associated Cost	Formative - Sign in sheet documentation (Monthly) Summative - Discipline records as evidenced through our discipline system. (May 2014)
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)	08/26/2013 - 05/30/2014	(O)No Associated Cost	Summative - Administrators will perform campus walk throughs and PDAS observations (Fall 2013 & Spring 2014)
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	08/26/2013 - 05/30/2014	(O)No Associated Cost	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)	08/26/2013 - 05/30/2014	(O)No Associated Cost	Summative - Sign in sheets and evaluation of discipline records as evidenced through the discipline system (May 2014)

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)	08/26/2013 - 05/30/2014	(O)No Associated Cost	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)	Fall 2013 - Spring 2014	(L)Local Taxes and State Per Capita Allotments	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	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	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	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Surveillance records (Daily) Summative - Decrease in vandalism and loitering (May 2014)
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	08/26/2013 - 05/30/2014	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills and incidence reports (May 2014)
5. Borger Middle School will utilize the RAPTOR visitor management system. Critical Success Factor: School Climate (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	08/26/2013 - 05/30/2014	(L)Local Taxes and State Per Capita Allotments	Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (May 2014)
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)	08/26/2013 - 05/30/2014	(O)No Associated Cost, (O)Staff Time	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 2013	(O)Access to facilities, (O)Personnel	Summative - Sign in sheets from rally, weekly agenda of activities (October 2013) Summative - Reduction in documented instances of drug use by students (May 2014)