

# BORGER MIDDLE

## **Campus Improvement Plan**

2012/2013

*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
Casey, April	Teacher
Dickson, Rafael	Parent Representative
Fleming, Janet	Business Representative
Grange, Clinton	Teacher
Harris, Brandon	Teacher
Hogue, Josh	Parent Representative
Jenkins, Laura	Teacher
Kotara, Daniel	Assistant Principal
McKinney, Cathy	Teacher
Mears, Nick	Teacher
Reed, Amber	Teacher
Schomp, Kim	Teacher

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2012/2013 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 2012-2013**

## **Borger ISD**

### **Introduction**

The Borger Middle School Site Based Decision Making committee convened on May 17, 2012 and again on October 10, 2012 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**

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 (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>) 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.

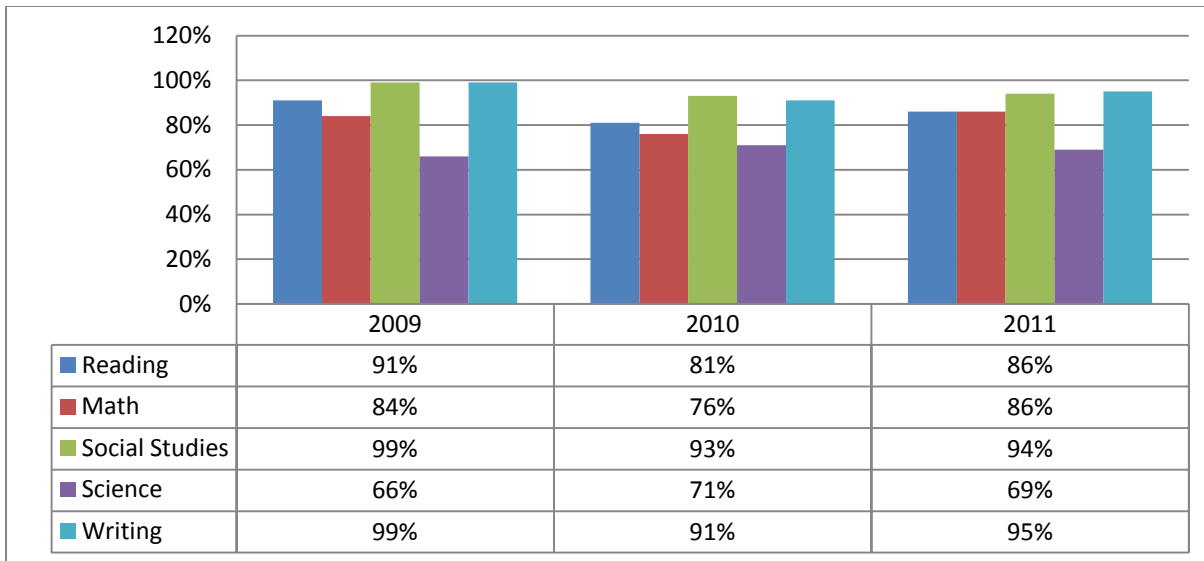
Currently, 51% of the student’s population is classified as Economically Disadvantaged. The number of Limited English Proficient (LEP) students is 8% of the 613 students on the campus. The number and percent of students who are limited English proficient (LEP) from ethnic minorities and low-income families 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.

### **Student Findings**

Student performance is evaluated annually through the Texas Assessment of Knowledge and Skills or the TAKS test. This is the primary source of student achievement accountability. The campus also utilized benchmark testing results throughout the school year to make data-driven instructional decisions. The federal accountability system, known as Adequate Yearly Progress (AYP), is based on TAKS scores for certain student sub-groups, specifically African American, Hispanic, White, LEP (Limited English Proficient), Special Education, and Economically Disadvantaged. In 2011-2012, Borger Middle School met all the federal requirements for AYP. Unfortunately, Borger Middle School received a rating of “Academically Unacceptable” from the Texas Education Agency as a result of the 2010-2011 school year.

### **2011 Campus Accountability Results: Comparable Data 2009-2011 (TAKS)**

<u>All Students</u>	<b>Reading</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>Writing</b>
<b>2009</b>	<b>91%</b>	<b>84%</b>	<b>99%</b>	<b>66%</b>	<b>99%</b>
<b>2010</b>	<b>81%</b>	<b>76%</b>	<b>93%</b>	<b>71%</b>	<b>91%</b>
<b>2011</b>	<b>86%</b>	<b>86%</b>	<b>94%</b>	<b>69%</b>	<b>95%</b>



**All Students Results**

**\*Due to the implementation of the new state assessment (STAAR), only raw score data is available. Below is data compared with regional assessment averages.**

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

<b>BMS</b>	<b>BMS-Raw Score</b>	<b>Region 16-Raw Score</b>	<b>Raw Score +/-</b>
<b>6<sup>th</sup> Grade</b>			
Reading	65%	67%	-2
Math	58%	60%	-2



<b>7<sup>th</sup> Grade</b>			
Reading	66%	66%	0
Math	57%	56%	+1
Writing	57%	60%	-3

<b>8<sup>th</sup> Grade</b>			
Reading	71%	65%	+6
Math	57%	55%	+2
Science	69%	61%	+8
Social Studies	56%	52%	+4

### Reading

Borger Middle School has comparable results with the regional averages. We have noted a 6 point jump in 8<sup>th</sup> grade as compared with Region 16 scores. Through data driven decision making and indentifying difficult concepts, BMS scores have reflected gains per grade level. Some initiatives that we will use for the 2012-2013 school year will include testing over each genre during common assessments. BMS also will provide professional development opportunities. Finally teacher will incorporate I-Station to assist with instructional resources.

### Writing

Borger Middle School will consider writing as a high need area. This is another content area that has seen many revisions with the adoption of the new state assessment. In the TAKS era BMS scores have been at exemplary levels, but based off the 2011-2012 STAAR raw score data BMS was three points lower than regional averages. For this school year, BMS will conduct writing benchmarks to account for the increased levels of rigor. Teachers will be able to disaggregate the data to determine areas of need and work to increase performance.

### Math

According to the raw score data, math is another content area in which Borger Middle School scores closely reflect region 16 averages. It is important to note that BMS had 32 of our 215 8<sup>th</sup> grades that tested take the Algebra end of course assessment. Out of those 32 students, the campus had a 100% passing rate. BMS will continue to strive for improvement of scores in this content area. The math department will be attending a STARR training workshop along with Kilgo Scope and Sequence training to increase

performance in the classroom. Collaborative lesson planning time will also be established in order to develop good quality lessons which will help gain alignment with the curriculum, instruction, and assessment.

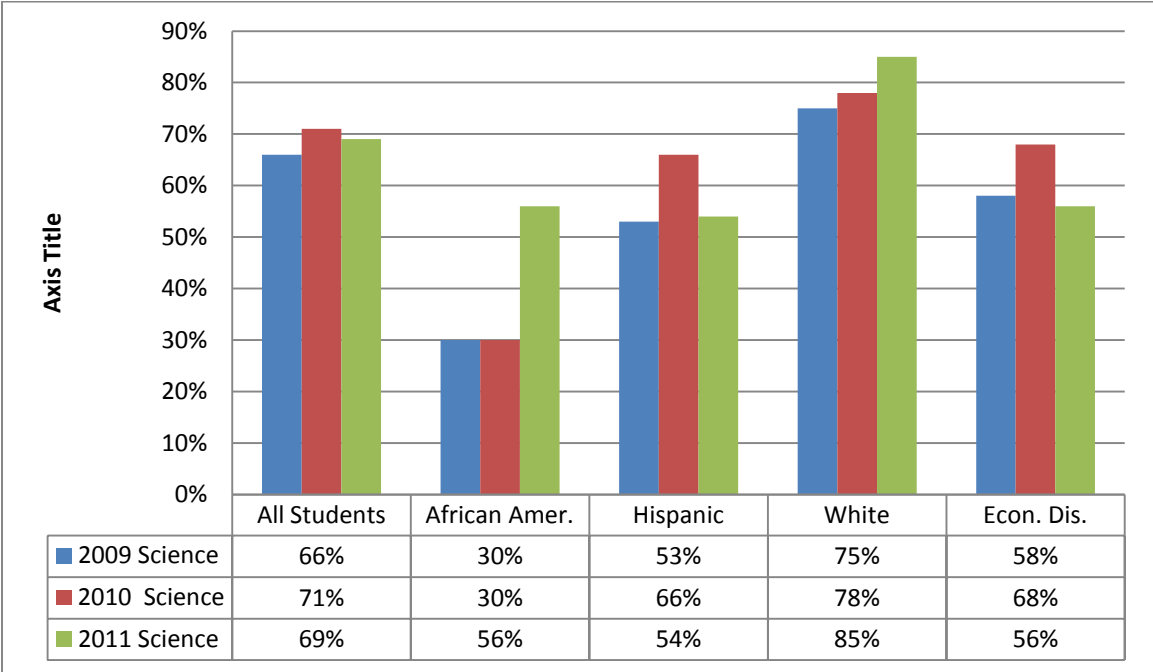
### Social Studies

Borger Middle School will consider social studies as a high need area for improvement. Through discussions with informed professionals who follow STAAR assessments and trends, we have learned that many changes have been made in this content area. During the pre STAAR era BMS scores were at exemplary levels, but according to the raw score data we realize that we have to account for the change. Despite scoring four points above region 16 average, steps will be taken to account for the higher levels of rigor for this content area. A focus will be made toward the scope and sequence of the curriculum to ensure that we have alignment over what is taught and what is tested. The social studies department will also be provided professional development in the areas regarding STAAR. Finally, this department will provide time for collaborative planning to evaluate student expectations and high quality lesson planning.

### Science

This department has been an area of need on the campus and we will continue to provide resources and work to increase performance. This content area led the campus to carry a rating of “Academically Unacceptable” from the 2010-2011 school year. Based on the raw score data our scores are eight points above region 16 average. The campus has designed a School Improvement Plan (SIP) in order to address the areas of need. (See SIP)

### Science Performance Results (TAKS 2010-2011)



## **Borger Middle School Needs Assessment 2012-2013**

### **Priority #1**

**Ensure that all subgroups meet the minimum state and federal accountability passing standards on the STAAR assessment.**

### **Priority #2**

**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.**

### **Priority #3**

**Initiate a system of tiered interventions with low performing students to ensure their success on the state assessment.**

### **Priority #4**

**Improve parental involvement in the campus decision making process, communication with parents regarding student performance, and in campus activities for Borger Middle School.**

### **Priority #5**

**Target professional development which includes best teaching practices in order to increase student success on the state assessment system (STAAR).**

### **Priority #6**

**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.**



# 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)	08/23/2012 & 10/15/2012	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2013) Summative - Parent surveys at the end of the 2013 school year. (May 2013)
2. Borger Middle School will use the automated phone system, school news channel, marquees, 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)	08/27/2012 - 05/31/2013	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the 2013 school year. (May 2013)
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 (Title I SW: 2,6,8) (Title I TA: 7) (Target Group: All) (NCLB: 4)	ARD Committee, Parent Involvement Coordinators	8/27/2012 - 05/37/2013	(L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the 2013 school year. (May 2013)
4. Parents will have the opportunity to meet teachers, 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)	8/27/2012 & 5/31/2013	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May 2013) Summative - Parent surveys at the end of the 2013 school year. (May 2013)

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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 in order to provide parents with campus information, school policies, and new state assessments (STAAR). Critical Success Factor: Family and Community Engagement (Title I SW: 6) (Title I TA: 4,7) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Designee(s), Principal	Fall 2012 & Spring 2013	(L)Local Taxes and State Per Capita Allotments	Summative - Sign in sheets (May2013)
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	8/27/2012 - 5/31/2013	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Parent involvement as evidenced through documentation. (May 2013)

# 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 send monthly emails notifying staff 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	8/27/2012 - 5/31/2013	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Record of email documentation (May 2013)
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	8/27/2012 - 5/31/2013	(F)Federal Grants	Summative - Contact form documentation (May 2013)
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 (Title I SW: 2,6,9,10) (Title I TA: 2,4,7,8) (Target Group: All)	Parent Involvement Coordinators	8/27/2012 - 5/31/2013	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Parent surveys at the end of the 2013 school year. (May 2013)



# 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)	10/2/2012 - 5/23/2013	(L)Local Taxes and State Per Capita Allotments	Formative - We will use the DMAC data analysis to assess performance. (Fall 2012 & Spring 2013)
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)	08/27/2012 - 05/31/2012	(L)Local Taxes and State Per Capita Allotments	Formative - We will use lesson plan documentation, and data analysis meetings to assess performance (Fall 2012 & Spring 2013)
3. All teachers will use a variety of instructional technology 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)	08/27/2012 - 05/31/2012	(L)Local Taxes and State Per Capita Allotments	Summative - Campus walk throughs, formal observations, and lesson plan audits. (May 2013)
4. Borger Middle School will use differentiated instructional strategies. Critical Success Factor: Academic Performance (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Instructional Liaison, Principal	08/27/2012 - 05/31/2013	(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 2012 & Spring 2013)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teacher 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	08/27/2012 - 05/31/2013	(O)Access to Taxonomy and Question Stems, (O)No Associated Cost, (O)Teacher pedagogy	Formative - Administrator walk through daya, lesson plan audits (Every 6-9 weeks) Summative - Increased student achievement as evidenced by increased performance on state and local assessments (Fall 2012 & Spring 2013)
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	08/27/2013 - 05/31/2013	(F)Title 1 Part A Funds	Formative - PDAS, walk throughs (every six weeks) Summative - Increased student achievement (Fall 2012 & Spring 2013)
7. Positions will be utilized to continue providing instuction for At Risk students. Critical Success Factor: Academic Performance (Target Group: AtRisk) (NCLB: 5)	Principal	08/27/2013 - 05/31/2013	(O)FTE, (S)State Compensatory	Formative - PDAS, walk throughs (Every six weeks) Summative - Increased student performance as evidenced through local and state assessments (Fall 2012 & Spring 2013)

# 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. 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 utilize progressing levels of intervention with students to fill academic 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	08/27/2012 - 05/31/2013	(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 2012 & Spring 2013)
2. 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	08/27/2012 - 05/31/2013	(O)No Associated Cost	Formative - Revised master schedule (Every Month) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall 2012 & Spring 2013)
3. 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	08/27/2013 - 05/31/2013	(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 2012 & Spring 2013)
4. 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 2012 - May 2013	(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 2012 - Spring 2013)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 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 2013	(L)Local Taxes and State Per Capita Allotments	Formative - Lesson plans and attendance logs (June 2013) Summative - Pre and Post assessment results (June 2013)
6. 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)	08/27/2012 - 05/31/2013	(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 2012 & Spring 2013)
7. Borger Middle School will use instructional technologies and programs to promote effective instruction and interventions. 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)	08/27/2012 - 05/31/2013	(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 2012 & Spring 2013)

# 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 2012	(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 2013)
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)	08/27/2012 - 05/31/2013	(L)Local Taxes and State Per Capita Allotments	Summative - Student schedules, number of students enrolled in robotics class (August 2012 & January 2013)
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	08/27/2012 - 05/31/2013	(L)Local Taxes and State Per Capita Allotments	Summative - Achievement results as evidenced on state and campus assessments (Spring 2013)
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 2013	(O)No Associated Cost	Summative - End of the year parent surveys (Spring 2013)

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**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
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 2012 - May 2013	(F)CTE Carl Perkins	Summative - Number of participants utilizing the program as evidenced by technology usage records (May 2013)

# 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	08/27/2012 - 05/31/2013	(O)No Associated Cost, (O)Personnel	Summative - Reduction in discretionary DAEP placements
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	08/27/2012 - 05/31/2013	(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 2013)

# 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. Borger Middle school paraprofessionals and teachers attended "Understanding Family and Children in Poverty" training. All personnel also 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>08/17/2012 - 05/31/2013</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. 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)	08/27/2012 - 05/31/2013	(O)Access to Student Performance Data, (O)No Associated Cost, (O)Staff Time	Formative - Data analysis dat and distribution/articulation to campuses (October 2012) Increase number of Special Education students taking STAAR test by 10% (Spring 2013)
2. A continuum of services will be available based on need as determined by ARD 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)	08/27/2012 - 05/31/2013	(F)IDEA Special Education	Formative - Student schedules (August 2012 and ongoing as students are identified) Summative - Increased student achievement scores as evidenced through local and state assessments (Fall 2012 & Spring 2013)
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	08/27/2012 - 05/31/2013	(F)IDEA Special Education	Formative - Student schedules August 2012 and ongoing as student are identified) Summative - Increased number of special education students taking the STAAR (Spring 2013)
4. Special Education teachers and general education teachers will participate in common lesson planning times for English Language Arts and Math and 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)	08/27/2013 - 05/31/2013	(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 2012 & Spring 2013)

# BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger Middle School will work with the district in the implementation and identification of the new 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	08/27/2012 - 05/31/2013	(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 2013)
6. Renew, purchase, provide training, and monitor usage of the technology program (Dyned) for Borger Middle School ESL students. Critical Success Factor: Leadership Effectiveness (Title I SW: 2,9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal	08/27/2012 - 05/31/2013	(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 2012 & Spring 2013)
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 (Title I SW: 9) (Target Group: ESL, LEP, AtRisk) (NCLB: 1,5)	Director of Federal Programs and Instruction, Principal, Teacher(s)	08/27/2013 - 05/31/2013	(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 2013)
8. Reimburse designated costs for ESL endorsement testing/certificate update. Critical Success Factor: Teacher Quality (Title I SW: 9,10) (Target Group: ESL) (NCLB: 1,2)	Director of Federal Programs and Instruction	08/27/2012 - 05/31/2013	(L)Local Taxes and State Per Capita Allotments	Formative - Endorsement documentation, expenditure reports (December 2012). Increase in ESL endorsed teacher to meet the needs of ESL students (December 2013 & May 2013)

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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 (Title I SW: 9,10) (Target Group: ESL) (NCLB: 2,5)	Director of Federal Programs and Instruction, Principal	08/27/2012 - 05/31/2013	(O)Access to Preparation Class	Formative - ESL endorsement documentation, teacher to student ratio analysis (December 2012 & May 2013) Increased student achievement on state and local assessments (Fall 2012 & Spring 2013)

# 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 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 2012 & May 2013) Summative - Local assessments/STAAR/EOC results (Fall 2012 & Spring 2013)
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 2012	(O)Materials, (O)Staff Time	Formative - Training sign in sheets, certificates of completion (November 2012) Summative - Increased educator implementation as evidenced by walk through data and PDAS (May 2013)
3. New employees to Borger Middle School will have the opportunity to attend KILGO Scope and Sequence and Data Driven Decision Making 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 2013)

# BORGER MIDDLE

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 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	08/27/2012 - 05/31/2013	(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 2013)
6. Borger Middle School will participate in a leadership professional learning community with Solution Tree. Critical Success Factor: Learning Time (Title I SW: 4) (Target Group: All) (NCLB: 1)	Director of Federal Programs and Instruction, Literacy Coordinator, Principal	08/27/2012 - 05/31/2013	(O)Staff Time	Formative - Sign in sheets, agendas (Monthly) Summative - Increased leadership capacity as evidenced by administrator and teacher appraisal

# 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. 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	08/27/2012 - 05/31/2013	(O)No Associated Cost	Summative - Sign in sheet documentation (May 2013)
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	08/27/2012 - 05/31/2013	(O)No Associated Cost	Formative - Sign in sheet documentation (Monthly) Summative - Discipline records as evidenced through our discipline system. (May 2013)
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)	08/27/2012 - 05/31/2013	(O)No Associated Cost	Summative - Administrators will perform campus walk throughs and PDAS observations (Fall 2012 & Spring 2013)
4. Staff Members will reward students who display positive behavior with free early lunch release with the use of ticket vouchers or "bulldog chips". Critical Success Factor: School Climate (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Designee(s), Principal	08/27/2012 - 05/31/2013	(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)	08/27/2012 - 05/31/2013	(O)No Associated Cost	Summative - Sign in sheets and evaluation of discipline records as evidenced through the discipline system (May 2013)

# BORGER MIDDLE

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

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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)	08/27/2012 - 05/31/2013	(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 2012 - Spring 2013	(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	08/27/2012 - 05/31/2013	(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	08/27/2012 - 05/31/2013	(L)Local Taxes and State Per Capita Allotments	Formative - Surveillance records (Daily) Summative - Decrease in vandalism and loitering (May 2013)
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	08/27/2012 - 05/31/2013	(O)No Associated Cost, (O)Staff Time	Summative - Documentation from safety drills and incidence reports (May 2013)
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	08/27/2012 - 05/31/2013	(L)Local Taxes and State Per Capita Allotments	Formative - Campus visitor data records (Weekly-Monthly) Summative - Parent visitor records, Parent volunteer records (May 2013)
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)	08/27/2012 - 05/31/2013	(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) Summative - Reduction in documented instances of drug use by students (May 2013)

### Improvement Plan

<b>LEA Name:</b> Borger Independent School District	<b>Campus Name:</b> Borger Middle School	<b>ESC:</b> 16
<b>CDN:</b> 117-901	<b>Campus Number:</b> 117-901-041	<b>PSP Name:</b> Nena Mankin
<b>LEA Contact:</b> Delila Holder	<b>Principal Name:</b> Michael Cano	<b>DCSI:</b> Delia Holder

#### Section I: Area(s) of Low Performance and Target Groups

State								Federal					District PBM Staging			
Rating	1st Year							Stage	Select One					Identified	Stage	
	Reading	Math	Science	Social Studies	Writing	Dropout	Completion		Reading	Math	Graduation Rate	Attendance	Participation	BE/ESL	Select One	Select One
All	67	57	69	56	57	0	0	All	88	86	0	0.963	100	CTE	Select One	Select One
AA	65	50	65	58	53	0	0	AA	88	82	0	97.3	100	NCLB	Select One	Select One
His	64	56	65	52	57	0	0	His	83	84	0	96.3	100	SPED	Select One	Select One
White	69	61	72	60	57	0	0	White	91	89	0	96.1	100	DVM-L	Select One	Select One
Eco Dis	63	56	65	54	54	0	0	Eco Dis	83	86	0	96	100	DVM-D	Select One	Select One
								SPED	72	69	0	95.5	100	DVM-SA	Select One	Select One
								LEP	70	71	0	0	0			

#### Section II: Process for Evaluating Progress Toward Meeting Performance Standards

*Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester. (Limit response to 2500 characters)*

STAAR-One, CSCOPE assessments, DMAC-TAG, sample STAAR questions, and released TAKS (most difficult questions) are used to create common formative assessments for science. These tests are administered each six weeks and based on SEs that are covered according to the curriculum pacing guide. In addition, DMAC is used to disaggregate data and compile information for teacher and administrators to use for the improvement of instruction and placing students in to the campus intervention program.

**Date Improvement Plan was approved by LEA Board**

**October 11, 2012**

**Section III: Improvement Plan (IP) Development**

Accountability Area Targeted	Critical Success Factors (CSFs)	Components	Strategies, Initiatives, and Redesign (Limit to 400 characters)	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Origination of Resource
State Assessment	Quality_Data	Systems to Ensure Quality Data	Common Formative Assessments (CFA) will contain questions that address the student expectation (SE) at or above the "application" level on Bloom's New Taxonomy. Teachers will also begin the use Webb's Depth of Complexity to examine possible questions.	Administrators will collect Common Formative Assessments and review using an	Increased scores on CFAs and a stronger correlation between six weeks grades and CFA results. Improved student success on the STAAR tests.	Assessment rubric, DMAC-TAG, released TAKS, STAAR-One, sample STAAR questions as sources	Campus
State Assessment	Academic_Performance	Tiered System of Support	Targeted students will be assigned various tiered intervention levels based on data analysis of student assessments. Tier 1 interventions will utilize differentiation within the regular classroom setting. Tier 2 intervention will include increased time utilizing Study Island in place of an elective. Tier 3 interventions will consist of mandatory extended learning time after school.	Flexible schedule that includes "enrichment" classes in science and reduced elective class time to accommodate	Evidence of student learning based on increased performance on CFAs, six weeks grades, and STAAR.	Schedule to support the Levels of Intervention, Study Island, "gap-specific" lesson plans. Responsible: 8th grade	Campus
State Assessment	Teacher_Quality	Job Embedded Professional Development	Targeted Professional Development will be provided through campus Collaborative Team meetings and external district presenters with a sustained focus on monitoring the implementation of the learning. Targeted topics include: Higher Order Questioning/Critical Thinking, Students in Poverty, Sheltered Instruction, differentiation, and STAAR.	Sign-in sheets and agendas from training sessions and department meetings. Implementation of	Student success on CFAs and STAAR tests due to increased rigor in the classroom.	ESC 16, and other resources to support ongoing implementation of Higher Order Questioning skills,	Campus
State Assessment	Academic_Performance	Curricular Alignment	Using the Kilgo science scope and sequence to identify the specific TEKS to be taught in the lesson plan, an analysis of the verb in the SE and exploring the context, will guide the teacher in developing higher order questions to ensure the appropriate level of rigor. Teachers will also use the Calibrated Resource rubric to evaluate instructional resources.	Lesson plan audits, lesson plan templates, documentation from administrator and department head walk-throughs	Increased student success on the CFAs and STAAR tests.	Calibrated Resource Rubric, data from the lesson plan audit, common lesson plan, documents, walk-throughs	Campus
State Assessment	Academic_Performance	Tiered System of Support	A campus preventative strategy is to target 7th and 8th grade students by assigning an "enrichment" class for additional science instruction during the regular school day based on data analysis of 2011-12 common formative assessments.	Student schedules	Common Formative Assessment results and STAAR results.	responsible: principal	Campus
State Assessment	Quality_Data	Systems to Ensure Quality Data	Campus administration will continue to monitor instructional delivery and provide useful feedback in a timely manner. The department head will conduct two per six weeks with feedback within a 24 hr. timeframe. Campus administrators will conduct a minimum of 2 per six weeks with feedback. The principal will meet with each science team after CFA to analyze student data and develop action plans.	Walk-through forms with conferences noted	Observation of effective teaching strategies that will impact student achievement on the CFAs and STAAR tests.	Walk-through/feedback form. Responsible: administrators and science department head	Campus
State Assessment	Academic_Performance	Curricular Alignment	BMS will continue to refine communication between the regular classroom teachers and the DAEP teacher to assist in ensuring STAAR level learning for students in placement. Study Island and teacher-made packets will target TEKS covered in the content classrooms. The new communication process will require weekly feedback loop between the two teachers.	DAEP teacher contact log, completed instructional packets that reflect regular classroom instruction,	Students removed from class for behavioral issues will stay current and not miss assignments during their absences. Students will pass CFAs covering materials	Study Island, teacher packets with appropriate curriculum, CFAs and teacher contact logs Responsible: DAEP	Select One
State Assessment	Teacher_Quality	Job Embedded Professional Development	New teachers (0-2 years) will receive sustained support in the areas of curriculum alignment, curriculum implementation, instructional strategies, classroom management and any other support needed. First year teachers are assigned a veteran teacher mentor and (yr 1-2) teachers are assisted by collaborative planning and the department head.	Logs of contact time with mentor teacher, attendance at collaborative team meetings, common	Walk-through observations to determine level of support needed to ensure teacher success.	Walk-through/feedback forms, mentor contact logs, sign-in sheets, and agendas for collaborative team	Campus

State Assessment	Academic_Performance	Tiered System of Support	Transition plans for returning students after long-term placements in DAEP will focus on students attending the Level 3 or ZAP afterschool program (if needed) for individualized instruction to fill identified learning "gaps".	ZAP sign-in sheets, teacher lesson plans, and Study Island log-in times.	Success on CFAs and six weeks grades.	Study Island, ZAP program, CFAs. Responsible: Administrators, ZAP teachers, DAEP teacher	Campus
State Assessment	Teacher_Quality	Collaboration and Communication	Science teachers will meet a minimum of 2 times per month in collaborative team meetings to address topics such as: embedded professional development, student data analysis, positive parent contacts, and curriculum development/alignment.	Sing-in sheets and agendas, products from student data-analysis and curriculum alignment	Aligned lesson plans, increased rigor observed during walk-throughs, and increased CFA and STAAR results.	Lesson plan templates, walk-through forms, professional development resources to support teacher	Campus
State Assessment	Family_Community_Support	Increase Outreach	Parents of students identified on the SLR will have a teacher conference (science) during the second semester to focus on their students readiness to be successful on the STAAR test. Parents will be provided with ideas to support their students at home to be successful. Contacts (written, conference, phone) will be provided in the parent's native language if requested.	Parent contact/conference logs	Increased parental involvement as evidenced by increased CFA results, six weeks grades, attendance, and discipline.	Time for conferences Responsible: Parental liaison, science teachers, and principal	Campus
State Assessment	Family_Community_Support	Effective and Equitable Communication	BMS will explore social networking options to support increased communication with the community and parents. The campus must examine district policy and available resources to support the development of a Facebook page.	BMS Facebook page	Number on contacts, likes, and feedback on parent surveys.	Technology support from District, person responsible to update and share information if the page is developed. Responsible: principal	District
Select One	Select One	Select One	<enter text>				Select One
Select One	Select One	Select One	<enter text>				Select One
Select One	Select One	Select One	<enter text>				Select One