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# ÓÜÕÒÜÁ ǾǾŠÒ

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CV^Wj Y%' Ô!\*"!ÁŦ ää|ÁÛ&@ [ |Á |á| ] | |ç^ Á æ^ ) æá ç [ |ç^ { ^ } á Á - Á ç Á æ Á ^æ ~ | ^ ä Á - Á ä } Éä Á @ ^ á [ & { ^ } ææ } Éæ [ { ] | ^ ä Á ^ \* ä ç ææ } • Éæ ä á Á • ä æ á ææ } ä ä & Á æ Á & @ [ | Á } & ä } • Á ä á Á ç æ ä • Éä

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<p>Í ÉÁÔ [ ! * " ! Á Ŧ ä ä   Á Û &amp; @ [   Á   á   ä ä æ Á Û æ ^ ) • ç   Á • Éæ ç   Á • Éæ [ { ~ } æ Á ~ ] [  Éæ ä á ç [  ç^ { ^ } á Á @ Á ä ~ &amp;ææ } Á - Á ç á ^ ) • Á @ [ ~ * @Á @ Á [ ]  Á!ææ^ ^-   • Á - Á ç æ - Éæ æ^ ) • Éæ ä á Á [ { ~ } æ É</p> <p>ç   Á • Éæ ç   Á • Éæ [ { ~ } æ Á ~ ] [  Éæ ä á ç [  ç^ { ^ } á Á @ Á ä ~ &amp;ææ } Á - Á ç á ^ ) • Á @ [ ~ * @Á @ Á [ ]  Á!ææ^ ^-   • Á - Á ç æ - Éæ æ^ ) • Éæ ä á Á [ { ~ } æ É</p> <p>ç   Á • Éæ ç   Á • Éæ [ { ~ } æ Á ~ ] [  Éæ ä á ç [  ç^ { ^ } á Á @ Á ä ~ &amp;ææ } Á - Á ç á ^ ) • Á @ [ ~ * @Á @ Á [ ]  Á!ææ^ ^-   • Á - Á ç æ - Éæ æ^ ) • Éæ ä á Á [ { ~ } æ É</p> <p>ç   Á • Éæ ç   Á • Éæ [ { ~ } æ Á ~ ] [  Éæ ä á ç [  ç^ { ^ } á Á @ Á ä ~ &amp;ææ } Á - Á ç á ^ ) • Á @ [ ~ * @Á @ Á [ ]  Á!ææ^ ^-   • Á - Á ç æ - Éæ æ^ ) • Éæ ä á Á [ { ~ } æ É</p>	<p>ÇÉ • ä çæ ç ÓÚ: ä &amp; ä æ Ç É É</p> <p>Ó • ä } ^ ^ Ç É Á Ú: ä &amp; ä æ</p>	<p>Ù   ç { á ! Á B</p> <p>Ræ } æ ~</p>	<p>ÇÉÓV ð á ! æ Á Ó: æ } • Éæ Ç É É &amp; æ</p> <p>Væ æ • Á æ ä Á Ú ç æ Á Ú ! Á Ó æ ä æ</p> <p>Ç [ ç ^ } •</p>	<p>Ù { { ææ^ Á Á Ú } { { ææ^ Á Á Ú ä }</p> <p>ä Á @ ^ •</p> <p>Ç æ D</p>
<p>Í ÉÁ Ú ! • [ ] æ á Á [ { Á &amp; @ [  </p> <p>  ^   ^ • ^ ) ææ^ • Á   á   Á æ á Á æ ç [ &amp; æ</p> <p>&amp; [ ] æ ä • Á Á @ [   Á ~ ] [  Éæ ç á ^ ) •</p> <p>æ ç   ç^ { ^ } á Á @ [ ~ * @Á [ { ~ } æ Á ç [  ç^ { ^ } ç É</p> <p>Ù   ^ æ á ! • Á [ { Á ä - ^   ^ ) ç æ ^ æ Á - Á @ Á [ { ~ } æ</p> <p>  á   Á ^ Á     ç æ á á á } Á ] [  ç^ { ^ } æ Á Á   ^ æ Á æ @</p> <p>Í ç   Á   æ á Á ç á ^ ) • Á æ [ ~ ç á ç   ^ Á æ ^ ! • É</p> <p>Ó: ä ä ç Á Ŧ &amp; æ • Á ç æ ç   K Ç æ ä Á ä Ó [ { ~ } æ</p> <p>Ò * æ ^ { ^ } ç   Ó T Ç É D M Ç V ä   Á Ú Y K Ç É É É Ç</p> <p>Ç   á   Á V Ç É É É É É D M Ç æ ^ ç Ó: [ ~ ] K Ç É D</p>	<p>Ú æ ^ ) ç Ç [  ç^ { ^ } ç</p> <p>Ó [   ä ä æ   •</p>	<p>ÇÉ * • ç Á æ</p>	<p>ÇÉÓV ð Ó æ   Á !   ä • Éæ ÇÉÓV ð á ! æ</p> <p>Ó: æ } • Éæ Ç É É &amp; æ Á / æ • Á æ ä</p> <p>Ù ç æ Á Ú ! Á Ó æ ä æ Ç [ ç ^ } •</p>	<p>Ù { { ææ^ Á Á Ú } { { ææ^ Á É</p> <p>Ú æ ^ ) ç ç [  ç^ { ^ } ç æ</p> <p>^ ç æ ^ ) &amp; ^ á Á @ [ ~ * @</p> <p>ä [ &amp; { ^ } ç æ } É</p> <p>Ç æ D</p>



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CV^Wj] Y% O[!\*^!^T aa|A^U&Q[|A q|A&@c^A^A] Aq|A } { ^ } o^ A^c ^ } A^@A |a^ } EA^ \* @EA a^ . c^ a^& ||a^ | { A^ A^c a^ } & a^ A^ A^c a^ } o EA A^c a^ } o U` a^ E  
 O[~ ] . A q|A^A^@|a^ A^ a^ . a^ \* A^ a^ a^ a^ A^ A^ EA E

5 Wj] Jm#GfUH[ m	DYfgcbfgLF YgdcbgjVY	Hja Y]bY	FYgci fWg	9j Ui Ujcb
<p>FEA^c a^ } A&amp;aa^ { aa^  ^   { a^ &amp; A^ q A^A^ { ^ a^  ^ a^ A^@   ~ @a^ A^ A^     } { ^ } o^ ~                      O[ { { [ ] } A^   { aa^ A^ . ^ . ^ { ^ } o^ A^ . a^ } a^ a^ A^ a^ } a^ d^ ^ } o^ @ a^ . A^ A^ a^   . ^ . A^ ~ a^ A^ A^ @                         ^c^ . A^ - A^     A^ A^ ~ d^ a^ A^ A^ @ A^ c^ a^                      O . ^ } a^ A^ } [ ,   a^ ^ A^ a^ A^ q A^ EA^ : a^ a^ a^                      U` &amp;&amp; . ^ A^ a^ d^   K O B a^ ^ { a^                      U^  ^   { a^ &amp; Q^ . c^ { A^ a^ ~ a^ a^ U^ O^T O^U^D                      Q^   A^ A^ Y K G D A^ q A^ A^ O^ E^ E^ E^ E^ D A^ V^ a^ ^ c                      O[~ ] K O H D</p>	<p>U a q A a^ EA^ a^ @   Q^ D</p>	<p>CE * . o^ EA^ a^</p>	<p>(S D S] &amp; a^ A^ a^ . A^ a^ a^ U^ c^ a^ A^ U^                        O a^ a^ a^ O H [ d^ ^ } o</p>	<p>U` { { a^ a^ A^ A^ Q^   { a^ a^ A^ A^ A^ A^ q                       ~ . ^ A^ @ A^ O^T O^ E^ A^ a^ a^ a^ } a^ . a^ A^                      a^ . ^ . ^ . A^  ^   { a^ &amp; E                      Q^ a^   A^ U^   a^ * D</p>
<p>EA^ A^ a^ @   . A^ a^ &amp; a^ ] ~ . A^ a^ { a^ a^ d^ a^   . A^ q                       ~ d^ a^ A^ a^ a^ a^ a^ a^ *   ^ a^ a^ } A^ . [   &amp; . A^ A^ a^ @                        . c^ a^ } o^  ^   { a^ &amp; A^ a^ a^ a^ a^ a^ q A^ A^ . ^ a^ A^                      a^   a^ A^ A^ &amp; a^ q A^ a^ a^ * A^ a^ A^ a^ } a^ A^  ^   { a^ &amp;                      d^ } a^ EA^ ] a^ d^ ^ } o^ A^ q A^ ^ a^ d^ a^ O^ a^ ] ~ .                      a^ a^ { a^ a^ d^ a^   . A^ A^ a^ &amp; . ^ . A^ O [ { { [ ] } A^   { a^ a^                      O^ . ^ . ^ . { ^ } o^ A^ .   o^ A^ a^ A^ c^ A^     A^ A^ a^ d^ } A^   a^                      d^ A^ a^ a^   . ^ . A^  ^   { a^ * A^ c^ a^ } c                      O^   ^ &amp; a^ a^ } . EA^ : a^ a^ a^ U^ &amp;&amp; . ^ . A^ a^ d^   K                      O B a^ ^ { a^ A^  ^   { a^ &amp; Q^ . c^ {                      U^ a^ ~ a^ a^ U^ O^T O^U^D A^   A^ A^ Y K G D A^ q A^ A^ O^ E^ E^ E^ E^ D A^ V^ a^ ^ c                      O[~ ] K O H D</p>	<p>U a q A a^ EA^ a^ @   Q^ D</p>	<p>CE * . o^ EA^ a^</p>	<p>(S D S] &amp; a^ A^ a^ . A^ a^ a^ U^ c^ a^ A^ U^                        O a^ a^ a^ O H [ d^ ^ } o</p>	<p>U` { { a^ a^ A^ A^ Q^   { a^ a^ A^ A^ A^ A^ q                       ~ . ^ A^ . ^ . [ ] A^   a^ A^   &amp; { ^ } a^ a^ } E                      a^ a^ A^ a^ a^ a^ a^ a^ a^ a^ a^ . a^ A^ ^ a^ * . A^                      a^ . ^ . ^ . A^  ^   { a^ &amp;                      Q^ a^   A^ U^   a^ * D</p>
<p>EA^ O^ A^ a^ @   . A^ q A^ . ^ A^ a^ a^ a^ c^ A^ - A^ . d^ ~ &amp; d^ } a^                      c^ &amp; @ [     *^ A^     *   a^ . A^ A^ } @ a^ &amp; A^ @ A^ a^ } a^ *                      [ - A^   A^ c^ a^ } o^ EA^ : a^ a^ a^ U^ &amp;&amp; . ^ . A^ a^ d^   K                      O B a^ ^ { a^ A^  ^   { a^ &amp; Q^ . c^ {                      U^ a^ ~ a^ a^ U^ O^T O^U^D A^   A^ A^ Y K G D A^ q A^ A^ O^ E^ E^ E^ E^ D A^ V^ a^ ^ c                      O[~ ] K O H D</p>	<p>O a^ ] ~ . A^ Q^ . d^ ~ &amp; d^ } a^                      V^ &amp; @ [     *^ a^ EA^ a^ @   Q^ D</p>	<p>CE * . o^ EA^ a^</p>	<p>(S D S] &amp; a^ A^ a^ . A^ a^ a^ U^ c^ a^ A^ U^                        O a^ a^ a^ O H [ d^ ^ } o</p>	<p>U` { { a^ a^ A^ A^ U^ { { a^ a^ A^ A^                      O a^ ] ~ . A^ a^ A^ @   ~ * @ A^ A^   { a^                      [ a^ . ^   c^ a^ } . EA^ : a^ A^ . ^ . [ ] A^   a^                      a^ a^ EA                      Q^ a^ d^</p>
<p>I EA^ O[!*^!^T aa A^U&amp;Q[ A q A^ . ^ A^ a^ . ^ } a^ a^ a^                      a^ . d^ ~ &amp; d^ } a^ A^ d^ a^ * a^ . A^ A^   a^   A^ A^ ^ a^ a^                       ^ a^ } a^ * A^ c^   . EA^ a^ @   . A^ q A^     ^ { ^ } c                      . d^ a^ * a^ . A^ a^ } a^ a^ A^   { A^ &amp; U^   A^ a^ A^ @                      ~ } a^ a^ ^ } a^ A^ A^ A^     c^ a^ A^ A^ @ A^ ~ a^ a^                      a^ . d^ ~ &amp; d^ } A^   A^     ^ A^ a^ . ^ A^ a^ } . ^ . EA^ : a^ a^ a^                      U` &amp;&amp; . ^ . A^ a^ d^   K O B a^ ^ { a^                      U^  ^   { a^ &amp; Q^ . c^ { A^ a^ ~ a^ a^ U^ O^T O^U^D                      Q^   A^ A^ Y K G D A^ q A^ A^ O^ E^ E^ E^ E^ D A^ V^ a^ ^ c                      O[~ ] K O H D</p>	<p>O a^ &amp; d^   A^ - A^ a^   a^ U^   *   a^ .                      a^ a^ Q^ . d^ ~ &amp; d^ } EA^ . d^ ~ &amp; d^ } a^                      S a^ a^ [ ] EA^ : a^ a^ a^</p>	<p>CE * . o^ EA^ a^</p>	<p>Q^ U^ D [ A^ O^ . [ &amp; a^ a^ A^ O^ . c^ E                      Q^ U^ D / a^ a^ @   A^ ^ a^ a^ [ *^</p>	<p>U` { { a^ a^ A^ A^ Q^   { a^ a^ A^ A^                      O a^ { a^ a^ d^ a^   A^ a^ A^ @   ~ * @ A^ a^ a^                        . ^ . [ ] A^   a^ A^ a^ a^                      Q^ c^   ^ A^ E^ A^ ^ a^ . D                      U` { { a^ a^ A^ A^ Q^ &amp; ^ a^ a^ A^ c^ a^ } c                      ]  ^   { a^ &amp; A^ A^ c^ a^ } &amp; a^ A^                         &amp; a^ a^ a^ A^ c^ a^ A^ . ^ . ^ . { ^ } o                      Q^ a^   A^ U^   a^ * D</p>

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CV^Wj] Y% Ó[!\*^!Á áá|ÁÚ&Q[|Á á|Áæ@ç^Á^] Áá } { ^} ó^ç ^ ^} Á@Á |á } Èæ \* @Èæ áÁ • ç áÁ & ||æ | { Áæ Áçá^ } & áÁ Áç|Áç á^} ó Èç|Áç á^} ó Û` áÈ  
 Ó[~] • Á á|Á^Á@|áÁ Áá æ • á \* Á çá áááÁ - Á €Á È

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<p>Ì ÈÁ^æ&amp;@ •Á á Á çá^Áç @ Áç Áç  ^} Á} á^á          ~^•ç } á * ÈÁ^~ áá * Á ~  çç  Á  Á   &amp;••á * È          Ó[~ á Áç  á^áÁ^•ç } á * Á á Áç [ Á^Á çá^á          á ÁÓ[ { {   } Áç   { æ^Áç •^• { ^ } } ó ÈÓ  ááæ          Û` &amp;&amp;•• Áçç   KÓææ^ { áÁ^   { ç &amp; Áç Áç          ÇÛY KÇÁÇVæ^•çÓ[~] KÇD</p>	<p>Öá&amp;ç  Á - Á^á^ áÁ   *  æ •          ç áÁç • d ~ &amp;ç } Èç • d ~ &amp;ç } ç          Sáæ [ ] ÈÁ á çá ç</p>	<p>CE * • çÁ çæ</p>	<p>ÇDÈ&amp;•• Áç Áçç [ ] { ^ } á          Û^•ç } Áç { • ÈÇD [ Ç •   &amp;æ áÁÓ[ • ÈÇD^æ&amp;@;          ]^áæ [ * ^</p>	<p>Û` { { æá^Áç   { æá^Áç          Çæ   á á çæ   Á ç Áç   * @ÁææÈ           •• [ ] Á çá áá          Çç^   Á È Á^•D          Û` { { æá^Áç &amp;^æ^áç á^} ç          æ&amp;@ç^ { ^ } ó Áçá^ } &amp; áÁ          á &amp;^æ^á^   { ç &amp; Á } Á çæ          ç áÁ çç •^• { ^ } ó          Çç ÁÁ   á * D</p>
<p>Ì ÈÁ [ ]   { ^ } çá [ • çá ] • Á á Á^Á çá^áÁ          • [ ]   { çç Áá^ çæç } çá^á^ Á - Á ç á^} ó Áæ          Ó[!*^!Á áá ÁÚ&amp;Q[ ÈÓ  ááæ Û` &amp;&amp;•• Áçç   K          Óææ^ { áÁ^   { ç &amp; Áç Áç ÇÛY KÇÁÇVæ^•ç          Ó[~] KÇD</p>	<p>Ú á çá ç</p>	<p>CE * • çÁ çæ</p>	<p>ÇDç Á^ÁÁççç } á •</p>	<p>Û` { { æá^Áç   { æá^Áç          çá çç   * @Á          Çç^   Á ç Á^•D          Û` { { æá^Áç &amp;^æ^áç á^} ç          æ&amp;@ç^ { ^ } ç          Çç ÁÁ   á * D</p>
<p>Ì Èç • d ~ &amp;ç } çá [ • çá ] • Á á Á^Á çá^áÁ          &amp; } ç^Á   { çáá * Á • ç &amp;ç } Á   ÁçÁ          • ç á^} ó ÈÓ  ááæ Û` &amp;&amp;•• Áçç   KÓææ^ { ç          Ú   { ç &amp; Áç Áç ÇÛY KÇÁÇVæ^•çÓ[~] KÇÁá D</p>	<p>Ú á çá ç</p>	<p>CE * • çÁ çæ</p>	<p>ÇDÈVÓÈÇDç^ÁÓ[ { ] ^ } • çç   ^</p>	<p>Û` { { æá^Áç   { æá^Áç          VÓUÈ çá çç   * @Á          Çç^   Á ç Á^•D          Û` { { æá^Áç &amp;^æ^áç á^} ç          ]   { ç &amp; Áçá^ } &amp; á          çç   * @Á çç } áÁ çæ          æ •^• { ^ } ó Á          Çç ÁÁ   á * D</p>
<p>Ì ÈÓ[!*^!Á áá ÁÚ&amp;Q[ Á á Á^} ç Èæ á          { [ ] ç   Á ç á^} ó Á @ Á^Á çç Á^æ^   çá^            ç^Á - Áçç &amp; áÁç^   ÇÛY   Á çç á          Û^æá * Á çç } • ÈÇV Á ÇÛY KÇÁÇVæ^•ç          Ó[~] KÇD</p>	<p>Ç • á çá ó   á çá çç ÈÁ   á çá çç È          V^æ&amp;@çD</p>	<p>CE * • çÁ çæ</p>	<p>ÇÈ [ ççÁç^•Á ç áÁççÁ            Óç ááçç [ ç ^ } ó</p>	<p>Û` { { æá^Áç &amp;^æ^á          ]   { ç } çç^Á - Á ç á^} ó Á ç   á *          Ççç &amp; áÁç^   ÇÛY Á^æá *          ç áÁ çç } Á VÓÈ</p>

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CV^Wj Y&" Ó|!\*^!Áŕ ãá|ÁŪ&@ [|Á q|Á ]|:çã^Áç } • ç^Áç } çã^Áç } • É^ { ^áææ } Éæ áÁ|Ác^ } çã^Ácæ\* á • Á|Ác á^} oÁ [ ó| æç|á \* Á|æá^Áç^|Áç } ç } ó| ]|Áçã ~ • Á^æÁæææ • • { ^} oÉ ç|ÁŪc á^} óŪ àÉ| [ ~ ] • Á q|ÁŪ@|áÁ Œæ æ • á \* Á çæ áæáÁ - Á ÉÁ É

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# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

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

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

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

# BORGER MIDDLE

**Goal 5.** Borger Middle School will promote a well rounded athletic program that will bring pride and tradition to our school.

**Objective 1.** Borger Middle School will increase the number of multi-sport student athletes in our athletic program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger Middle School coaching leadership will seek to include all interested students in team athletics, promoting a "no cut" policy. If warranted, a third team will be organized, inter-team and other opportunities with other team play will be scheduled and implemented. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Boys Athletic Coordinator, Girls Athletic Coordinator, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	Summative - Review the number of students in the athletic program each year.
2. Borger Middle School will partner with Borger High School to provide high school mentoring/coaching opportunities and/or facilities for practice at the high school,for the middle school athletic students. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Athletic Director, Boys Athletic Coordinator, Girls Athletic Coordinator, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	
3. Borger Middle School coaching leadership will continue to provide information to parents regarding the athletics philosophy and student and parent expectations. (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Boys Athletic Coordinator, Girls Athletic Coordinator, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	Summative -

# BORGER MIDDLE

**Goal 5.** Borger Middle School will promote a well rounded athletic program that will bring pride and tradition to our school.

**Objective 2.** Borger Middle School will ensure that the athletic coaching staff is well staffed and receiving the proper training to be successful.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA and Borger Middle School will seek to recruit additional coaching staff to meet the needs of our athletic program. (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Athletic Director, Principal	Aug-May	(L)Local Taxes and State Per Capita Allotments	Summative -
2. Borger Middle School will provide professional development opportunities for our coaching staff both within and outside of the district. (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6,7)	Athletic Director, Principal	Aug-May		Summative - Records and documentation of training's and workshops. (May)

# Comprehensive Needs Assessment