

FRANK BORMAN ELEMENTARY

TARGETED IMPROVEMENT PLAN 2016-2017

FORMER IMPROVEMENT REQUIRED CAMPUS

Problem Statements		Root Causes (is occurring because)	
PS 1	In 2015-2016, 52% of Borman Elementary ELL students failed the STAAR in all subjects.	Root Cause # 1	Failure to implement District Bilingual model consistently in all areas.
PS 2	In 2015-2016, 38% of all Borman Elementary students failed STAAR math.	Root Cause #2	Failure to implement effective differentiating strategies in mathematics across all grade levels.
PS 3	In 2015-2016, 45% of all Borman Elementary students failed to meet the minimum standard on STAAR reading.	Root Cause # 3	Teachers lack a comprehensive understanding of the TEKS and the use of data analysis to design effective interventions.

ANNUAL GOAL 1

Goal	In 2016-2017, 60% of all Borman Elementary ELL students will pass the STAAR in all subject areas.
Strategy	Develop a campus system to implement the Bilingual Model in all grade levels.
How will addressing this Root Cause impact the index/indicator/CSF/	Implementing the District Bilingual Model will ensure ELL students engage in daily writing, reading, and math activities that will promote English Language Proficiency acquisition. Addressing this root cause will impact Index 3 performance.

Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
By the end of September, (12 of 12) bilingual and ESL staff will be trained on LPAC, ELPS, and LPD.	By January 31, 2017, (12 of 12) bilingual teachers will implement the bilingual model in their classrooms.	By April 30, 2017, (45 of 60) walkthroughs will reflect bilingual teachers implementing the bilingual model with fidelity.	By June 1, 2017, (60 of 60) walkthroughs will reflect bilingual teachers implementing the bilingual model with fidelity.
Interventions	Interventions	Interventions	Interventions
1. Provide professional development on ESL Strategies and Bilingual Model.	1. Walkthroughs with timely feedback for teacher growth.	1. Walkthroughs with timely feedback for teacher growth.	1. Walkthroughs with timely feedback for teacher growth.
2. Collaborate with the Bilingual Department to implement the bilingual model in all bilingual classes.	2. Provide extended team planning sessions to address depth of the TEKS/SE to be taught and to determine in which language they should be introduced.	2. Provide structured PLC and extended planning sessions.	2. Provide structured PLC and extended planning sessions.

3. Design vertical teams to set language proficiency goals per grade level.	3. Create data folders for students to track their progress in language acquisition.	3. Conduct MOY LPAC meeting to discuss language of testing and accommodations.	3. Conduct EOY LPAC meeting to discuss language of testing, accommodations, and exit criteria and future placement.
4. Analyze student data to address student and teacher needs in PLCs.	4. Bilingual specialist will model the appropriate implementation of the bilingual model and provide timely feedback to teachers.		
5. Conduct meetings with the bilingual department to review the bilingual model.			
6. Conduct vertical team meetings to analyze and understand readiness and supporting TEKS.			
7. Walkthroughs with timely feedback for teacher growth.			

What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
1. Professional development sign-in sheet and materials from training.	1. Classroom walkthrough data.	1. Classroom walkthrough data.	1. Classroom walkthrough data.
2. Teacher survey about the bilingual model.	2. Lesson plans.	2. Meeting sign in sheets and meeting minutes, lesson plans.	2. Meeting sign in sheets and meeting minutes, lesson plans.
3. Planning meeting agenda and minutes from meeting.	3. Students self-tracking and goal setting documents.	3. LPAC documentation.	3. LPAC documentation.

4. STAAR Data, TELPAS Data, SELI Data, ELI Data.	4. Scheduled in class demonstrations followed by effective feedback sessions.		
5. Meeting Agenda.			
6. Staff development sign-in sheets.			
7. Classroom walkthrough data.			

ANNUAL GOAL 2

Goal	In 2016-2017, 75% of all Borman Elementary students will pass the math STAAR.		
Strategy	Develop and implement an effective campus system to ensure differentiated instruction in mathematics.		
How will addressing this Root Cause impact the index/indicators/CSF?	<p>Implementing differentiated instruction in mathematics will ensure teachers promote student engagement and motivation, assess student readiness, respond to learning styles, and group students for instruction according to their academic level for appropriate intervention.</p> <p>Differentiated instruction in mathematics will improve Index 1 performance.</p>		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
By October 31, 2016, (32 of 32) classroom teachers and support staff will be trained on Learning Targets to develop a depth of understanding of mathematics TEKS.	By January 31, 2017, (32 of 32) classroom teachers, inclusion teachers, and support staff will apply differentiation in math to enhance learning by matching student characteristics to instruction and assessments.	By April 30, 2017, (9 of 12) math teachers, grades 3-5, will integrate differentiation strategies into lessons to meet the need of all learners.	By May 29, 2017, (12 of 12) math teachers, grades 3-5, will integrate differentiation strategies into lessons to meet the need of all learners.
Interventions	Interventions	Interventions	Interventions
1. Analyze STAAR and Kathy Richardson data during PLCs.	1. Refine master schedule to ensure math instructional time and intervention time are appropriate.	1. Targeted interventions based on weekly assessments and benchmark.	1. Targeted interventions based on weekly assessments and benchmarks.
2. Use diagnostic assessment to determine student readiness and adjust teaching practices to meet student needs.	2. Restructure PLC to ensure that teachers are guided by a clear and compelling shared vision of what Borman must become in order to help all students learn and achieve.	2. Provide individual tutoring to address student academic goals.	2. Provide individual tutoring to address student academic goals.

3. Walkthroughs with timely feedback for teacher growth.	3. Evaluate data from student data folders to create individualized targeted improvement plans for students.		
4. Implement math workshop.	4. Teachers will apply interventions and differentiation to meet the needs of all learners.		
	5. Teams of teachers will develop tiered lesson plans by collaborating with district coaches and campus interventionists during PLC and extended planning sessions.		

What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
1. STAAR Data, Kathy Richardson data.	1. Updated master schedule.	1. Assessment data.	1. STAAR data.
2. Student data binders.	2. PLC Agendas, meeting, minutes, and sign in sheets.	2. Student Data Sheets and teacher data binders.	2. Student Data Sheets and teacher data binders.
3. Classroom walkthrough data.	3. Student data folders, formative and summative assessments.		
4. Lesson plans.	4. Classroom walkthrough data, lesson plans, tutoring plans, data folders.		
	5. Lesson plans, walkthrough, meeting agendas.		

ANNUAL GOAL 3

Goal	In 2016-2017, 65% of all Borman Elementary students will meet the minimum standard on STAAR reading.		
Strategy	Develop a model of effective PLC's which analyzes the TEKS and student data as a means for designing lessons.		
How will addressing this Root Cause impact the index/indicator/CSF/	Analyzing student assessment data and designing effective tiered lessons which scaffold prior learning appropriately will help close the achievement gap. Data discussions and designed targeted instruction will address root cause and improve Index 1.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
By October 31, 2016, (32 of 32) classroom teachers and support staff will be trained on Learning Targets to develop a depth understanding of reading TEKS.	By January 31, 2017, (33 of 33) classroom teachers will demonstrate an understanding of reading TEKS and what students must know, understand, and be able to do in their lesson plans and during classroom instruction.	By April 30, 2017, (9 of 12) reading teachers, grades 3-5, will integrate differentiation strategies into lessons to meet the needs of all learners.	By May 29, 2017, (12 of 12) reading teachers, grades 3-5, will integrate differentiation strategies into lessons to meet the needs of all learners.
Interventions	Interventions	Interventions	Interventions
1. Analyze data during PLCs.	1. Collaborative planning teams to examine critically and discuss standards-based learning expectations for students.	1. Targeted interventions based on weekly assessments and benchmark.	1. Targeted interventions based on weekly assessments and benchmark.
2. Teacher reflection on the analysis of student work and discuss potential modifications to instructional strategies, as well as reflecting on their own	2. Teachers will select evidence-based instructional strategies to meet reading standards.	2. The use student data sheets and teacher data binders.	2. The use student data sheets and teacher data binders.

expertise and knowledge about reading TEKS.			
3. Restructure PLCs to provide opportunities for teacher, coaches, and interventionists to analyze student assessment data and make necessary adjustments to instruction/interventions.	3. Teacher collaboration with IB coordinator, reading specialist, and bilingual specialist to develop lesson plans which incorporate selected strategies based on supporting and readiness learning objectives.		3. Teacher interventions for classes which need additional support in differentiation and provide remediation.
	4. Teachers will implement the planned lesson, record successes and challenges, and gather evidence of student learning.		
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
1. STAAR Data, SELI Data, ELI Data.	1. PLC Agendas, meeting, minutes, and sign in sheets.	1. Formative and summative assessment data.	1. Student work samples, IEP's, walkthroughs, LPAC data.
2. PLC Agendas, meeting, minutes, and sign in sheets.	2. Classroom walkthroughs and lesson plans.	2. Student Data Sheets and teacher data binders.	2. Student Data Sheets and teacher data binders.
3. Lesson plans and Classroom walkthrough data.	3. Lesson plans.		3. Benchmark data, teacher reflections, student work, walkthrough data.
	4. Classroom walkthrough data, data walls, data binders, and students self-tracking and goal setting documents as well as student formative and summative assessment data.		