

# Targeted Improvement Plan

## Borman Elementary School

**Problem Statement:**

Only 48% of all students met state standards on state mandated assessments.

**Root Cause:**

All teachers are not using data effectively and consistently to guide instructional decisions for students.

**Strategy:**

Implement a system to increase data driven instruction among teachers.

**Annual Goal:**

Percentage of students passing state mandated assessments will increase by 25% from 2015 to 2016.

Quarter	Quarterly Goal	Data/Evidence to Monitor	Interventions
Q1	<p>Provide webinar training and team planning time for the content leadership specialists to organize materials/data and prepare for leading the PLCs of their respective areas using Webinars 0-3 of the Staar4ward leading learning series</p> <p>Provide professional development to 100% of the teachers on prioritizing the Texas Knowledge and Skills based on the school's 2015 STAAR data and introduce the Staar4ward leading learning series to the staff</p> <p>Conduct a minimum of 4 PLCs in the areas of Language Arts, Math, and Science to address the Staar4ward components of "prioritizing the work," "planning instruction," and "organizing interventions"</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>Webinars 0, 1, 2, 3</p> <p>Leadership Lesson Plan Leadership Report Card CARE Plan Analysis</p> <p>Identification of 7-9 Priority Knowledge and Skills with 1-2 To Be Targeted for Focus</p> <p>Heat Maps for 2015 STAAR Results</p> <p>PLC Menus</p>	<ol style="list-style-type: none"> <li>1. Utilize the Staar4ward leading learning series to plan, prepare, and organize materials/data for the PLC meetings</li> <li>2. Target PD (i.e. instructional strategies, Comprehension Toolkit, etc...) on priority Knowledge and Skills intervention</li> <li>3. Teach the PLC menu</li> <li>4. Distribute list of high-yield instructional strategies (100+ strategies), select four to six high-yield strategies for administration to model in staff meetings/PD, and set expectations for teachers to implement selected strategies within the classroom</li> </ol>

<p>Q2</p>	<p>Provide webinar trainings 4 and 5 along with team planning time for the content leadership specialists to organize materials/data and prepare for leading the PLCs of their respective areas the Staar4ward leading learning series</p> <p>Conduct a minimum of 3 PLCs in the areas of Language Arts, Math, and Science to address the Staar4ward components of “analyzing assessments” and “taking stock”</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>Webinars 4 and 5</p> <p>Leadership Lesson Plan Leadership Report Card CARE Plan Analysis</p> <p>PLC Menus</p> <p>Walkthrough Observations</p> <p>Summative Unit Assessment Data</p>	<ol style="list-style-type: none"> <li>1. Utilize district support (PD and resources) for priority Knowledge and Skills</li> <li>2. Target PD (i.e. modeling, coaching, videotaping, etc...) on priority Knowledge and Skills intervention</li> <li>3. Select an additional four to six high-yield strategies for administration to model in staff meetings/PD and set expectations for teachers to implement selected strategies within the classroom</li> <li>4. Provide learning loopbacks (reteaching using different strategies/techniques, as needed) and targeted intervention for students not meeting state standards</li> </ol>
<p>Q3</p>	<p>Provide webinar trainings 6 and 7 along with team planning time for the content leadership specialists to organize materials/data and prepare for leading the PLCs of their respective areas the Staar4ward leading learning series</p> <p>Conduct a minimum of 3 PLCs in the areas of Language Arts, Math, and Science to address the Staar4ward components of “prioritizing review” and “engaging review”</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>Webinars 6 and 7</p> <p>Leadership Lesson Plan Leadership Report Card CARE Plan Analysis</p> <p>PLC Menus</p> <p>Walkthrough Observations</p> <p>Summative Unit Assessment Data</p>	<ol style="list-style-type: none"> <li>1. Utilize district support (PD and resources) for priority Knowledge and Skills</li> <li>2. Target PD (i.e. modeling, coaching, videotaping, etc...) on priority Knowledge and Skills intervention</li> <li>3. Continue to modeling additional high-yield instructional strategies (eight to twelve) in staff meetings/PD and monitor teacher implementation of those strategies and other strategies from the list</li> <li>4. Provide learning loopbacks (reteaching using different strategies/techniques, as needed) and targeted intervention for students not meeting state standards</li> </ol>
<p>Q4</p>	<p>Provide webinar training 8 along with team</p>	<p>Webinar 8</p>	<ol style="list-style-type: none"> <li>1. Utilize district support (PD and resources)</li> </ol>

	<p>planning time for the content leadership specialists to organize materials/data and prepare for leading the PLCs of their respective areas the Staar4ward leading learning series.</p> <p>Conduct a minimum of 3 PLCs in the areas of Language Arts, Math, and Science to address the Staar4ward component of “maximizing intervention”</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>Leadership Lesson Plan Leadership Report Card CARE Plan Analysis</p> <p>PLC Menus</p> <p>Walkthrough Observations</p> <p>Preliminary 2016 STAAR Assessment Results</p>	<p>for priority Knowledge and Skills</p> <ol style="list-style-type: none"> <li>2. Target PD (i.e. modeling, coaching, videotaping, etc...) on priority Knowledge and Skills intervention</li> <li>3. Continue to model eight to twelve high-yield instructional strategies in staff meetings/PD and monitor teacher implementation of those strategies and other strategies from the list</li> <li>4. Provide learning loopbacks (reteaching using different strategies/techniques, as needed) and targeted intervention for students not meeting state standards</li> </ol>
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# Targeted Improvement Plan

## Borman Elementary School

**Problem Statement:**

In 2015, only 54% of the economically disadvantaged students met standards on the reading assessment with only 33% and 42% meeting standards on state writing and science assessments.

**Root Cause:**

Teachers lack instructional strategies and techniques that promote rigor and transfer of learning for students.

**Strategy:**

Utilize effective, researched-based instructional strategies and techniques that increase the rigor and transfer of learning for all students.

**Annual Goal:**

Percentage of economically disadvantaged students meeting satisfactory standards on state mandated assessments will increase by 25% from 2015 to 2016.

Quarter	Quarterly Goal	Data/Evidence to Monitor	Interventions
Q1	<p>Provide training for 100% of the teachers on data analysis and high-yield instructional strategies that increase the rigor and transfer of learning for students</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>PD Sign In Sheets</p> <p>PD Agendas</p> <p>List of Identified Priority Knowledge and Skills</p> <p>Analysis of Process Standards</p> <p>Schedules of Instructional Coaches and Grade Level Team Meetings</p>	<ol style="list-style-type: none"> <li>1. Conduct professional development in faculty meetings, PLCs, and workshop trainings on 1) instructional strategies that increase rigor instructionally and promote the transfer of learning for students, 2) the priority knowledge and skills identified through data analysis of the 2015 state mandated tests, and 3) the process standards (dually coded TEKS on state mandated tests)</li> <li>2. To increase teacher knowledge and understanding of the depth and complexity of the TEKS and to assist teachers in planning and designing instructional lessons that increase the rigor and transfer of learning for students, provide and support teachers with specialized planning</li> </ol>

		<p>Student Intervention Schedules/Attendance Records with Student Names Listed for each Program/Type of Intervention</p> <p>Record Listing Teacher Walkthrough Observations</p>	<p>assistance each six weeks as follows:</p> <ol style="list-style-type: none"> <li>1) K-5 reading/writing coaching support from the district level;</li> <li>2) 2<sup>nd</sup>-5<sup>th</sup> math planning support with “math previews and pacing” preparation for the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> six weeks utilizing District scope and sequence, curriculum resources, and report card assessments;</li> <li>3) Additional “Just In Time” professional development in math for 2<sup>nd</sup>-5<sup>th</sup>, as requested by teachers;</li> <li>4) Individual math coaches/mentors provided for each of the 5<sup>th</sup> grade teachers;</li> <li>5) Campus level planning assistance in science in conjunction with 3 district level science meetings during the year to address big concepts, vocabulary games, etc...</li> </ol> <ol style="list-style-type: none"> <li>3. Provide interventions for economically disadvantaged students not meeting state standards on state and summative unit assessments via small group remediation conducted within the school day, after school tutorials, science club remediation, Saturday school, and the 21<sup>st</sup> Century tutorials utilizing iStation and Think Through Math</li> <li>4. Provide feedback to teachers through walkthrough observations that appropriately address PLC planning and professional development initiatives</li> </ol>
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<p>Q2</p>	<p>Continue to provide training for 100% of the teachers on instructional strategies and lesson design/delivery that increases the rigor and transfer of learning for students</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>PD Sign In Sheets  PD Agendas  PLC Agendas/Menus</p> <p>Schedules of Instructional Coaches and Grade Level Team Meetings</p> <p>Summative Unit Assessments Results  Student Intervention Schedules/Attendance Records with Student Names Listed for each Program/Type of Intervention</p> <p>Record Listing Teacher Walkthrough Observations</p>	<ol style="list-style-type: none"> <li>5. Continue providing professional development, as needed, in faculty meetings, PLCs, and workshop trainings on <ol style="list-style-type: none"> <li>1) instructional strategies that increase rigor instructionally and promote the transfer of learning for students,</li> <li>2) the priority knowledge and skills identified through data analysis of the 2015 state mandated tests, and</li> <li>3) the process standards (dually coded TEKS on state mandated tests)</li> </ol> </li>   <li>6. To increase teacher knowledge and understanding of the depth and complexity of the TEKS and to assist teachers in planning and designing instructional lessons that increase the rigor and transfer of learning for students, provide and support teachers with specialized planning assistance each six weeks as follows: <ol style="list-style-type: none"> <li>1) K-5 reading/writing coaching support from the district level;</li> <li>2) 2<sup>nd</sup>-5<sup>th</sup> math planning support with “math previews and pacing” preparation for the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> six weeks utilizing District scope and sequence, curriculum resources, and report card assessments;</li> <li>3) Additional “Just In Time” professional develop in math, as requested by teachers;</li> <li>4) Individual math coaches/mentors provided for each of the 5<sup>th</sup> grade teachers;</li> <li>5) Campus level planning assistance in science in conjunction with 3 district</li> </ol> </li> </ol>
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			<p>level science meetings during the year to address big concepts, vocabulary games, etc...</p> <p>7. Continue providing interventions for economically disadvantaged students not meeting state standards on state and summative unit assessments via small group remediation conducted within the school day, after school tutorials, science club remediation, Saturday school, and the 21<sup>st</sup> Century tutorials utilizing iStation and Think Through Math</p> <p>8. Continue providing feedback to teachers through walkthrough observations that appropriately address PLC planning and professional development initiatives</p>
Q3	<p>Continue to provide training for 100% of the teachers on instructional strategies and lesson design/delivery that increases the rigor and transfer of learning for students</p> <p>Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments</p>	<p>PD Sign In Sheets PD Agendas PLC Agendas/Menus</p> <p>Schedules of Instructional Coaches and Grade Level Team Meetings</p>	<p>1) Continue providing professional development, as needed, in faculty meetings, PLCs, and workshop trainings on 1) instructional strategies that increase rigor instructionally and promote the transfer of learning for students, 2) the priority knowledge and skills identified through data analysis of the 2015 state mandated tests, and 3) the process standards (dually coded TEKS on state mandated tests)</p> <p>2) To increase teacher knowledge and understanding of the depth and complexity of the TEKS and to assist teachers in planning and designing</p>

		<p>Summative Unit Assessments Results  Student Intervention Schedules/Attendance Records with Student Names Listed for each Program/Type of Intervention</p> <p>Record Listing Teacher Walkthrough Observations</p>	<p>instructional lessons that increase the rigor and transfer of learning for students, provide and support teachers with specialized planning assistance each six weeks as follows:</p> <ol style="list-style-type: none"> <li>3) K-5 reading/writing coaching support from the district level;</li> <li>4) 2<sup>nd</sup>-5<sup>th</sup> math planning support with “math previews and pacing” preparation for the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> six weeks utilizing District scope and sequence, curriculum resources, and report card assessments;</li> <li>5) Additional “Just In Time” professional develop in math, as requested by teachers;</li> <li>6) Individual math coaches/mentors provided for the 5<sup>th</sup> grade teachers</li> <li>7) Campus level planning assistance in science in conjunction with 3 district level science meetings during the year to address big concepts, vocabulary games, etc...</li> <li>8) Continue providing interventions for economically disadvantaged students not meeting state standards on state and summative unit assessments via small group remediation conducted within the school day, after school tutorials, science club remediation, Saturday school, and the 21<sup>st</sup> Century tutorials utilizing iStation and Think Through Math</li> <li>9) Continue providing feedback to</li> </ol>
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			teachers through walkthrough observations that appropriately address PLC planning and professional development initiatives
Q4	Increase the percentage of students meeting state standards by 5% on identified TEKS assessed on summative unit assessments	<p>Schedules of Instructional Coaches and Grade Level Team Meetings</p> <p>Summative Unit Assessments Results Student Intervention Schedules/Attendance Records with Student Names Listed for each Program/Type of Intervention</p> <p>Record Listing Teacher Walkthrough Observations</p>	<ol style="list-style-type: none"> <li>1) To increase teacher knowledge and understanding of the depth and complexity of the TEKS and to assist teachers in planning and designing instructional lessons that increase the rigor and transfer of learning for students, provide and support teachers with specialized planning assistance each six weeks as follows:</li> <li>2) K-5 reading/writing coaching support from the district level;</li> <li>3) 2<sup>nd</sup>-5<sup>th</sup> math planning support with “math previews and pacing” preparation for the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> six weeks utilizing District scope and sequence, curriculum resources, and report card assessments;</li> <li>4) Additional “Just In Time” professional develop in math, as requested by teachers;</li> <li>5) Individual math coaches/mentors for 5<sup>th</sup> grade teachers</li> <li>6) Campus level planning assistance in science in conjunction with 3 district level science meetings during the year to address big concepts, vocabulary games, etc...</li> <li>7) Continue providing interventions for economically disadvantaged students not meeting state standards on state</li> </ol>

			<p>and summative unit assessments via small group remediation conducted within the school day, after school tutorials, science club remediation, Saturday school, and the 21<sup>st</sup> Century tutorials utilizing iStation and Think Through Math</p> <p>8) Continue providing feedback to teachers through walkthrough observations that appropriately address PLC planning and professional development initiatives</p>
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