DENTON
INDEPENDENT SCHOOL DISTRICT

DIVISION OF ACADEMIC PROGRAMS
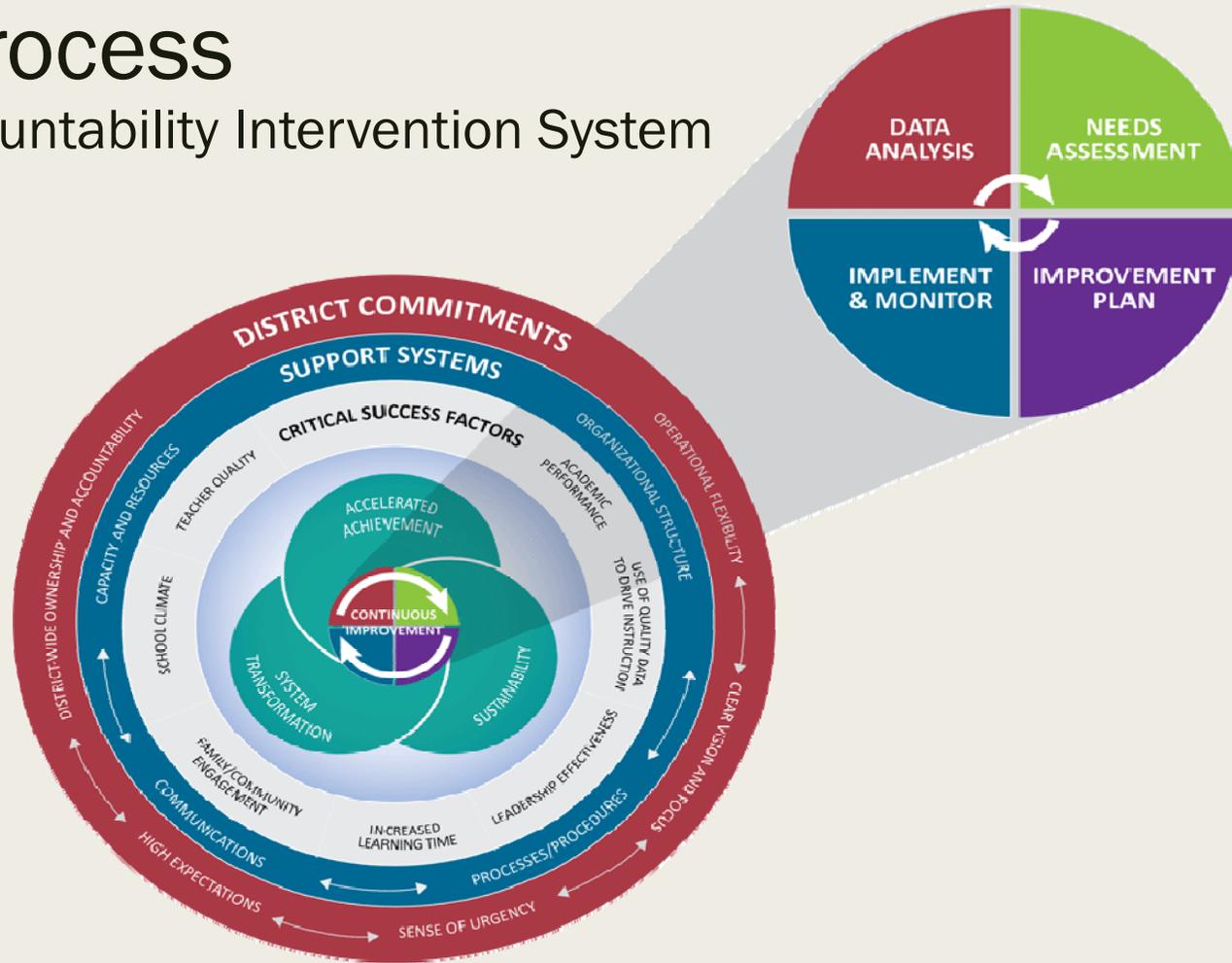
Public Hearing

Frank Borman Elementary School Improvement Process

Former Improvement Required Campus

October 25, 2016

TAIS Process
Texas Accountability Intervention System

Core of TAIS Process

1. Data Analysis
   - *Review data from multiple sources*
   - *Identify areas of concern*
   - *Develop problem statement*

2. Needs Assessment
   - *Brainstorm possible causes for the problem statement*
   - *Sort Categories into control and influence*
   - *Identify a critical cause from the control list*
   - *Engage in the 5 whys process starting with the critical cause*
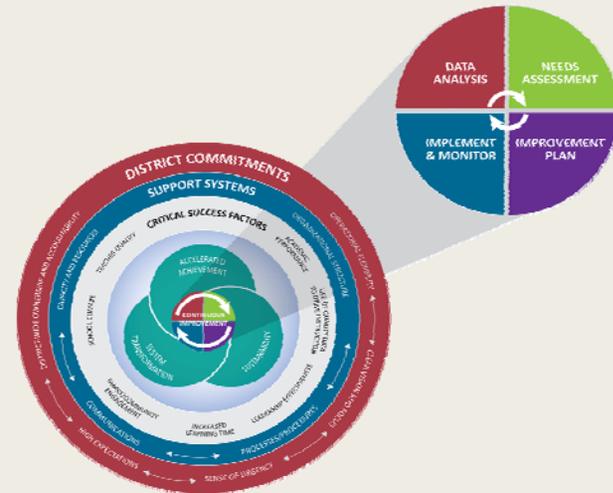
Core of TAIS Process

3. Improvement Plan

    – Set annual goal(s) based on the problem statement

    – List strategies/interventions/activities/required to meet annual goal

    – Organize actions by groups who will perform the intervention

    – Sequence the interventions/activities

    – Set quarterly goals based on sequence

4. Implement and Monitor

    – Determine what data will be reviewed and the timeline for review

    – Determine level of implementation

    – Determine level of impact

    – Adjust the plan to ensure success

Overarching Components of TAIS

- **Critical Success Factors**
  - *Improve Academic Performance*
  - *Increase the Use of Quality Data to Drive Instruction*
  - *Increase Leadership Effectiveness*
  - *Increase Learning Time*
  - *Increase Family and Community Engagement*
  - *Improve School Climate*
  - *Increase Teacher Quality*

- **Systems of Support**
  - *Academic Programs, Curriculum, and Instruction*

- **District Commitments**
  - *District Goals*
    - Teaching and Learning

Former IR School & Expectations

- TAIS PROCESS

- SUBMISSION
  - *State*
    - ISAM (Intervention Stage and Activity Manager)

- MONITORING
  - *Monthly with Principal, CLT, and Area Superintendent*
  - *Quarterly with Principal, PSP (Professional Service Provider), and Area Superintendent*
    - PSP Progress Report uploaded on ISAM

TARGETED IMPROVEMENT PLAN

Frank Borman Elementary

2016-2017

Former Improvement Required Campus

Problem Statement: In 2015-2016, 52% of Borman Elementary ELL students failed the STAAR in all subjects.

Root Cause: Failure to implement District Bilingual Model consistently in all areas.

Annual Goal: In 2016-2017, 60% of all Borman Elementary ELL students will pass the STAAR in all subject areas.

(1) School Strategy, (2) Addressing Strategy, & (3) Impact on Student Achievement
1. Our strategy is to develop a campus system to implement the District Bilingual Model in all grade levels. 2. We will address the strategy by implementing the District Bilingual Model will ensure ELL students engage in daily writing, reading, and math activities that will promote English Language Proficiency acquisition. 3. Addressing this root cause will impact Borman's performance on Index 3.

Problem Statement: In 2015-2016, 38% of all Borman Elementary students failed STAAR math.

Root Cause: Failure to implement effective differentiating strategies in mathematics across all grade levels.

Annual Goal: In 2016-2017, 75% of all Borman Elementary students will pass the math STAAR.

| (1) School Strategy, (2) Addressing Strategy, & (3) Impact on Student Achievement |
|---|
| 1. Our strategy is to develop and implement an effective campus system to ensure differentiated instruction in mathematics.
 2. We will address the strategy by 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.
 3. Differentiated instruction in mathematics will improve Index 1 performance. |

Problem Statement: In 2015-2016, 45% of all Borman Elementary students failed to meet the minimum standard on STAAR reading.

Root Cause: Teachers lack a comprehensive understanding of the TEKS and the use of data analysis to design effective interventions.

Annual Goal: In 2016-2017, 65% of all Borman Elementary students will meet the minimum standard on STAAR reading.

(1) School Strategy, (2) Addressing Strategy, & (3) Impact on Student Achievement
1. Our strategy is to develop a model of effective PLC's that analyzes the TEKS and student data as a means for designing lessons. 2. We will address the strategy by analyzing student assessment data and designing effective tiered lessons which scaffold prior learning appropriately will help close the achievement gap. 3. Data discussions and designed targeted instruction will address root cause and improve Index 1.
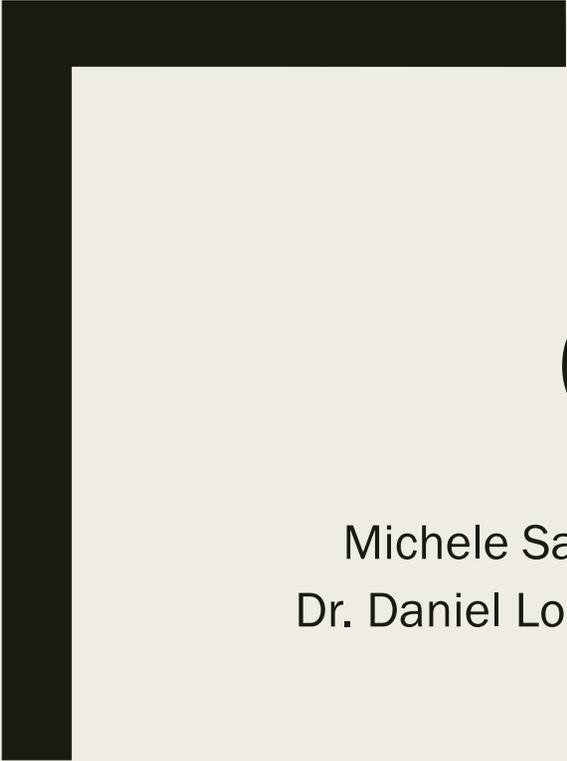
QUESTIONS

Michele Sandefur, Principal/Frank Borman Elementary

Dr. Daniel Lopez, Area Superintendent/Academic Programs