Borman Elementary School

FRANK BORMAN

Astros

ELEMENTARY

Campus Improvement Plan 2016-17

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

At Borman Elementary, our school community works collaboratively to empower young people in order to develop compassionate, independent lifelong learners who can positively impact their environment through inquiry, leadership, and respect while embracing global challenges.

School Vision

School Values

At Borman Elementary, we aim to develop learners who are well-rounded in the IB Learner Profiles: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

WIG 1: Increase the rigor classroom instruction so that all students demonstrate one year's growth in Language Arts and Math as evidenced by ELI/SELI, DRA, Kathy Richardson Assessment, common assessments, benchmarks, standards based report cards and STAAR by June 2017						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Increase parent collaboration with campus	Parent Liaison Teachers Admins Staff	TI: $10,000	6	Science, Math, Language Arts Family Nights	Increase parent involvement by sign-in sheets	October
Through coaching and collaboration, teachers will have a better understanding of the rigor of TEKS and how to teach to that rigor	Math Consultant Instr Coaches Teachers Admins	TI: $1,000	1 2 3 4 7 8	PLCs, Extended Planning, Lesson plans, walkthroughs, observations	Increase student engagement and performance	October
Campus will begin journey of assessment literacy	Admins Teachers		1 4 8 10	Staff Development days focused on training, staff meetings	Focused Learning Targets Students know what they are learning	October
Teachers will keep track of the progress of students in data binders and data wall	Admins Teachers	TI: $600	1 2 4 8	Teacher data binders, data walls, PLCs focused on student progress	Students making progress towards goals	October
Students will keep track of their own learning progress through student data folders	Admins Teachers	TI: $400	1 2 4 6 8	Student data binders, students know what they specific learning goals are	Students have ownership of learning and can communicate what their goals are and what their next step is	October
Teachers will continue to focus on deeper implementation of IB	IB Coord teachers		1 2 4	IB planning, IB planners	Student engagement, students using IB vocabulary	October
Targeted literacy instruction will be provided to all students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student	Admins Read Int Reading Recovery and DLL teacher	SCE: $30,000 FTEs: 0.5 SCE: $30,000 FTEs: 0.5	1 2 3 9 10	Lesson plans, coaching schedules, PLCs, RtI, common assessments, STAAR results	Student growth by one year	October

WIG 1: Increase the rigor classroom instruction so that all students demonstrate one year's growth in Language Arts and Math as evidenced by ELI/SELI, DRA, Kathy Richardson Assessment, common assessments, benchmarks, standards based report cards and STAAR by June 2017						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Tier 2 targeted Math Instruction focusing on Kathy Richardson in K-2 and targeted Math intervention lessons for grade 3-5	Coaches Math Int teachers	SCE: $30,000 FTEs: 0.5 TI: $30,000 FTEs: 0.5	1 2 3 4 8	Lesson Plans, PLCs, RtI documentation, Data walls, Teacher and student data folders	Student growth by one year in Math	October
All 5th grade students who failed one or more portions of 4th grade STAAR will be assigned a staff mentor to work with student individualized needs twice a week	Admins staff	TI: $600	1 2 9	Common assessments, benchmarks, student data folders	All 5th grade students made one years growth in Reading and Math	October
Utilize Think Through Math for Tier 2 Intervention	Teachers		1 2 3 4	Data Reports	Student progress in Math by one year, benchmarks	October
Utilize iStations for Tier 2 Intervention	Teachers		1 2 3 4	Data Reports	Student progress in Reading by one year, benchmarks, common assessments	October
Teaching and Learning will incorporate wide range of technology resources including effective implementation of Chromebooks	Admins Teachers tech specialist		2 3 4 5 7	Lesson plans, IB unit planners,	Increased student engagement	October
Bilingual education will be provided for bilingual students with a focus on building academic language in both English and Spanish	Admins Instr Coach Teachers		1 2 3 4 9	Lesson plans, 50/50 model implementation, language of the day, benchmarks, common assessments, ELI/SELI	Student engagement and one year growth for all students	October

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All		African American		Hispanic		White		American Indian		Asian	
Reading	from 55%	to 65%	from 56%	to 60%	from 49%	to 60%	from 70%	to 75%	from -	to -	from 100%	to 100%
Mathematics	from 62%	to 75%	from 50%	to 60%	from 58%	to 60%	from 75%	to 80%	from -	to -	from 100%	to 100%
Writing	from 47%	to 60%	from 40%	to 60%	from 47%	to 60%	from 57%	to 63%	from -	to -	from -	to -
Science	from 51%	to 60%	from 60%	to 65%	from 49%	to 60%	from 53%	to 60%	from -	to -	from -	to -
Social Studies	from -	to -	from -	to -	from -	to -	from -	to -	from -	to -	from -	to -

Performance	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current)		ELL (Current+Monitored)	
Reading	from -	to -	from 100%	to 100%	from 54%	to 60%	from 15%	to 60%	from N/A	to N/A	from 47%	to 60%
Mathematics	from -	to -	from 100%	to 100%	from 61%	to 71%	from 30%	to 60%	from N/A	to N/A	from 59%	to 64%
Writing	from -	to -	from 0%	to 60%	from 44%	to 60%	from 24%	to 60%	from N/A	to N/A	from 44%	to 60%
Science	from -	to -	from -	to -	from 51%	to 60%	from 36%	to 60%	from N/A	to N/A	from 39%	to 60%
Social Studies	from -	to -	from -	to -	from -	to -	from -	to -	from -	to -	from -	to -

Participation	All		African American		Hispanic		White		American Indian		Asian	
Reading	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%
Mathematics	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%

Participation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL Monitored		ELL (Current+Monitored)	
Reading	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%
Mathematics	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%	from 100%	to 100%

Graduation	All		African American		Hispanic		White		American Indian		Asian	
Reading	from	to	from	to	from	to	from	to	from	to	from	to
Mathematics	from	to	from	to	from	to	from	to	from	to	from	to
Writing	from	to	from	to	from	to	from	to	from	to	from	to

Graduation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL Monitored		ELL (Current+Monitored)	
Reading	from -	to -	from	to	from	to	from	to	from	to	from -	to -
Mathematics	from	to	from	to	from	to	from	to	from	to	from	to
Writing	from	to	from	to	from	to	from	to	from	to	from	to

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Scope & Sequence
Chromebook Usage
Lesson Plans
Vertical Team

Special Program Schedules
Class Schedules
PLC Agendas
Grade Level Common Assessments
IB Planners
UbD Units of Study

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
IB Planners are effectively being written and implemented.	Instruction needs to be more targeted towards the TEKS
Using assessment data to determine intervention	Targeted coaching and collaboration with instructional specialists in lesson planning and PLC
ELI helps to form reading groups	Conduct Professional Development in instructional strategies that promote the transfer of learning for students
Students receive accommodation services	Intervention groups need to be restructured for effective time usage and targeted intervention
KR helps identify struggling math students	
Grade level common assessments	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Professional Development must be provided to teach instructional strategies to develop transfer
Intervention groups need to be formulated in PLC based on common assessments
Targeted coaches need to be provided to plan high rigor lessons based on the TEKS

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
·   Enrollment
·   Attendance
·   Ethnicity
·   Gender
·   Mobility/Stability
·   Special Program Participation
·   At-Risk by Category
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Assignments
·   College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment Data
SPED Participation
Mobility Rates/Changes
Class Assignments
Attendance

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Enrollment in IB Program continues to increase.	High Mobility
Multiple mentor and volunteer groups support our campus.	More support across grade levels for at-risk students
Successfully implementing the IB program as an authorized campus.	More students are needed in EXPO
Bilingual Interventionist	Academic gaps still exist between bilingual and monolingual students
Math Interventionist	
Reading Interventionist	
Title I Resources	
Spanish Dyslexia Trained Teacher	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue to market campus to increase enrollment
Continue on-going sharing of student progress and instructional strategies in PLCs
Implement a school plan to integrate campus intervention time for students to reduce the academic gap between monolingual and bilingual students

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources
- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Volunteer Information
Demographic Data
Parent involvement in classrooms
Parent involvement at events
Parent satisfaction surveys

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Literacy Night	Belief that all students can succeed
Math Night	Ongoing parent communication in all grade levels
Science Night	Increase parent involvement
Curriculum Information Night	
Exhibition	
Parent Conference Week	
Communication in English and Spanish	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Staff development on closing the education gaps
Staff development on each student achieving at least one year of growth in reading and math

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
· School Structure or Make-Up, e.g., Teaming, Looping, Etc.
· Decision-Making Processes
· Master Schedule
· Leadership: Formal and Informal
· Supervision Structure
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

School Structure
Decision-Making processes
School Leadership
Duty Schedule
Campus Schedule
Interventionist Schedule

Campus Map

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Schedules for interventionists	Schedules for support staff
Campus Leadership Team	Math Coach
Title 1 funds devoted to increased support in areas of need such as STAAR intervention and resources	K-2 Interventionist
Scheduling for Special education minutes	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Scheduling needs for support staff/duty schedule
Interventionist schedule to allow for Kindergarten-2nd grade support

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources
· Surveys
· Questionnaires
· Focus Groups
· Interviews
· Feedback Data
· Classroom and School Walkthrough Data
· Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Parent Surveys
Teacher Surveys
Student Surveys
Walkthrough Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Student participation in extracurricular activities.	Students do not feel safe at the school
Teacher morale is good.	CHAMPS needs to be implemented by all staff
Parent morale is good.	Dismissal procedures are not clearly communicated
Connection with Robson Ranch	Clarification on school procedures is not clearly communicated
Connection with Universities and Colleges	Small PTA Involvement
Overall classroom management	
High Expectations	

Summary of Needs

Teachers need to be properly trained in CHAMPS
Foundations Committees must be established and implemented
Staff and PTA must work together to raise member count

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher Certification Records
Paraprofessional Certification Records
Staff Effectiveness in Relation to Student Achievement
Staff Mobility/Stability

Teacher-Student Ratios
PDAS Walkthrough Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Teacher to student ratios remained under	Professional Development of teachers is needed.
Staff is very knowledgeable	Staff Development needs to be more targeted
Staff appreciation	Professional Learning Communities need to be focused on student achievement.
	Newcomers need assistance
	Staff retention rates

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Professional Development needs to be offered to teachers to ensure intervention groups are targeted and aligned to the TEKS.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources
· State Assessment Data
· TELPAS and AMAO Results
· SAT/ACT/PSAT Results
· Advanced Course/Dual Enrollment Data
· Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
· State Data Tables
· Texas Success Initiative Data
· Course/Class Grades
· Graduation, Completion, Dropout, and GED Rates, Diploma Types
· Promotion/Retention Rates
· Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

STAAR Data
TELPAS Data
Benchmark Data
Attendance Data
Student Discipline Data

Classroom Teacher Results
Response to Intervention (RTI)
Course/Class Grades
Teacher Observation

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
IB Inquiry planners are effectively being planned and implemented.	55% of all students met standard on the reading STAAR assessment.
Reading Interventionist	62% of all students met standard on the math STAAR assessment.
Math Interventionist	Need more instructional time
Math Coach	Interventions not consistent
IB Vertical Planning Sessions	Technology available
Full time bilingual reading recovery and dyslexia teacher	Need more vocabulary resources
Full time reading recovery teacher	Need more Spanish resources and materials
Saturday School for Bilingual/ESL students	Low PTA enrollment

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Improvement overall in all subject areas is needed on reading STAAR state assessments.
Improvement of english-language learners is need on all state assessments.
Additional materials and resources for bilingual classrooms and instruction

Additional materials and resources for classrooms and instruction

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources
·   Technology Infrastructure, Networks, Etc.
·   Technology Hardware and Software
·   Classroom Technology Needs by Area, Class, Department, Etc.
·   BrightBytes Survey
·   Professional Development/Teacher Preparation Needs in Technology
·   Leadership and Administrative Support Structures for Technology Implementation
·   Resource Allocations
·   Technology Policies and Procedures
·   Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Technology Sign Out Logs
Technology Use - Lesson Plans
Campus Technology - TI
Teacher Data
District Data

District Technology Plan

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
iStation	Availability of class sets
Think Through Math	Monitoring technology use for damage to hardware
StemScopes	Headphones needed for each classroom desktop
Campus Technology Specialist	
Technology Check-out systems run smoothly	
Computer Labs are used daily	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Technology available for class sets
Headphones needed for classroom desktops

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Continue to market campus to increase enrollment
Continue on-going sharing of student progress and instructional strategies in PLCs
Implement a school plan to integrate campus intervention time for students to reduce the academic gap between monolingual and bilingual students

Student Achievement...

Improvement overall in all subject areas is needed on reading STAAR state assessments.
Improvement of english-language learners is need on all state assessments.
Additional materials and resources for bilingual classrooms and instruction
Additional materials and resources for classrooms and instruction

School Culture and Climate...

Teachers need to be properly trained in CHAMPS
Foundations Committees must be established and implemented
Staff and PTA must work together to raise member count

Staff Quality, Recruitment and Retention...

Professional Development needs to be offered to teachers to ensure intervention groups are targeted and aligned to the TEKS.

Curriculum, Instruction, and Assessment...

Professional Development must be provided to teach instructional strategies to develop transfer
Intervention groups need to be formulated in PLC based on common assessments
Targeted coaches need to be provided to plan high rigor lessons based on the TEKS

Family and Community Involvement...

Staff development on closing the education gaps
Staff development on each student achieving at least one year of growth in reading and math

School Context and Organization...

Scheduling needs for support staff/duty schedule
Interventionist schedule to allow for Kindergarten-2nd grade support

Technology...

Technology available for class sets
Headphones needed for classroom desktops

FRANK BORMAN ELEMENTARY

FORMER IMPROVEMENT REQUIRED CAMPUS

Problem Statements		Root Cause (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/indictor/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 an 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?	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. Differentiated instruction in mathematics will improve Index 1 performance.		
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/indictor/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.		

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Heather Thornburg
Teacher	Melanie Jackson
Teacher	Jenice Murray
Teacher	Jesus Lujan
Teacher	Caty Cobb
Teacher	Chris Shapley
Teacher	Ana Robles
Campus-Based Nonteaching Professional	Deanna Downey
Campus-Based Para or Operations Staff Rep	Trey Barnes
District-Level Professional	Stacey Kockler
Parent Rep	Elizabeth Ross
Parent Rep	Catherine Thompson
Community Rep	Vanna Ingram
Community Rep	Candice Jones
Business Rep	Jimmy Mejia
Business Rep	Jane Boyle

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
September 19, 2016	3:30 pm - 4:30 pm	Borman Library
October 17, 2016	3:30 pm - 4:30 pm	Borman Library
November 14, 2016	3:30 pm - 4:30 pm	Borman Library
December 12, 2016	3:30 pm - 4:30 pm	Borman Library
January 23, 2017	3:30 pm - 4:30 pm	Borman Library
February 20, 2017	3:30 pm - 4:30 pm	Borman Library

March 20, 2017	3:30 pm - 4:30 pm	Borman Library
April 17, 2017	3:30 pm - 4:30 pm	Borman Library
May 15, 2017	3:30 pm - 4:30 pm	Borman Library