Campus Information

District Name	Snyder ISD	**Campus Name**	Snyder Primary	**Superintendent**	Eddie Bland
Principal	Canita Rhodes				
District Number	208902	**Campus Number**	208902109	**District Coordinator of School Improvement (DCSI)**	Rachael McClain
ESC Support	Kriste O-Dell-Farist				
					Tina Wyatt

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Rachael McClain 9-20-19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Rachael McClain 9-20-19**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Canita Rhodes 9-20-19**
Board Approval Date	2019-10-10	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Increase the Approaches/Meets/Masters performance for all students with a focus on ECD, Sped, and Hispanic student groups to impact Domain 1 and 2B. Domain 3 will be impacted positively by the focus on the targeted sub-populations. D1=75, D2A=N/A, D2B=81, D3=74.
	What changes in student group and subject performance are included in these goals?	Overall student performance will increase to 77% approaches, 45% meets, and 22% masters grade level performance on both reading and math in 3rd grade. The ECD percent will increase to reflect campus demographics. The ECD, English Learners (EL), and Special Ed populations will be the focus for meets grade level performance in reading. All students with highlighted sub-pop performance of ECD, EL, and Special Ed will need to be at state levels in meets grade level performance in math. The Hispanic, EL, ECD, and Special Ed student populations will be targeted for overall student success by increasing performance at the approaches, meets, and masters levels.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)
Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4
5.1 Objective-driven daily lesson plans with formative assessments.	4
5.3 Data-driven instruction.	3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.		
Rationale	District needs to invest more support on academic RTI and campus needs to monitor performance of struggling students		
Desired Annual Outcome	Purposeful planning using item analysis tool to identify distractors and adjust teaching and instruction based on data. K-3rd grades will be continually monitoring power goals (reading) and spiral performance assessment components (math/reading). The actions from PLC will be documented using tracking tools with district support and current curriculum resources. Data PLCs will follow a scripted process which incorporates student examples.		
Barriers to Address During the Year	District Academic RTI program, dedicated time for reteaching based on data with support on how to make centers more intentional, support for new teachers in identifying struggling with district and campus support		
District Commitment Theory of Action:	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and the district has effective systems for identifying and supporting struggling learners, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district policies and practices support effective instruction in schools, then the campus will effectively implement data driven instruction to positively impact student outcomes.		

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	Capacity Builder

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
K	Math	Other	15		Other	30		Other	45		Other	45	
K	Reading	Other	15		Other	30		Other	45		Other	45	
1	Math	Other	15		Other	30		Other	45		Other	45	
1	Reading	Other	15		Other	30		Other	45		Other	45	
2	Math	District Interim	45		District Interim	45		District Interim	45		Other	45	
2	Reading	District Interim	20		District Interim	30		District Interim	45		Other	45	
3	Math	District Interim	45		District Interim	45		District Interim	45		STAAR	45	
3	Reading	District Interim	35		District Interim	45		District Interim	55		STAAR	55	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.		
Desired Annual Outcome	Purposeful planning using item analysis tool to identify distractors and adjust teaching and instruction based on data. K-3rd grades will be continually monitoring power goals (reading) and spiral performance assessment components (math/reading). The actions from PLC will be documented using tracking tools with district support and current curriculum resources. Data PLCs will follow a scripted process which incorporates student examples.		
Desired 90-day Outcome	Systems in place to support the annual outcomes have been created and are in initial use in PLCs. Systems in place to track student data by sub-pop and overall performance. Increased individualized student ownership in academic achievement which are based on aligned student expectations and documented in leadership notebooks. District academic RTI procedures underway in development for both math and reading.		
Barriers to Address During this Cycle	Staffing support, student buy-in		
District Actions for this Cycle	Academic RTI processes and staffing support		
District Commitments Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and the district has effective systems for identifying and supporting struggling learners, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district policies and practices support effective instruction in schools, then the campus will effectively implement data driven instruction to positively impact student outcomes.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Systems established and protocols developed to lead data PLCs by grade level and department	5.3	October 1	District resources to be adjusted for campus	Rhodes, Boyd, Cade, Maney	Protocols	October 30		
Student tracking goals established	5.3	September 18	Edbrix	Rhodes	Edbrix, Tracking Sheets	September 27		
PLCs using the protocols	5.3	October 10	PLC scheduled	Rhodes	Agendas, minutes, completed PLCs documents	October 30		
Written plan for RtI campus plans documenting need for additional teacher, aides, roles, and planned staffing	5.3	September 23		Rhodes, Head	Written plan	September 25		
Addition of RTI Reading Teacher to support 2nd and 3rd grade low performers as part of a district RTI program	5.3	October 1	New FTE, teacher	McClain	Based on plan presented and available resources	October 15		
District RTI Academic plan and procedures under construction	5.3	October 15	District RtI Committee	Bricken, Scott	Planning agendas, district RtI meeting, program evaluation	October 30		
Campus administration supporting actual implementation in the classrooms based on the data through modeling, individual instructional planning, and targeted conceptual refinement.	5.3	October 1		Rhodes, Boyd, Cade, Maney	Conceptual refinement walk-throughs, lesson planning	October 30		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 2 90-Day Outcomes (December-February)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.3 Data-driven instruction.		
Desired Annual Outcome	Purposeful planning using item analysis tool to identify distractors and adjust teaching and instruction based on data. K-3rd grades will be continually monitoring power goals (reading) and spiral performance assessment		
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and the district has effective systems for identifying and supporting struggling learners, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district policies and practices support effective instruction in schools, then the campus will effectively implement data driven instruction to positively impact student outcomes.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.3 Data-driven instruction.		
Desired Annual Outcome	Purposeful planning using item analysis tool to identify distractors and adjust teaching and instruction based on data. K-3rd grades will be continually monitoring power goals (reading) and spiral performance assessment		
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and the district has effective systems for identifying and supporting struggling learners, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district policies and practices support effective instruction in schools, then the campus will effectively implement data driven instruction to positively impact student outcomes.		

Action plan-Milestones							
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
	Carryover Milestones	**New Milestones**
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	Purposeful planning using item analysis tool to identify distractors and adjust teaching and instruction based on data. K-3rd grades will be continually monitoring power goals (reading) and spiral performance assessment		
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)		
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action — Systems in place to support the annual outcomes have been created and are in initial use in PLCs. Systems in place to track student data by sub-pop and overall performance. Increased individualized student ownership in academic achievement which are based on aligned student expectations and documented in leadership notebooks. District academic RTI procedures		
Rationale		
How will you communicate these priorities to your stakeholders? How will you invest them?		
Desired 90-Day Outcome		
Who will help the campus build capacity in this area?		
Barriers to Address		
District Actions for this Cycle		
District Commitments Theory of Action		

Action plan-Milestones							
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence Used to Determine Progress Toward Milestone**	**Evidence Collection Date**	**Progress Toward Milestone**	**Necessary Adjustments/Next Steps**

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones** / **New Milestones**

TIP Components

Self-Assessment Results

Essential Action

Rationale

Desired Annual Outcome for Priority Focus Area

Barriers to Address During the Year

District Commitment on Theory of Action

Date of ESF Diagnostic

Capacity Builder

Desired 90-day Outcome

Barriers to Address During the Year

District Actions for this Cycle

Milestones

Prioritized Focus Area

Timeline

Resources Needed

Evidence used to Determine Progress toward Milestone

Progress toward Milestone

Necessary Adjustments/Next Steps

Rationale

Desired 90-day Outcome

Barriers to Address During the Year

District Actions for this Cycle

Milestones

Prioritized Focus Area

Timeline

Resources Needed

Evidence used to Determine Progress

Progress toward Milestone

Necessary Adjustments/Next Steps