	Campus Information											
District Name	Snyder	Campus Name	Snyder Intermediate	Superintendent	Eddie Bland	Principal	Jerry Russell					
District Number	208902	Campus Number	209901110	District Coordinator of	Rachael McClain	ESC Support	Kriste O'Dell-Farist					
Journal Wallinger	100302	campas wamber	203301110	School Improvement (DCSI)	nacraci wedani	ESC Support	Tina Wyatt					
	L the District Coordinates of Se	shool Improvement atte	act that I will provide or facilitate the p		surances							
ocsi	support mechanisms to ensure	e the successful implem ntion requirements. If I a	est that I will provide or facilitate the p entation of the Targeted Improvement am the principal supervisor, I understar	Plan for this campus. I under	stand I am responsible for the	Rachael McClain 9/20/19						
Principal Supervisor Only necessary if the DCSI Is NOT the Principal Supervisor)	level commitments and suppo	rt mechanisms to ensur	that I will coordinate with the DCSI to re the principal I supervise can achieve or ensuring the principal carries out the	successful implementation of	the Targeted Improvement	Rachael McClain 9/20/19						
Principal		chanisms to ensure the	inate with the DCSI (and my supervisor successful implementation of the Targ				Jerry Russell 9/20/19					
Board Approval Date	10/10/19											
	Needs Assessment											
			What accountability goals for each Domain has your campus set for the year?	D1=75 (70/50/20 A/M/M), D	2A=75, D2B= 77, D3=74							
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?	performance in math while in needs to improve to state tar	Overall student performance will improve to 70/50/20. Growth and ECD percentages will need to be maintained. For domain three, the campus will need to continue the level of performance in math while improving reading scores for Special Education, English Learners, and ECD students at the meets grade level performance. The growth for English Learners needs to improve to state targeted levels. The TELPAS scores indicating at least 36% of the EL students should show one level of growth on composite performance, and in addition to the he sub-pops meeting student success levels in 18-19, the Hispanic student sub-pop will need to increase overall A/M/M performance to achieve an additional indicator.							
	If applicable, what goals has your campus set for CCMR and Graduation Rate?											
			(1		ssment Results pus HAS NOT had an ESF Dia	gnostic)						
			*	<u> </u>								
		Essential Acti		tne completed Self-Asses	Assessment Tool to complete this section							
1 1 Douglan campus insta	ustional loadors with close role		lon .		Implementation Level (1 Not Yet Started - 5 Fully Implemented)							
	uctional leaders with clear roles				3							
	, induct and retain a full staff o				4							
	ed vision, mission, goals, values											
	sments aligned to TEKS with a y		uence.				4					
	lesson plans with formative as	sessments.			3							
5.3 Data-driven instruction	n.				3							
		Prioritized Focus Are	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3					
Essential Action	5.1 Objective-driven daily less	on plans with formative	assessments.	5.3 Data-driven instruction.								
Rationale	Intentional use of planning and plans with instructional strate improvement.		der to align curriculum and lesson student success is needed for	Overall areas for improveme populations.	nt with targeted performance mo	onitoring towards sub-						
Desired Annual Outcome	Lesson plans will align with in learning and growth	struction. STAAR asses:	sments will demonstrate student	students understanding the in	nts taking place on a regular bas npact of data on instruction, rete ng place via student data notebo sible to all on the campus.	eaching, and overall						
Barriers to Address During the Year	100% attendance and fully pre	esent in all lesson-planni	ing and data PLCs.	New teacher learning curve t effectively.	o accessing and using data; Use	data to target IE time						
District Commitment Theory of Action: graded, and the district ensures that s				aulity 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 schools receive detailed reports within two instructional days, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and ive systems for identifying and supporting struggling learners, district policies and practices support effective instruction in schools, then the campus will have objective-driven daily lesson dimensioned that are district policies and practices support effective instruction in schools, then the campus will have objective-driven daily lesson dimensioned that are district policies and practices support effective instruction in schools, then the campus will have objective-driven daily lesson dimensioned that the support of the support o								
					nostic Results							
			(To be complete		ges in the shared diagnostic v	vith an ESF Facilitator	r)					
	Date of ESF Diagnostic											
		Prioritized Focus Are	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3					
Essential Action												
Desired Annual Outcome												
Barriers to Address During the Year												
Distr	District Commitment Theory of Action											
Prioritized Focus Areas for Improvement					Capacity Builder							
	1											

						Studen	t Data						
				%	of Students at			ency Level			% of Students at Meets Grade Level on STAAR or Other Assessment		
Grade level	Subject tested		Cycle 1			Cycle 2			Cycle 3			Summative	
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
4	Math	District Interim	50		District Interim	50		District Interim	50		STAAR	50	
1	Reading	District Interim	35		District Interim	40		District Interim	45		STAAR	45	
	Writing	District Interim	15		District Interim	20		District Interim	25		STAAR	30	
	Math	District Interim	50		District Interim	50		District Interim	50		STAAR	50	
	Reading		35		District Interim	40		District Interim	45		STAAR		
	Science	District Interim	50		District Interim	50		District Interim	50		STAAR	45	
,	Science	District Interim	30		District internit	30		District interim	30		5,704.	50	
											1		
											1		
											1		
					†			+	+		<u> </u>		
					1			†		İ			
					†			+	+		<u> </u>		
					-			+	-		+		
					1						1		
					1						1		
		1						+			1		
					+			+	+		+		
									+				
									+				
									+				
									+				
								+			+		
								+			+		
					-			+	+	-	+		
					-			+	+	-	+		
					-			+	+	-	+		
					1				-		1		
					1				-		1		
					1				-		1		
									-				
								1	+		-		
									-				
		1			ļ			_	1	ļ			
					ļ			ļ		ļ			
									1		1		
									1		1		
					ļ			ļ		ļ			
									1		1		
									1		1		
									1		1		
								<u> </u>					
								<u> </u>					
									1				
									1				
				1			l			I	1		l

Focus Area Timeline Resources Needed Person(s) Responsible Progress toward Milestone Progress toward Milestone Progress toward Milestone Next Campus leaders will review Lesson plans Monday mornings to provide feedback S.1 9/16/19 DCSI Support Jerry & Dr. McClain Feedback forms given to teachers Oct 15 Oct 15 Oct 15 Math and Reading teachers meet together to discuss domain in the next 30 days, DCSI to provide observation form Math and Reading teachers meet together to discuss domain 5.1 9/13/19 scheduling, data and staff CLT & Russell TiP plan presented to all reading and math teachers, sign-in sheet Next eachers meet with LT Team members for peer-to-peer conversations about campus data, importance of each Intelline Resources Needed Person(s) Responsible Progress toward Milestone Progress toward Milestone Next Next Next Feedback forms given to teachers Oct 15 Oct 15 Oct 15 Math and Reading teachers meet together to discuss domain 5.1 9/13/19 scheduling, data and staff CLT & Russell TiP plan presented to all reading and math teachers, sign-in sheet Mentor training sign-in and agenda, Mentor October 31										
Lesson plans will align with instruction. STAAR assessments will demonstrate student learning and growth students will be senting within their department for planning on a weetly basis with lesson plans completed by Sam on Monday morning. The lesson plans completed by Sam on Monday morning. The lesson plans with lesson plans completed by Sam on Monday morning. The lesson plans will be complete to the level that other teacher can follow and implement if needed) and ready for implementation. Principal and teachers will use reflection unker and defeatable on lesson plans and destance in the protection of the provides growth state g	1 Prioritized Focus Area #2 Prioritized Focus Area #3	Prioritized Focus Area #3								
Lesson plans will align with instruction. SIAAR assessments will demonstrate understanding the impact of data on instruction, reteaching, and overall outcomes. Data teachers will be meeting within their department for planning on a weekly will be complete to the level that other teacher can follow and implement if needed) and mental ready for implementation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiation. Principal and teachers will use reflection rubin can differentiate the second cycle. **District Actions for this Cycle** **District Commitments Theory of the principal second principal se	tive assessments 5.3 Data-driven instruction									
Desired 90-day Outcome Desired 10-day Outcome Desired 90-day Outcome 90-day Outcome 90-day Outcome 90-day Outcome 90-day Out	sessments will demonstrate understanding the impact of data on instruction, reteaching, and overall outcomes. Data									
dascroom instruction and student performance. Support for new teachers in the second cycle. Provide opportunities for internal rounds, establish performance based stipends, CSI will support campus administration on lesson planing and diassroom management. Provide opportunities for internal rounds, establish performance based stipends, CSI will support campus administration on lesson planing and diassroom management. Provide opportunities for internal rounds, establish performance based stipends, CSI will support campus administration on lesson plan format, in the second cycle. District Actions for this cycle Static Commitments. Theory of Action District Commitments Theory of Action Wilestones Prioritized provides shoots with access to student academic, behavioral, and on-track to graduate data greened and stracemic, behavioral, and on-track to graduate data greened and instruction. Action plan-Milestones Action plan-Milestones Action plan-Milestones Prioritized Focus Area Prioritized Fo	ent for planning on a weekly day morning. The lesson ther can follow and on. Principal and teachers The campus has elected to focus on 5.1 for the first 90-days in order to address 5.3 in the second cycle.									
District Actions for this Cycle realignment of mentor system for campus District Commitments Theory of Action District Commitments Th	upport for new teachers in The campus has elected to focus on 5.1 for the first 90-days in order to address 5.3 in the second cycle.									
Ustract Commitments Inervol of Action User Commitments Inervol of Action Instructional days, and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district has effective systems for identifying and supporting struggling learners, district policies and practices surprise instruction in schools, then the campus will have objective-driven daily lesson plans with formative assessments and improved data-driven instruction. **Cation plan-Milestones** **Action plan-Milestones** **Action plan-Milestones** **Campus leaders will review Lesson plans Monday mornings** 5.1 9/16/19 DCSI Support Jerry & Dr. McClain Feedback forms given to reachers will engage in at least 1 classroom observation form 5.1 30 days staff to cover classrooms Jerry Russell and Nicole McCurdy, DCSI Observation reflection form Math and Reading teachers meet together to discuss domain in the next 30 days, DCSI to provide observation form 5.1 9/13/19 scheduling, data and staff CLT & Russell Tip plan presented to all reading and math teachers, sign-in sheet **Memory and the district power of a destrict provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district has effective systems for identifying and supporting struggling learners, district policies and practices surprised to all reading not the district has effective systems for identifying and supporting struggling learners, district policies and practices surprised to all reading not the district has effective systems for identifying and supporting struction. **Campus leaders** **Prioritized** **Evidence used to Determine Evidence Collection Date Progress toward Milestone Progress toward Mileston	on lesson plan format, The campus has elected to focus on 5.1 for the first 90-days in order to address 5.3									
Milestones Prioritized Focus Area Timeline Resources Needed Person(s) Responsible Evidence used to Determine Progress toward Milestone Progress toward Milestone Necessary A Next Campus leaders will review Lesson plans Monday mornings to provide feedback S.1 9/16/19 DCSI Support Jerry & Dr. McClain Feedback forms given to teachers New teachers will engage in at least 1 classroom observation in the next 30 days, DCSI to provide observation form S.1 30 days staff to cover classrooms Jerry Russell and Nicole McCurdy, DCSI Observation reflection form Math and Reading teachers meet together to discuss domain S.1 9/13/19 scheduling, data and staff CLT & Russell Tip plan presented to all reading and math teachers, sign-in sheet New teachers meet with LLT Team members for peer-to-peer conversations about campus data, importance of each peer conversations about campus data, importance of each peer conversations about campus data, importance of each structured and way and their critical roles as a facility of the structure of the st	ls with access to student academic, behavioral, and on-track to graduate data (present and historical), and the district has effective systems for identifying and supporting struggling learners, district policies and	, behavioral, and on-track to graduate data (present and historical), and the district has effective systems for identifying and supporting struggling learners, district policies and practices support effective								
Focus Area Timeline Resources Needed Person(s) Responsible Progress toward Milestone Progress toward Milestone Next Campus leaders will review Lesson plans Monday mornings to provide feedback S.1 9/16/19 DCSI Support Jerry & Dr. McClain Feedback forms given to teachers to provide feedback Next teachers will engage in at least 1 classroom observation form S.1 30 days staff to cover classrooms Jerry Russell and Nicole McCurdy, DCSI Next teachers meet together to discuss domain form Math and Reading teachers meet together to discuss domain form S.1 9/13/19 scheduling, data and staff CLT & Russell TiP plan presented to all reading and math teachers, sign-in sheet Mentor training sign-in and agenda, Mentor October 31 Mentor training sign-in and agenda, Mentor October 31	Action plan-Milestones									
to provide feedback New teachers will engage in at least 1 classroom observation form S.1 30 days staff to cover classrooms Jerry Russell and Nicole McCurdy, DCSI New teachers will engage in at least 1 classroom observation form S.1 30 days staff to cover classrooms Jerry Russell and Nicole McCurdy, DCSI New teachers meet together to discuss domain S.1 9/13/19 scheduling, data and staff CLT & Russell reading and math teachers, sign-in sheet New teachers meet with CLT Team members for peer-to-peer conversations about campus data, importance of each peer conversations about campus data, importance of each instructional days and their citization least a sharp members 5.1 10/1/19 triping instructional days and their citization least a sharp members 5.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization least a sharp members 6.1 10/1/19 triping instructional days and their citization and sharp for the first form of the f	Timeline Resources Needed Person(s) Resonnsible Fuidence Collection Date Progress toward Milestone	Necessary Adjustments , Next Steps								
in the next 30 days , DCSI to provide observation form S.1 30 days Staff to cover classrooms McCurdy, DCSI observation reflection form Oct 19 Observation reflection form Oct 19 IIP plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet In plan presented to all reading and math teachers, sign-in sheet CLT & Russell CLT & Russell CLT & Russell Mentor training sign-in and agenda, Mentor October 31										
Math and Kealing teachers meet together to discuss domain data and review goals for the 1190 days New teachers meet with CLT fearn members for peer-to- peer conversations about campus data, importance of each peer conversations about campus data, importance of each state of each state of the conversations about campus data, importance of each state of each state of the conversations about campus data, importance of each state of ea										
per conversations about campus data, importance of each international data, importance of each international data, and their critical role as a fam member at 5.1 10/1/19 triping	/13/19 scheduling, data and staff CLT & Russell reading and math teachers, 9/13									
Sowder Intermediate documentation	0/1/19 time, data, staff, mentor CLT & new teachers agenda Mentor October 31									
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?										
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?		New Milestones								

Cycle 2 90-Day Outcomes (December-February)											
	Prior	ritized Focus Area	a #1		Prioritized Focus Area #2		Prioritized Focus Area #3				
Essential Action	5.1 Objective-driven daily lesson	n plans with form	native assessments	5.3 Data-driven instruction							
Desired Annual Outcome	Lesson plans will align with inst student learning and growth	truction. STAAR	assessments will demonstrate	understanding the impact of d	ts taking place on a regular bas ata on instruction, reteaching, a nt data notebooks, spreadsheet	and overall outcomes. Data					
Desired 90-day Outcome											
Barriers to Address During this Cycle											
District Actions for this Cycle											
District Commitments Theory of Action	two instructional days, and the dis	strict provides scho	ools with access to student acaden	nic, behavioral, and on-track to gra	ned to state standards for all tested areas and PK-2nd grade math and reading, and for assessments that are district provided and graded, and the district ensures that schools receive detailed reports within ic, behavioral, and on-track to graduate data (present and historical), and the district has effective systems for identifying and supporting struggling learners, district policies and practices support effective hormative assessments and improved data-driven instruction.						
				Action plan-Milestones							
Milest	tones	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-da	ay outcome? Why or why not?										
Did you achieve your student perfo	ormance goals (see Student Data Ta	b)? Why or why no	ot?								
Review the necessary adjustments on in the next cycle? What new mi			s cycle will you continue working		Carryover Milestones		New Milestones				

	Cycle 3 90-Day Outcomes (March-May)											
	Prio	ritized Focus Are	a #1		Prioritized Focus Area #2		Prioritized Focus Area #3					
Essential Action	5.1 Objective-driven daily lesso	on plans with form	native assessments	5.3 Data-driven instruction								
Desired Annual Outcome	Lesson plans will align with ins student learning and growth	struction. STAAR	assessments will demonstrate	understanding the impact of da	ts taking place on a regular bas ata on instruction, reteaching, a nt data notebooks, spreadsheet	ind overall outcomes. Data						
Desired 90-day Outcome												
Barriers to Address During this Cycle												
District Actions for this Cycle												
District Commitments Theory of Action	two instructional days, and the di	istrict provides sch	ools with access to student acaden		duate data (present and historical)			and the district ensures that schools struggling learners, district policie				
				Action	plan-Milestones							
Milestones Prioritized Timeline Focus Area				Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps			
				Reflection and Pla	nning for Next 90-Day	Cycle						
Did you achieve your desired 90-c	day outcome? Why or why not?											
Did you achieve your student per	formance goals (see Student Data Ta	ab)? Why or why n	ot?									
De	of and draw as lower shows. What				Carryover Milestones		New Milestones					
	s/next steps column above. What n ilestones do you need to add to the		s cycle will you continue working									
				END OF	YEAR REFLECTION							
	Prio	ritized Focus Are	a #1	Prioritized Focus Area #2			Prioritized Focus Area #3					
Essential Action	0			0			0					
Desired Annual Outcome	Lesson plans will align with ins student learning and growth	struction. STAAR	assessments will demonstrate	understanding the impact of da	ts taking place on a regular bas ata on instruction, reteaching, a nt data notebooks, spreadsheet	nd overall outcomes. Data						
Did the campus achieve the desired outcome? Why or why not?												

	Cycle 4 90-Day Action Plan (June-August)											
		1			rpose of this 90-Day action plan is to prepare for the upcoming school year. oritizes may have changed based on progress made in the school year or based on ESF diagnostic results.							
		ritized Focus Are			Prioritized Focus Area #2		Prioritized Focus Area #3					
Essential Action				The campus has elected to foc second cycle.	us on 5.1 for the first 90-days in	n order to address 5.3 in the	0					
Rationale												
How will you communicate these priorities to your stakeholders? How will you invest them?	es to your ? How will you											
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 s	student performance goals (see Stu	dent Data Tab)? Wi	ny or why not?		•	•						
D	-/				Carryover Milestones		New Milestones					
	s/next steps column above. What n ilestones do you need to add to the		s cycle will you continue working									

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