Campus Information

District Name	Snyder	Campus Name	Snyder Intermediate	Superintendent	Eddie Bland	Principal	Jerry Russell
District Number	208902	Campus Number	209901110	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.	**Jerry Russell 9/20/19**
Board Approval Date	10/10/19	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	D1=75 (70/50/20 A/M/M), D2A=75, D2B= 77, D3=74
	What changes in student group and subject performance are included in these goals?	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 the 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?	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.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4
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.	3
5.3 Data-driven instruction.	3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Intentional use of planning and preparation time in order to align curriculum and lesson plans with instructional strategies that will facilitate student success is needed for improvement.	Overall areas for improvement with targeted performance monitoring towards sub-populations.	
Desired Annual Outcome	Lesson plans will align with instruction. STAAR assessments will demonstrate student learning and growth	Real data talks with all students taking place on a regular basis with teachers and students understanding the impact of data on instruction, reteaching, and overall outcomes. Data tracking taking place via student data notebooks, spreadsheet tracking, data tracking wall visible to all on the campus.	
Barriers to Address During the Year	100% attendance and fully present in all lesson-planning and data PLCs.	New teacher learning curve to accessing and using data; Use data to target IE time effectively.	
District Commitment Theory of Action:	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, and the district ensures that 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 historical), and the district has effective 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 plans with formative assessments and improved data-driven instruction.		

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

Student Data													
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
4	Math	District Interim	50		District Interim	50		District Interim	50		STAAR	50	
4	Reading	District Interim	35		District Interim	40		District Interim	45		STAAR	45	
4	Writing	District Interim	15		District Interim	20		District Interim	25		STAAR	30	
5	Math	District Interim	50		District Interim	50		District Interim	50		STAAR	50	
5	Reading	District Interim	35		District Interim	40		District Interim	45		STAAR	45	
5	Science	District Interim	50		District Interim	50		District Interim	50		STAAR	50	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	
Desired Annual Outcome	Lesson plans will align with instruction. STAAR assessments will demonstrate student learning and growth	Real data talks with all students taking place on a regular basis with teachers and students understanding the impact of data on instruction, reteaching, and overall outcomes. Data tracking taking place via student data notebooks, spreadsheet tracking, data tracking wall	
Desired 90-day Outcome	All teachers will be meeting within their department for planning on a weekly basis with lesson plans completed by 8am 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 rubric and feedback on lesson plans.	The campus has elected to focus on 5.1 for the first 90-days in order to address 5.3 in the second cycle.	
Barriers to Address During this Cycle	Teacher lack of understanding of the importance of strong lesson planning on classroom instruction and student performance. Support for new teachers in lesson planning and classroom management.	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	Provide opportunities for internal rounds, establish performance based stipends, DCSI will support campus administration on lesson plan format, realignment of mentor system for campus	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 Commitments Theory of Action	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, and the district ensures that 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 historical), and the district has effective 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 plans with formative assessments and improved data-driven instruction.		

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
Campus leaders will review Lesson plans Monday mornings to provide feedback	5.1	9/16/19	DCSI Support	Jerry & Dr. McClain	Feedback forms given to teachers	Oct 15		
New teachers will engage in at least 1 classroom observation in the next 30 days , DCSI to provide observation form	5.1	30 days	staff to cover classrooms	Jerry Russell and Nicole McCurdy, DCSI	New teachers will complete observation reflection form	Oct 15		
Math and Reading teachers meet together to discuss domain data and review goals for the 1st 90 days	5.1	9/13/19	scheduling, data and staff	CLT & Russell	TIP plan presented to all reading and math teachers, sign-in sheet	9/13		
New teachers meet with CLT Team members for peer-to-peer conversations about campus data, importance of each instructional day, and their critical role as a team member at Snyder Intermediate	5.1	10/1/19	time, data, staff, mentor training	CLT & new teachers	Mentor training sign-in and agenda, Mentor documentation	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?	

	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
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	
Desired Annual Outcome	Lesson plans will align with instruction. STAAR assessments will demonstrate student learning and growth	Real data talks with all students taking place on a regular basis with teachers and students understanding the impact of data on instruction, reteaching, and overall outcomes. Data tracking taking place via student data notebooks, spreadsheet tracking, data tracking wall	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	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, and the district ensures that 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 historical), and the district has effective 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 plans with formative assessments and improved data-driven instruction.		

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	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	
Desired Annual Outcome	Lesson plans will align with instruction. STAAR assessments will demonstrate student learning and growth	Real data talks with all students taking place on a regular basis with teachers and students understanding the impact of data on instruction, reteaching, and overall outcomes. Data tracking taking place via student data notebooks, spreadsheet tracking, data tracking wall	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	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, and the district ensures that 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 historical), and the district has effective 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 plans with formative assessments and improved data-driven instruction.		

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	Lesson plans will align with instruction. STAAR assessments will demonstrate student learning and growth	Real data talks with all students taking place on a regular basis with teachers and students understanding the impact of data on instruction, reteaching, and overall outcomes. Data tracking taking place via student data notebooks, spreadsheet tracking, data tracking wall	
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	All teachers will be meeting within their department for planning on a weekly basis with lesson plans completed by 8am 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	The campus has elected to focus on 5.1 for the first 90-days in order to address 5.3 in the second cycle.	
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?	

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?	

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