

Campus Information							
District Name	Snyder ISD	Campus Name	Snyder High School	Superintendent	Dr. Eddie Bland	Principal	Janell Martin
District Number	208902	Campus Number	208902001	District Coordinator of School Improvement (DCSI)	Rachael McClain	ESC Support	Kriste O-Dell-Farist-ESC14 Tina Wyatt-ESC14

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 <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	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. Janell Martin-9/20/19
Board Approval Date	2019-10-10

Needs Assessment	
Data Analysis Questions	<p>What accountability goals for each Domain has your campus set for the year? D1=82, D2A=70, D2B=77, D3=77</p> <p>What changes in student group and subject performance are included in these goals? Overall Approaches performance will increase to 65, meets performance increase to 43 with masters level performance at 13. The campus will maintain the same levels in growth, but recognize the potential change in free & reduced lunch numbers due to the open campus status. Domain three increase will come from a focus on moving all students and ECD sub-pop to meets grade level performance in reading and math and the Hispanic subpopulation in math performance. The graduation status of ECD and Hispanic subpopulations will need to improve to above 90%. The TELPAS growth scores will need to increase to the state level of 36%.</p> <p>If applicable, what goals has your campus set for CCMR and Graduation Rate? The graduation status of ECD and Hispanic subpopulations will need to improve to above 90%. All sub-pops will be monitored for CCMR status. Since this data is collected one year behind the accountability year, this will be a two-year cycle.</p>

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.	3	
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.	2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Rationale	Utilization of data has typically been 'held within teacher assessment' and not visibly displayed for students	Visibility of mission, vision, goals are not frequently referenced and displayed for student and faculty reference	
Desired Annual Outcome	Instruction is driven based on the outcomes of the common assessment data	Students and faculty will have a real understanding of Mission/Values/Goals/Vision and know how it plays into our school success.	
Barriers to Address During the Year	Consistent utilization of the data in the lesson planning process and reteaching/reinforcement of TEKS elements not at MEETS level	Not to just be able to recall the Mission/Values/Goals/Vision without prompting, but for students and faculty to understand how they play a role in student and school success.	
District Commitment Theory of Action:	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and the district ensures that campus buildings are well maintained, safe, and conducive to learning, and 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 the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations along with 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

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.		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.					
Desired Annual Outcome	Instruction is driven based on the outcomes of the common assessment data		Students and faculty will have a real understanding of Mission/Values/Goals/Vision and know how it plays into our school success.			Students and faculty will have a real understanding of Mission/Values/Goals/Vision and know how it plays into our school success--Tracking of DTRT tickets and random questionings of students and faculty		
Desired 90-day Outcome	Instruction is driven based on the outcomes of the common assessment data--Check DMAC data to see if Cycle 1 goals are being MET or EXCEEDING		Not to just be able to recall the Mission/Values/Goals/Vision without prompting, but for students and faculty to understand how they play a role in student and school success.					
Barriers to Address During this Cycle	Consistent utilization of the data in the lesson planning process and reteaching/reinforcement of TEKS elements not at MEETS level		By the end of cycle 1-random checks to verify that students and faculty know the mission/vision/goals/values and what the DTRT board represents.					
District Actions for this Cycle	Oversight in various Data PLC meetings							
District Commitments Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and the district ensures that campus buildings are well maintained, safe, and conducive to learning, and 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 the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations along with 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 Principal will develop a format/agenda for DATA PLC	5.3	October- 2nd CA completion	Additional resources/examples from EXEMPLAR districts	Janell Martin, Principal	PLC data	following each subject Common Assessment		
Data disaggregation analyzed and evaluated to reinforce TEKS alignments and knowledge misconceptions with quality lesson planning	5.3	Following each Common Assessment	DMAC data; CommonAssessment review; TEKS and TexGuides	DEPT LEADS	Lesson planning/PLANBOOK	following each subject Common Assessment		
Data disaggregation analyzed and evaluated for Special Education and EL students with case workers and campus administrators reviewing data and monitoring adjustments	5.3	Following each Common Assessment	DMAC data; CommonAssessment review; TEKS and TexGuides	DEPT LEADS, Martin, Gregory, Tate	Lesson planning/PLANBOOK/Data tracking spreadsheets	following each subject Common Assessment		
Data-tracking graphs visibly displayed within the department areas and hallways for student monitoring	5.3	Following each Common Assessment	Posters of bar graphs, markers to color in bars, DMAC data	Shauna Pinkerton, Academic Coordinator	Data charts/graphics	following each subject Common Assessment		
Display of Mission statement, Goals and Vision/Values statements	3.1	10/18/2019	Poster, email	RTI team; Dept Leads; Administrators	Poster displayed	End of Fall semester with walkthrough in November by district		
Student data tracking methods will incorporate parent communication options and will use student conferences with academic teachers based on areas where targets are being missed.	5.3	10/18/2019	Edbrix, parent communication system	Martin, Dept Leads	Edbrix system of communication shared with parents via classroom communication push	November 30		
Incorporating Mission statement, Goals, Vision/Values within lesson planning for teaching and reinforcement to stakeholders	3.1	2019-20 school year	RTI provides statements to faculty	Faculty; Staff; RTI; Administrators	Random checks for DTRT ticket rewards	End of Fall semester with walkthrough in November by district		
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?			Carryover Milestones			New Milestones		

Cycle 2 90-Day Outcomes (December-February)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	5.3 Data-driven instruction.		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.					
Desired Annual Outcome	Instruction is driven based on the outcomes of the common assessment data		Students and faculty will have a real understanding of Mission/Values/Goals/Vision and know how it plays into our school success.					
Desired 90-day Outcome								
Barriers to Address During this Cycle								
District Actions for this Cycle								
District Commitments Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), and the district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate), and the district ensures that campus buildings are well maintained, safe, and conducive to learning, and 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 the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations along with 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?								
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		

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.		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.					
Desired Annual Outcome	Instruction is driven based on the outcomes of the common assessment data		Students and faculty will have a real understanding of Mission/Values/Goals/Vision and know how it plays into our school success.					
Desired 90-day Outcome								
Barriers to Address During this Cycle								
District Actions for this Cycle								
District Commitments Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), and the district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate), and the district ensures that campus buildings are well maintained, safe, and conducive to learning, and 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 the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations along with 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?								
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		
END OF YEAR REFLECTION								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action								
Desired Annual Outcome	Instruction is driven based on the outcomes of the common assessment data		Students and faculty will have a real understanding of Mission/Values/Goals/Vision and know how it plays into our school success.					
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			
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