

Campus Information							
District Name	Snyder ISD	Campus Name	Snyder Junior High	Superintendent	Eddie Bland	Principal	Rebecca Mebane
District Number	208902	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	Rachael McClain	ESC Support	Kriste O'Dell-Faris-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, 9/19/19	
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, 9/19/19	
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.					Rebecca Mebane 9/19/19	
Board Approval Date	2019-10-10						
Needs Assessment							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	D1=70, D2A=70, D2B=74, D3=71					
	What changes in student group and subject performance are included in these goals?	For D1 and D2B, the targeted approaches/meets/masters performances will be 65/35/15 while maintaining the level of free and reduced lunch students. The campus will need approximately 60 additional students to meet or exceed growth above the 2018-19 results. The campus recognizes the impact of continued growth for the 6th grade students. The campus will focus on English Learners, Special Education, and ECD student performance at the meets level as well as for overall growth to impact D3. The campus is also focusing on TELPAS growth for the English Learners.					
	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.				2			
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.				2			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3			
5.1 Objective-driven daily lesson plans with formative assessments.				2			
5.3 Data-driven instruction.				3			
Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.					
Rationale	The CLT has identified this EA for the campus in order for the teacher leaders, campus administration, and district instructional staff to pull in a unified direction. By developing teacher leaders' capacity, the support of the new teachers on the campus is developed exponentially.	The number of new teachers on campus who have three years or less of experience represents a significant portion of the faculty. The process of understanding the "why" behind lesson planning as well as the development of aligned lessons delivered with fidelity in the classroom is a targeted need.					
Desired Annual Outcome	All teacher teams are consistent with protocols and expectations as demonstrated by agendas, minutes, and weekly meetings.	High-quality lesson plans with strong preparation prior to classtime covering each aspect of the district and campus expectation with an understanding of why the pieces of the plan are all important.					
Barriers to Address During the Year	Time, Establish the protocols and set times, professional development on how to lead the process-IH exemplar model	Time, not conducting hands-on lessons due to schedule constraints, unfamiliarity with curriculum resources and standards, not familiar with vertical alignment, easier to do for new teachers rather than help new staff members dig in to personalized planning					
District Commitment Theory of Action:		If the district provides opportunities for ongoing support and coaching of the campus leader, provides effective governance to support and promote student outcomes, recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, establishes policies and practices that support effective instruction in schools, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus can develop campus instructional leaders with clear roles and responsibilities and objective-driven daily lesson plans with formative assessments.					
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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.						
Desired Annual Outcome	All teacher teams are consistent with protocols and expectations as demonstrated by agendas, minutes, and weekly meetings.	High-quality lesson plans with strong preparation prior to classtime covering each aspect of the district and campus expectation with an understanding of why the pieces of the plan are all important.						
Desired 90-day Outcome	Preset agendas, meetings set on calendars, protocols established for PLC data meetings and protocols in use with district and campus support.	Teacher training on the "why" of lesson planning & prepping, identify exemplar lesson plan qualities, department heads supporting lesson planning and prep by reviewing lesson plans for department.						
Barriers to Address During this Cycle	Time	Time, only current week of lesson plans are submitted on Monday of each week limiting time for input and adjustments, staff resistance to lesson planning						
District Actions for this Cycle	District work with the establishment of protocols and agenda support, dedicate teacher leader support time	Share district rubric, review in CLT and and practice use of the rubric, STEM Instructional Coach will facilitate exemplar and non-exemplar plans						
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, provides effective governance to support and promote student outcomes, recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, establishes policies and practices that support effective instruction in schools, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus can develop campus instructional leaders with clear roles and responsibilities and objective-driven daily lesson plans with formative assessments.							
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
District STEM Instructional Coach will host a teacher training on exemplar and non-exemplar lesson plans based on district expectations and use of rubric.	5.1	October 11	Planbook, rubric, TRS, TEXGuides	Maney	Improved lesson plan and prepping observed by the end of November	October 31		
Teachers will create 2-weeks of lesson plans in Planbook in order to allow feedback opportunities.	5.1	September 23	Planbook, rubric, TRS, TEXGuides	Mebane	Rough outline (unit sketch) of lesson plans in Planbook at least two weeks in advance	September 30		
Highly effective instructional strategies will be written in lesson plans then implemented in the classroom and will be facilitated by use of evaluation of lesson plans for identified teachers.	5.1	October 31	Rubric, access to planbook for teacher leaders	Mebane, Parker, Parker, Teacher Leaders, Instructional Coaches	Stronger and more complete lesson plans aligned to SES, delivered in the classroom	November 20		
Data PLCs will include an aspect of lesson planning "why" based on the data outcomes and lead by teacher leaders-develop clear expectations of what to say. DCSI will develop scripted guide for teacher leaders to use in PLCs and in support of teachers.	5.1	All complete by October 4	Script, Data	McClain-Sept 18 for scripted questions, Teacher Leaders will lead discussion in PLCs	Teachers demonstrate stronger lesson planning and better preparation in the classroom	October 30		
Campus administrative team will meet weekly to plan content PLCS at least 2 weeks in advance.	1.1	October 18	Agenda, meeting time set	Mebane	Campus admin meetings occurring regularly	October 30		
Establish planning meetings and PLCS on calendar with set agendas.	1.1	September 20	PLC Calendar set for data & instructional purposes	Mebane/Leader Teachers	Department meetings occurring regularly	October 30		
Creation of PLC protocol models for use in PLCS to help guide instructional practices for unit and lesson planning purposes.	1.1	September 20	Protocol created	McClain/Mebane	Protocol created	September 25		
Practice with protocol including modeling of the process by campus and instructional coaches.	1.1	September 25	Practice outlined	Maney to facilitate	Protocol implemented	October 30		
Campus leadership team will work with all teachers to enhance confidence in the classroom through stronger lesson planning, confident classroom management, and improved parent-teacher communication.	1.1, 5.1	October 23	Protocol created and modeled conversations with CLT	McClain/Mebane	Protocol implemented	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?								
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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	All teacher teams are consistent with protocols and expectations as demonstrated by agendas, minutes, and weekly meetings.	High-quality lesson plans with strong preparation prior to classtime covering each aspect of the district and campus expectation with an understanding of why the pieces of the plan are all important.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, provides effective governance to support and promote student outcomes, recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, establishes policies and practices that support effective instruction in schools, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus can develop campus instructional leaders with clear roles and responsibilities and objective-driven daily lesson plans with formative assessments.		

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?	<table border="1"> <tr> <th>Carryover Milestones</th> <th>New Milestones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Carryover Milestones	New Milestones		
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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	All teacher teams are consistent with protocols and expectations as demonstrated by agendas, minutes, and weekly meetings.	High-quality lesson plans with strong preparation prior to classtime covering each aspect of the district and campus expectation with an understanding of why the pieces of the plan are all important.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, provides effective governance to support and promote student outcomes, recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, establishes policies and practices that support effective instruction in schools, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus can develop campus instructional leaders with clear roles and responsibilities and objective-driven daily lesson plans with formative assessments.		

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	All teacher teams are consistent with protocols and expectations as demonstrated by agendas, minutes, and weekly meetings.	High-quality lesson plans with strong preparation prior to classtime covering each aspect of the district and campus expectation with an understanding of why the pieces of the plan are all important.	
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.

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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Preset agendas, meetings set on calendars, protocols established for PLC data meetings and protocols in use with district and campus support.	Teacher training on the why or lesson planning & prepping, identify exemplar lesson plan qualities, department heads supporting lesson planning and prep by reviewing lesson plans for department	
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?	<table border="1"> <thead> <tr> <th>Carryover Milestones</th> <th>New Milestones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Carryover Milestones	New Milestones		
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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
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