

**18-19 Snyder Junior High School**  
**Targeted Improvement Plan**

<p><b><u>Problem Statement #1</u></b></p>	<p>The English Language Arts and Reading performance is below the state rate in meets percentage with 28% for reading and writing compared to state rates at 47%.</p>	<p><b><u>Root Cause:</u></b>          Expectations for teachers’ effective use of instructional strategies and student achievement were not implemented to full capacity. Monitoring of instructional strategies which target the needs of all students were not fully implemented in all classrooms. New teaching staff continued to impact the overall student achievement.</p>	
<p><b><u>Problem Statement #2</u></b></p>	<p>Thirty-seven percent of the students did not show any growth from the previous year’s STAAR performance.</p>	<p><b><u>Root Cause:</u></b>          Lack of consistency in monitoring student growth goals through common assessments, lack of academic celebration/student ownership, and lack of effective instructional practices resulted in unsatisfactory student achievement/outcomes.</p>	
<p><b><u>Problem Statement #3</u></b></p>	<p>Although the campus successfully implemented a PBIS system, an inconsistency exists in the implementation of strong teacher/student relationships which impacted campus culture.</p>	<p><b><u>Root Cause:</u></b>          The campus focused on implementation of Tier 1 procedures in the classroom in 17-18. The campus focus needs to expand to teacher/student relationship building and enhancing campus culture.</p>	
<p><b><u>TIP Plan Problem Statement #1</u></b>          The English Language Arts and Reading performance is below the state rate in meets percentage with 28% for reading and writing compared to state rates at 42%.</p>		<p><b><u>Goal</u></b>          The campus will have an average meets grade level performance for ELAR STAAR performance of 44% by 2022 with 32% in 18-19, 36% in 19-20, 40% in 20-21, and 44% in 21-22.</p>	
<p><b><u>Quarter #1 Goal:</u></b>          The use of WICOR strategies in 100% of the classes will result in measurable growth from baseline data (17/18 STAAR and benchmarks) in reading of 1% overall growth in meets grade level performance and 50% of students showing lexile growth via Achieve3000 (report on November 1st).</p>		<p><b><u>Qtr 1 Interventions:</u></b></p> <ol style="list-style-type: none"> <li>1. WICOR strategies used in 100% of the classrooms as monitored by walk-through data and lesson plans</li> <li>2. Lead4ward Reading and Writing Academy strategies in place with department head leading PLCs from training</li> <li>3. Achieve3000 used in 100% ELA and supported in other core classes</li> </ol>	<p><b><u>STATUS:</u></b></p> <p><b><u>Action Items:</u></b></p> <p><b><u>Comments:</u></b></p>

<p><b>Quarter#2: Goal:</b>  The use of WICOR strategies in 100% of the classes will result in measurable growth from baseline data (17/18 STAAR) in reading of overall 2% growth in meets grade level performance and 65% of students showing lexile growth via Achieve3000.</p>	<ol style="list-style-type: none"> <li>4. 100% of students tracked for achievement of growth measures</li> <li>5. PBL in place in 100% of the classes to impact higher-order thinking</li> <li>6. TWA curriculum implemented in all ELA classes with a dedicated 7th grade writing class</li> <li>7. RtI time built into master schedule via TEAM period with academic tutorials starting afterschool</li> <li>8. All ELA teachers participated in professional development for high quality lesson planning as lead by Lead4ward trained department chair</li> <li>9. Campus will be a one-to-one campus with each student using ipads to access online resources</li> </ol> <p><b>Data to be Collected in Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Walk-through data</li> <li>3. Common assessment data</li> <li>4. PLC agendas</li> <li>5. Professional development rosters</li> </ol> <p><b>Qtr 2 Interventions:</b></p> <ol style="list-style-type: none"> <li>1. WICOR strategies used in 100% of the classrooms as monitored by walk-through data and lesson plans</li> <li>2. Lead4ward Reading and Writing Academy strategies in place with department head leading PLCs from training</li> </ol>	
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<p><b><u>Quarter #3 Goal:</u></b>  The use of WICOR strategies in 100% of the classes will result in measurable growth from baseline data (17/18 STAAR) in reading of overall 4% growth in meets grade level performance and 80% of students showing lexile growth via Achieve3000.</p>	<ol style="list-style-type: none"> <li>3. Achieve3000 used in 100% ELA and supported in other core classes</li> <li>4. 100% of students tracked for achievement of growth measures</li> <li>5. PBL in place in 100% of the classes to impact higher-order thinking</li> <li>6. TWA curriculum implemented in all ELA classes with a dedicated 7th grade writing class</li> </ol> <p><b><u>Data to be Collected in Monitoring:</u></b></p> <ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Walk-through data</li> <li>3. Common assessment data</li> <li>4. PLC Agendas</li> <li>5. Professional development rosters</li> </ol> <p><b><u>Qtr 3 Interventions:</u></b></p> <ol style="list-style-type: none"> <li>1. WICOR strategies used in 100% of the classrooms as monitored by walk-through data and lesson plans</li> <li>2. Lead4ward Reading and Writing Academy strategies in place with department head leading PLCs from training</li> <li>3. Achieve3000 used in 100% ELA and supported in other core classes</li> <li>4. 100% of students tracked for achievement of growth measures</li> <li>5. PBL in place in 100% of the classes to impact higher-order thinking</li> <li>6. TWA curriculum implemented in all ELA classes with a dedicated 7th grade writing class</li> </ol>	
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<p><b>Quarter #4 Goal:</b> TBD based on outcomes</p>	<p><b>Data to be Collected in Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Walk-through data</li> <li>3. Common assessment data</li> <li>4. PLC agendas</li> <li>5. Professional development rosters</li> </ol> <p><b>Qtr 4 Interventions:</b> TBD</p> <p><b>Data to be Collected in Monitoring:</b> TBD</p>	
<p><b>TIP Plan Root Cause #2</b> Thirty-seven percent of the students did not show any growth from the previous year's STAAR performance.</p>	<p><b>Annual Goal</b> One hundred percent of the students will maintain or show growth from their previous years' STAAR performance.</p>	
<p><b>Quarter #1 Goal:</b> 100% of students will have goals set with their teacher and recorded in their AVID binder with goals being established for growth resulting in at least one year's academic achievement.</p>	<p><b>Qtr 1 Interventions:</b></p> <ol style="list-style-type: none"> <li>1. Goal meetings with students to review past year STAAR performance and benchmark data</li> <li>2. Progress monitoring conducted in TEAM Time period using notebooks to track performance</li> <li>3. DMAC documentation for teachers to monitor class performance</li> <li>4. Academic rewards system in place to celebrate growth success</li> <li>5. Campus administrator meetings with DCSI to review PLC and data progress weekly</li> <li>6. Monitoring of new teacher classrooms with instructional support as needed to result in student achievement</li> <li>7. Tracking of growth for students by teacher to identify instructional support needs</li> <li>8. Use of TEA interim testing program</li> </ol>	<p><b>STATUS:</b></p> <p><b>Action Items:</b></p> <p><b>Comments:</b></p>

	<ol style="list-style-type: none"><li>9. Master schedule with common PLC to better support student achievement and track student data with vertical PLCs implemented</li><li>10. Support staff in inclusion classrooms with RtI in master schedule via TEAM period</li><li>11. Co-teaching model in use to increase new teacher effectiveness and support Special Ed students</li><li>12. Leadership development during TEAM period focusing on college/career conversations and leadership development with additional electives to focus on career awareness options</li><li>13. Use of Naviance for electronic leadership portfolio development beginning in 6th grade</li><li>14. District and campus monitoring of teacher lesson plans with ESC14 and Lead4ward support to develop stronger lesson planning process</li><li>15. SIOP strategies reflected in walk-through data and lesson plans</li><li>16. Special Ed Director and Director of Instructional Services to provide more direct campus support</li><li>17. District level support with LSSP in addition to campus diagnosticians</li><li>18. Full day professional development built into the calendar with support provided from outside trainers and ESC14 content specialists throughout the year</li><li>19. AVID support for students in program resulting in STAAR and academic success</li></ol>	
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<p><b><u>Quarter#2: Goal:</u></b>  Seventy-five percent of the students will be achieving growth goals as measured by common assessments and interim assessment data. Students not progressing will be identified for additional support and interventions based on the data.</p>	<p><b><u>Data to be Collected in Monitoring:</u></b></p> <ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Walk-through data</li> <li>3. Common assessment data</li> <li>4. PLC agendas</li> <li>5. Instructional coaching</li> <li>6. Student data notebooks</li> <li>7. Data room</li> <li>8. DMAC monitoring</li> </ol> <p><b><u>Qtr 2 Interventions:</u></b></p> <ol style="list-style-type: none"> <li>1. Goal meetings with students to review past year STAAR performance and benchmark data</li> <li>2. Progress monitoring conducted in TEAM Time period using notebooks to track</li> <li>3. DMAC documentation for teachers to monitor class performance</li> <li>4. Academic rewards system in place to celebrate growth success</li> <li>5. Campus administrator meetings with DCSI to review PLC and data progress weekly</li> <li>6. Monitoring of new teacher classrooms with instructional support as needed to protect student achievement</li> <li>7. Tracking of growth for students by teacher to identify instructional support needs</li> <li>8. <b>AVID support for students in program resulting in STAAR and academic success</b></li> </ol> <p><b><u>Data to be Collected in Monitoring:</u></b></p> <ol style="list-style-type: none"> <li>1. Lesson plans</li> </ol>	
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<p><b><u>Quarter #3 Goal:</u></b>  One hundred percent of the students will be achieving growth goals as measured by common assessments and interim assessment data.</p>	<ol style="list-style-type: none"> <li>2. Walk-through data</li> <li>3. Common assessment data</li> <li>4. PLC agendas</li> <li>5. Instructional coaching</li> <li>6. Student data notebooks</li> <li>7. Data room</li> <li>8. DMAC monitoring</li> </ol> <p><b><u>Qtr 3 Interventions:</u></b></p> <ol style="list-style-type: none"> <li>1. Goal meetings with students to review past year STAAR performance and benchmark data</li> <li>2. Progress monitoring conducted in TEAM Time period using notebooks to track</li> <li>3. DMAC documentation for teachers to monitor class performance</li> <li>4. Academic rewards system in place to celebrate growth success</li> <li>5. Campus administrator meetings with DCSI to review PLC and data progress weekly</li> <li>6. Monitoring of new teacher classrooms with instructional support as needed to protect student achievement</li> <li>7. Tracking of growth for students by teacher to identify instructional support needs</li> <li>8. <b>AVID support for students in program resulting in STAAR and academic success</b></li> </ol> <p><b><u>Data to be Collected in Monitoring:</u></b></p> <ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Walk-through data</li> <li>3. Common assessment data</li> <li>4. PLC agendas</li> <li>5. Instructional coaching</li> </ol>	
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<p><b><u>Quarter #4 Goal:</u></b> TBD based on outcomes</p>	<p>6. Student data notebooks 7. Data room 8. DMAC monitoring</p> <p><b><u>Qtr 4 Interventions:</u></b> TBD</p> <p><b><u>Data to be Collected in Monitoring:</u></b> TBD</p>	
<p><b><u>TIP Plan Root Cause #3</u></b> Although the campus successfully implemented a PBIS system, an inconsistency existed in the implementation of strong teacher/student relationships which impacted campus culture.</p>	<p><b><u>Annual Goal</u></b> One hundred percent of the Restorative Discipline (RD) trained teachers will implement with fidelity restorative discipline practices and 100% of the Non-RD Trained teachers will be expected to continue to implement PBIS expectations as documented by observations of the RD Coordinators.</p>	
<p><b><u>Quarter #1 Goal:</u></b> One hundred percent of the staff will be trained in Restorative Discipline (RD) with the students and teachers having Respect Agreements posted and signed, personal goals set, and TEAM Circles established and in use regularly. New teachers will continue to have on-going support to provide strong instruction in year one.</p>	<p><b><u>Qtr 1 Interventions:</u></b></p> <ol style="list-style-type: none"> <li>1. RD coordinators will monitor all teachers for implementation integrity</li> <li>2. Leadership team will montior teachers to protect implementation integrity</li> <li>3. CIRCLES during inservice and used regularly in classrooms and PLCs</li> <li>4. Regular check-ins with RD Consultant, Phillip Carney, to maintain implementation integrity</li> <li>5. Campus administrative team completing book study to support new teachers in classroom management and academic delivery</li> <li>6. Classroom expectations and behavior management coaching will be used for targeted teachers as needed to increase classroom support</li> <li>7. District instructional coach will be officed at campus for direct support to all teachers for</li> </ol>	<p><b><u>STATUS:</u></b></p> <p><b><u>Action Items:</u></b></p> <p><b><u>Comments:</u></b></p>

<p><b><u>Quarter#2: Goal</u></b></p>	<p>classroom engagement using research-based strategies</p> <ol style="list-style-type: none"> <li>8. New teacher induction with training in classroom management, instructional strategies, and student engagement activities completed at first of August</li> <li>9. Year-long badge system in place for all teachers to earn continuing professional development “badges” via face-to-face and online trainings</li> <li>10. District recruiter employed to source experienced and qualified teachers for vacant positions</li> <li>11. Partnership with Texas Tech to develop alternative certified teaching staff with strong classroom skills prior to placement in the classroom along with a TechTeach Across Texas program to provide teacher education within the district</li> <li>12. Implementation of extra- and co-curricular opportunities for students for enrichment</li> </ol> <p><b><u>Data to be Collected in Monitoring:</u></b></p> <ol style="list-style-type: none"> <li>1. Discipline data</li> <li>2. PLC and classroom observation</li> <li>3. Consultant reporting</li> <li>4. PBIS Tier 1 and 2 team data reporting</li> <li>5. Posted agreements</li> <li>6. New Teacher Orientation materials &amp; sign-ins</li> </ol>	
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100% of the staff will participate in the Leader Board Road Bus Tour designed to increase parent and community engagement.

**Qtr 2 Interventions:**

1. Campus AVID Coordinator will plan and implement with the assistance of CLT Leader Board Road Bus Tour
2. RD coordinators will check in with all teachers for implementation integrity
3. Leadership team checking in with teachers to monitor implementation
4. CIRCLES during inservice and used regularly in classrooms and PLCs
5. Regular check-ins with RD Consultant, Phillip Carney to maintain implementation integrity
6. 100% of the students will participate in at least one college awareness activity

**Data to be Collected in Monitoring:**

1. Leader Board Bus Tour Contact Data
2. Discipline data
3. PLC and classroom observation
4. Consultant reporting
5. PBIS Tier 1 and 2 team data reporting

**Qtr 3 Interventions:**

1. Survey released widely to stakeholders
2. RD coordinators will check in with all teachers for implementation integrity
3. Leadership team checking in with teachers to monitor implementation
4. CIRCLES during inservice and used regularly in classrooms and PLCs

**Quarter #3 Goal:**

The campus climate survey will show improved results from parents, students, and teachers for an average increase of 10% improvement in the scaled score for local accountability measures.

<p><b>Quarter #4 Goal:</b> TBD</p>	<ol style="list-style-type: none"> <li>5. Regular check-ins with RD Consultant, Phillip Carney to maintain implementation integrity</li> <li>6. 100% of the students will participate in at least one career awareness activity</li> </ol> <p><b>Data to be Collected in Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Survey data</li> <li>2. Discipline data</li> <li>3. PLC and classroom observation</li> <li>4. Consultant reporting</li> <li>5. PBIS Tier 1 and 2 team data reporting</li> </ol> <p><b>Qtr 4 Interventions:</b> TBD</p> <p><b>Data to be Collected in Monitoring:</b> TBD</p>	
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Turnaround Plan Implementation				
Year One (Completed with continued implementation)				
Turnaround Plan Action	18-19 Goal(s) Addressed	Interventions Listed	Staff Member to Oversee	Status
Following emphasis in 17-18, the 18-19 master schedule has been adjusted to maximize instructional time with smaller class sizes that include teaching with veteran and new teachers with built in Rtl program and planning periods for teachers to collaboratively unit plan	1, 2	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Mentor/Mentee Training and Program</li> <li>● Achieve3000 and Agile Minds support programs</li> <li>● Planbook for collaborative unit and lesson planning with rubric for</li> </ul>	Principal	<ul style="list-style-type: none"> <li>● Master schedule for 18-19 school year now reflects more instructional time with PLCs bi-weekly</li> <li>● Rtl classes included (TEAM Time periods for 18-19 in order to address needs identified in data analysis from 17-18 results)</li> </ul>

		teaching conversations		<ul style="list-style-type: none"> <li>● Planbook lesson planning tool implemented</li> <li>● Purchase of Agile Minds &amp; Achieve3000 and in place for fall</li> <li>● AVID targeting at-risk students for increased academic support in place</li> </ul>
Dedicated PLCs focusing on instructional strategies and data-driven instruction	1,2,3	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Lead4ward PLC planning training and on-going webinar support</li> <li>● PLC calendar</li> </ul>	Principal, District	<ul style="list-style-type: none"> <li>● Master schedule changed for 18-19 school year</li> <li>● Lead4ward 101 for all new teachers completed</li> <li>● Lead4ward PLC Planning for all core teachers completed</li> <li>● Lead4ward PLC webinars for campus throughout year</li> </ul>
ESC14 staff to provide on-going professional development and RD Consultant to provide implementation support for continued PBIS	1,2,3	<ul style="list-style-type: none"> <li>● School calendar with full-days of professional development</li> <li>● Days scheduled with ESC14 staff for targeted support of each core area</li> </ul>	Principal, District	<ul style="list-style-type: none"> <li>● School calendar with full day professional development each 6 weeks</li> <li>● ESC Curriculum staff scheduled for 30 days during the school year to assist in planning and reviewing planning</li> <li>● ESC ELA Curriculum staff scheduled days of support along with Lead4ward Reading and Writing Academy support</li> <li>● ESC14 curriculum</li> </ul>

				consultant leading Lesson Study with ELA teachers
Redesigned walk-through forms	1,2,3	<ul style="list-style-type: none"> <li>● Campus will use the SIOP based walk-through form in addition to a Dojo monitoring system</li> </ul>	Principal, APs	<ul style="list-style-type: none"> <li>● Forms ready for 18-19 walk-throughs</li> <li>● Conversion on Edbrx for monitoring of walk-throughs and prescribed professional development</li> </ul>
Common lesson plan format with online tool for monitoring and rubric for evaluation for quality	1,2,3	<ul style="list-style-type: none"> <li>● District level use of a template with campus level instructional modifications</li> <li>● District use of online lesson planning tool to provide monitoring of quality of lesson plans</li> <li>● Rubric developed for evaluation of lesson plans</li> </ul>	Principal, District	<ul style="list-style-type: none"> <li>● Template developed in the summer with principals and lead teachers</li> <li>● Rubric presented to all new teachers and administrators beginning in 17-18 school year</li> <li>● District and campus administrators reviewing lesson plans weekly</li> </ul>
Leadership program with college & career ready focus and online portfolio and data tracking notebook system	1,2,3	<ul style="list-style-type: none"> <li>● Master schedule with advisement time during TEAM that will be used for the CCR program</li> <li>● Naviance purchased for the campus</li> <li>● Leadership skills in all electives</li> <li>● Data notebooks</li> </ul>	Principal, District	<ul style="list-style-type: none"> <li>● Master schedule changed for 17-18, 18-19 school year</li> <li>● Naviance logins and uploads available</li> <li>● Staff trained in AVID with plans for binders in place</li> </ul>

		set-up for student through AVID design		
Data for tracked students and visuals for student progress in campus data room where PLCs will be held	1,2,3	<ul style="list-style-type: none"> <li>• Student groups identified for TEAM scheduling</li> <li>• 100% tracking for students in ELA and Math growth goals</li> <li>• Data room to be set-up in PLC room pending group identification</li> <li>• Interim assessment in use</li> </ul>	Principal, District	<ul style="list-style-type: none"> <li>• To be completed by end of September following initial assessments from Agile Minds and Achieve3000</li> </ul>
Increased staffing support for special programs and instructional support	1,2,3	<ul style="list-style-type: none"> <li>• District instructional coach moved to campus to support instruction</li> <li>• District instructional coach trained in KAGAN strategies to assist in development of student centered instruction</li> <li>• Director of Special Education, Director of Instructional Services, and LSSP job duties redesigned to support campus and special populations</li> <li>• District recruiter</li> </ul>	District	<ul style="list-style-type: none"> <li>• Recruiter worked with principal to fill positions on JH campus with qualified and experienced teachers</li> <li>• Experienced teachers from across the district were moved to campus to increase academic and behavioral support</li> <li>• Directors of Special Education and Instructional Service to monitor special populations performance</li> </ul>

		hired to increase applicant pool quality		
New Teacher Academy & Continuous Professional Development	1,2,3	<ul style="list-style-type: none"> <li>• New Teacher Academy held prior to inservice for all new to teaching teachers or teachers by recommendation</li> <li>• System of face-to-face and online professional development in place for all teachers</li> <li>• Mentor and mentee program created with mentor training, handbooks, and checklists</li> <li>• Online badge system in place for optional and prescribed instruction</li> </ul>	District, Principal	<ul style="list-style-type: none"> <li>• New Teacher Academy held first week of August and continuing during month of August and included Lead4ward, CHAMPS, Kagan strategies, and PBIS discipline training</li> <li>• Badge system and calendar established for on-going professional development</li> <li>• Campus developing an internal system for campus trainings</li> <li>• All new teachers assigned campus mentor, with several in co-teaching relationships</li> </ul>

**Year Two (Currently in Implementation)**

<b>Turnaround Plan Action</b>	<b>Area of Potential Impact</b>	<b>Changes</b>	<b>Status</b>
Salary stipend schedule to reflect mentor and master teacher roles	1, 2 Staff Development	<ul style="list-style-type: none"> <li>• Optional career track for teachers who are not desiring to go into administration</li> <li>• Ability to use mentor and master teachers in roles of instructional support and coaching</li> <li>• Mentor teachers assigned to all new teachers with prescribed coaching plan in place</li> <li>• Two master teachers identified for campus and given release period to support teacher coaching</li> </ul>	<ul style="list-style-type: none"> <li>• CLT and campus administration identified master teachers to provide additional support</li> <li>• District developing a performance-based pay system</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional veteran teacher support in place on campus</li> <li>• (Pending) Salary schedule to reflect awards system in place for teacher performance</li> </ul>	<ul style="list-style-type: none"> <li>• Lonestar Governance in place with board expectations for performance established</li> </ul>
Home visits for at-risk students	1, 2,3 Staff Development Understanding poverty situation	<ul style="list-style-type: none"> <li>• Better appreciation for the needs of low SES students</li> <li>• Scheduled bus tour in Quarter 2</li> </ul>	<ul style="list-style-type: none"> <li>• CLT Team and AVID Coordinator is planning bus tour</li> </ul>