

Snyder Independent School District
Snyder Jr. High School
2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required



Board Approval Date: November 9, 2018
Public Presentation Date: November 9, 2018

Mission Statement

The mission of Snyder Junior High is to prepare all students for High School by creating a safe, caring and collaborative atmosphere that focuses on the academic success and character building of all students.

Vision

The vision of Snyder Junior High is to become a premier Junior High that focuses on building academic success and responsible character for all stakeholders to bridge the gap from Intermediate to High School.

Core Beliefs

Snyder Junior High values the AVID College Readiness System because it empowers our students to feel confident in their academic ability so they are prepared for the rigours of High School.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographic snapshot of the campus follows:

30.9% White, 64.6% Hispanic, 1.6% Black African-American, .6% American Indian-Alaska Native and 1.4% Two or More Races.

62.1% of the campus is economically disadvantaged.

72.5% of the students are categorized at risk.

Staff is predominantly white middle class females with a turn over rate of 50-52% in each of the past three years, 2017-2018 staff turn over rate was 30%

9% population is LEP students whose parents' primary home language is Spanish.

9.6% student population is Special Education.

Demographics Strengths

The community wants to be supportive of the school but due to high turnover, low academic performance, and minimal parent communication, a lack of trust exists between the parents and campus. Parent communication has improved in the last year. Community engagement surveys rank district facilities high, but parent involvement and student engagement are ranked at a low- to mid-range level. Discipline continues to be a concern for students and parents even though discipline referral decrease by 60% from 16-17 to 17-18.

Student Achievement

Student Achievement Summary

The campus uses common assessments for formative data and STAAR data for summative results. STAAR Scores for 17-17 school year are as follows:

Areas of growth on Average Scores from 2017 to 2018:

6th Math, Reading

7th MATH

8th Math, Reading, Science, and Social Studies, Algebra I

Areas of Concerns Average Scores from 2017 to 2018:

7th Reading and Writing

Areas of Growth on Accountability Scores from 2017 to 2018::

Domain 1 Students Achievement 58 to 64

Domain 2B Student Growth 57 to 59

Domain 2B Performance on Social-economic status 52 to 59

Doman 3 Closing the Gap 45 to 50

Overall all Rating 54 to 60

Student Achievement Strengths

Overall growth from 2017 to 2018.

CLT team and PLCs were centered around student achievement and tracking student performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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%. **Root Cause:** 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.

Problem Statement 2: Thirty-seven percent of the students did not show any growth from the previous year's STAAR performance. **Root Cause:** 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.

School Culture and Climate

School Culture and Climate Summary

Discipline Referrals 2017 to 2018:
Referrals went from 3494 to 1546
Tier I-65% Tier II-19.6% Tier III-15.1

School Culture and Climate Strengths

Although PBIS/RTI Behavior TIER I strategies have been successfully implemented, the campus/culture want to see an increase in student relationships with students, staff and parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although the campus successfully implemented a PBIS system, an inconsistency exists in the implementation of strong teacher/student relationships which impacted campus culture. **Root Cause:** 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher recruitment and retention is a districtwide issue with minimal potential staff applying for openings and a 20% turnover facing the campuses.

Staff Quality, Recruitment, and Retention Strengths

The district/campus has launched a Building Strong Teachers program with Texas Tech for a pathway to alternative certification within our district. This program is a "Grow Your Own" effort targeted at recruiting hard-to-fill teaching slots that become available with highly quality teachers. Instructional coaching has been a focus on the campus with an additional of 2 coaches plus two master teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS RS/Agile Minds provides easy access to student expectations and is vertically aligned.

IFDs are utilized in lesson planning with Lead4ward unit planning tools

Uniformed lesson planning tool was implemented

DMAC is used to disaggregate data by student expectation and demographic groupings. PLCs disaggregate assessments and spiral review content.

Interventions and tutorials are based on individual student need. Lead4ward is doing training for the ELAR staff.

Curriculum, Instruction, and Assessment Strengths Focus on IFD and curriculum alignment.

Targeted professional development and instructional strategies.

Curriculum, Instruction, and Assessment Strengths

PLC were held weekly by grade level and content areas

Alignment in grade levels and contents areas was present

Data room was in place in order for school data to be transparent

Parent and Community Engagement

Parent and Community Engagement Summary

Snyder Junior High has an small group of active PTO members. Academic and Elective Parent nights were held.

Parent and Community Engagement Strengths

Snyder Junior has started to focus their attention on the importance family communication and building that leve of trust with parents and families.

Technology

Technology Summary

IPADS for all students were issued.

Technology Strengths

Teachers are highly responsive to using technology in their classrooms to engage all learners.

A former technology director/coach is located at the JH to increase the implementation of technology as an instructional tool.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Revised/Approved: August 10, 2018

Goal 1: The campus will have an average meets grade level performance for ELAR STAAR performance of 32% in 2018-2019.

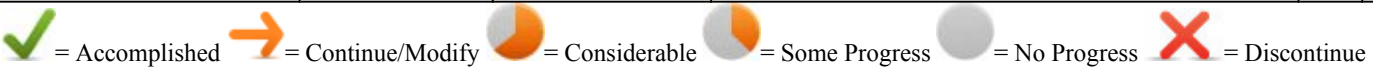
Performance Objective 1: By the end of quarter three, the use of WICOR strategies in 100% of the classes will result in measurable growth from baseline data (17/18 STAAR and benchmarks) in reading of 4% overall growth in meets grade level performance and 80% of students showing lexile growth via Achieve3000 (report on November 1st).

Evaluation Data Source(s) 1: Common Assessment Data

- Walkthroughs
- Achieve 3000 data
- Lesson Plans
- PLC Agenda

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) WICOR strategies used in 100% of the classrooms as monitored by walk-through data and lesson plans	2.4, 2.5, 2.6	Administration Teachers	Average score of masters, mets and master increases on common assessments.				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Lead4ward Reading and Writing Academy strategies in place with department head leading PLCs from training	2.4, 2.5, 2.6	Administration District					
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Achieve3000 used in 100% ELA and supported in other core classes	2.4, 2.5, 2.6	Administration Teachers	The average grade level reading ability for the students will increase by one year.				
Problem Statements: Student Achievement 1							

4) 100% of students tracked for achievement of growth measures	Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6	Administration Teachers	Average score of masters, mets and master increases on common assessments.				
	Problem Statements: Student Achievement 1							
5) PBL in place in 100% of the classes to impact higher-order thinking	Critical Success Factors CSF 1 CSF 2 CSF 7	2.4, 2.5, 2.6	Administration	Average score of masters, mets and master increases on common assessments.				
	Problem Statements: Student Achievement 1							
6) TWA curriculum implemented in all ELA classes with a dedicated 7th grade writing class	Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6	Administration Teachers					
	Problem Statements: Student Achievement 1							
7) RtI time built into master schedule via TEAM period with academic tutorials starting afterschool	Critical Success Factors CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6	Administration Teachers	The average grade level reading ability for the students will increase by one year.				
	Problem Statements: Student Achievement 1							
8) All ELA teachers participated in professional development for high quality lesson planning as lead by Lead4ward trained department chair	Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6	Administration Teachers District	Average score of masters, mets and master increases on common assessments.				
	Problem Statements: Student Achievement 1							
9) Campus will be a one-to-one campus with each student using ipads to access online resources	Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6	Administration District Staff	The average grade level reading ability for the students will increase by one year.				
	Problem Statements: Student Achievement 1							
								

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 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%. Root Cause 1: 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>

Goal 2: One hundred percent of the students will maintain or show growth from their previous years STAAR Score.


Performance Objective 1: One hundred percent 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. By the end of quarter three, One hundred percent of the students will be achieving growth goals as measure by common assessments and interim assessment data.

Evaluation Data Source(s) 1: AVID Binder

Common Assessments
 Data Tracking-Leaderboards
 RTI schedule
 Tutoring schedule
 Instructional coaching
 Data room
 PLC agendas
 Lesson Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 5 1) Goal meetings with students to review past year STAAR performance and benchmark data	2.4, 2.5, 2.6	Administration Teachers	Student ownership will result student meeting their goals				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 2) Progress monitoring conducted in TEAM Time period using notebooks to track performance	2.4, 2.5, 2.6	Administration Teachers RD Coordinators	Student ownership will result student meeting their goals				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 4 3) DMAC documentation for teachers to monitor class performance	2.4, 2.5, 2.6	Administration Teachers	Students not progressing will be identified for additional support and interventions based on the data.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 4) Academic rewards system in place to celebrate growth success	2.4, 2.5, 2.6, 3.1	Administration Teachers CLT	100% of all students meeting their growth goals.				
Problem Statements: Student Achievement 2							

Critical Success Factors CSF 1 CSF 2 CSF 3 5) Campus administrator meetings with DCSI to review PLC and data progress weekly	2.4, 2.5, 2.6	Principal DCSI	100% of all students meeting their growth goals.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 6) Monitoring of new teacher classrooms with instructional support as needed to result in student achievement	2.4, 2.5, 2.6	Administration District Instructional Coaches	Students performance on common assessments increase				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 7) Tracking of growth for students by teacher to identify instructional support needs	2.4, 2.5, 2.6	Administration Teachers	100% of all students meeting their growth goals.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 8) Master schedule with common PLC to better support student achievement and track student data with vertical PLCs implemented	2.4, 2.5, 2.6	Administration	100% of all students meeting their growth goals.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 4 9) RtI in master schedule via TEAM period	2.4, 2.5, 2.6	Administration	Students not progressing will be identified for additional support and interventions based on the data.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 5 CSF 6 10) Leadership development during TEAM period focusing on college/career conversations and leadership development with additional electives to focus on career awareness options	2.4, 2.5, 2.6	Administration Teachers	Students start to become aware of college and career options.				
Critical Success Factors CSF 1 CSF 4 CSF 7 11) District and campus monitoring of teacher lesson plans with ESC14 and Lead4ward support to develop stronger lesson planning process	2.4	Administration	100% of all students meeting their growth goals.				
Critical Success Factors CSF 1 CSF 2 CSF 7 12) SIOP strategies reflected in walk-through data and lesson plans	2.4, 2.5, 2.6	Administration	100% of all students meeting their growth goals.				
							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 2: Thirty-seven percent of the students did not show any growth from the previous year's STAAR performance. **Root Cause 2:** 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.


Goal 3: 100% of the 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.

Performance Objective 1: One hundred percent of the staff will be trained in Restorative Discipline (RD) with the students and teacher 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.

Evaluation Data Source(s) 1: Discipline Data
 RD Professional Development/Consulting Reporting
 Walkthrough Data
 Mentor Program Data
 PBIS Tier 1 and 2 team data meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) New teacher induction with training in classroom management, instructional strategies, and student engagement activities completed at first of August	2.4, 2.5, 2.6, 3.1, 3.2	District	Improvement in classroom management				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 2) Training and Regular check-ins with RD Consultant, Phillip Carney to maintain implementation integrity	2.5, 2.6, 3.1	Administration RD Leadership TEAM District	Continue use of RD practice to improve school culture and climate				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7 3) Restorative Discipline will be implemented campus wide,	2.6, 3.1	Administration RD Leadership TEAM District					
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 6 CSF 7 4) CIRCLES during inservices and used regularly in classrooms and PLCs	2.5, 2.6	Administration RD Leadership TEAM	Continue use of RD practice to improve school culture and climate				
Problem Statements: School Culture and Climate 1							

Critical Success Factors CSF 1 CSF 6 CSF 7 5) Leadership team checking in with teachers to monitor implementation of RD	2.6, 3.1	Administration RD Leadership TEAM	Continue use of RD practice to improve school culture and climate				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 1 CSF 6 CSF 7 6) RD coordinators will check in with all teachers for implementation integrity	2.4, 2.6	Administration RD coordinators	Continue use of RD practice to improve school culture and climate by supporting teachers				
Problem Statements: School Culture and Climate 1							
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 7) Campus administrative team completing book study to support new teachers in classroom management and academic delivery	2.4, 2.5, 2.6	Administration District	Improvement in classroom management				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 8) Classroom expectations and behavior management coaching will be used for targeted teachers as needed to increase classroom support	2.4, 2.5, 2.6	Administration Instructional Coaches	Improvement in classroom management				
							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although the campus successfully implemented a PBIS system, an inconsistency exists in the implementation of strong teacher/student relationships which impacted campus culture. Root Cause 1: 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.

Goal 3: 100% of the 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.

Performance Objective 2: At the end of quarter three, the campus climate survey will show improved results from parents, students, and teachers for an average increase of ten percent improvements in the scaled score for local accountability measures.

Evaluation Data Source(s) 2: Campus Climate Survey 17-18

Campus Climate Survey 18-19 Discipline Data

RD Professional Development/Consulting Reporting


Walkthrough Data

Mentor Program Data

PBIS Tier 1 and 2 team data meetings

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 1) Training and Regular check-ins with RD Consultant, Phillip Carney to maintain implementation integrity	2.5, 2.6, 3.1		Continue use of RD practice to improve school culture and climate				
Critical Success Factors CSF 1 CSF 5 2) One hundred percent of the staff will participate in the Leader Board Bus Tour	3.1, 3.2		Increase in parent and community involvement.				
Critical Success Factors CSF 5 3) Survey released widely to stakeholders	3.1, 3.2		Increase in the number of surveys				
Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7 4) Restorative Discipline will be implemented campus wide,	2.6, 3.1						
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 6 CSF 7 5) CIRCLES during inservices and used regularly in classrooms and PLCs	2.5, 2.6		continue use of RD practices to improve school climate				
	Problem Statements: School Culture and Climate 1						

Critical Success Factors CSF 1 CSF 6 CSF 7	2.6, 3.1		Continue use of RD practice to improve school culture and climate				
6) Leadership team checking in with teachers to monitor implementation of RD	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 1 CSF 6 CSF 7	2.4, 2.6		Continue use of RD practice to improve school culture and climate by supporting teachers				
7) RD coordinators will check in with all teachers for implementation integrity	Problem Statements: School Culture and Climate 1						
							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Although the campus successfully implemented a PBIS system, an inconsistency exists in the implementation of strong teacher/student relationships which impacted campus culture. Root Cause 1: 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.

Campus Leadership Team

Committee Role	Name	Position
Administrator	John Rush	
Administrator	Rebecca Mebane	
Department Head	Danella Wheeler	
Department Head	Lisa Roemisch	
Department Head	Amy Saucedo	
Department Head	Carolynn Botts	
Department Head	Brenda Tubbs	
Administrator	Morganne Schlegel	
Counselor	Susan Terry	