

Snyder Independent School District



Snyder Jr. High School

2026-2027 Campus Improvement Plan

Mission Statement

The Snyder Junior High community is dedicated to developing students into well-rounded, self-confident, lifelong learners.

Vision

Snyder Junior High is a place committed to getting better everyday and empowering staff to develop the next generation of leaders.

Value Statement

The SJH believes is getting better every day and all stakeholders commit to the following core beliefs.

WE WILL:

Create a safe learning environment

Celebrate our differences

ENGAGE students with challenging educational opportunities

Provide opportunities to develop the whole child

Pursue excellence

Have a growth mindset

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Priority Problem Statements

Problem Statement

Root Cause

1
★

Campus employs a majority of teachers with 5 or fewer years of teaching.

Teacher turnover, recruitment, and retention has not been a campus or district priority in years past.

2
★

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

3
★

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

4
★

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

5
★

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

★ = Priority



Goals

Goal 1

Academic Experience: Elevate the academic experience for all 6-8 grade students by strengthening Tier I instruction, ensuring access to high-quality instructional materials, and supporting teachers through professional development, coaching, and curriculum implementation.

Performance Objective 1 High Priority

By August 2026, SJHS will implement pacing guides with embedded unit internalization and internalization cycles.

Evaluation Data Source: PLC Schedule/Agendas

Strategy 1

Train all staff on internalization protocols and pacing guide development.

Strategy's Expected Result/Impact: Deeper content knowledge and better alignment with Summative data.

Staff Responsible for Monitoring: Principal/APs/Instructional Coaches

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 2

By September 2026, SJHS will implment a system of learning walks and instructional rounds at least once per six weeks.

Evaluation Data Source: PLC Schedules/Get Better Faster Rubrics

Strategy 1

Build PLC schedule and calendar protected time for learning walks and instructional rounds

Strategy's Expected Result/Impact: Enhanced teacher capacity and leadership skills.

Staff Responsible for Monitoring: Principal/APs/Instructional coaches

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Train all staff on Get Better Faster Framework.

Strategy's Expected Result/Impact: Enhanced knowledge of best practices

Staff Responsible for Monitoring: Principal/APs/Instructional Coaches

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 3 **High Priority**

By December 2026, every PLC will conduct bi-weekly collaborative data reviews for instructional adjustments.

Strategy 1

Build and calendar protected time for DDI and data analysis in PLC schedule.

Strategy's Expected Result/Impact: Enhanced instructional prowess and timely response to RTI/ MTSS.

Staff Responsible for Monitoring: Principal/APs/Instructional Coaches

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 4

By February 2027, at least 75% of teachers will consistently use one or more digital tools that support real-time formative assessment and differentiation.

Evaluation Data Source: Classroom walkthroughs

Strategy 1

Provide Choice PD for teachers to learn new tools and classroom implementation

Strategy's Expected Result/Impact: Increased awareness of available tools to aid instruction while strengthening overall instructional approach.

Staff Responsible for Monitoring: Principal/Technology Coach/Instructional Coach/APs

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 5 High Priority

By April 2027, SJHS will analyze and refine coaching assignments and roles based on impact and evolving needs.

Evaluation Data Source: Get Better Faster Framework. PLC Schedules/Agendas

Strategy 1

Build and calendar protected time for collaboration between leadership team and instructional team.

Strategy's Expected Result/Impact: Aligned goals and perspectives on instructional approach while being responsive to changing needs

Staff Responsible for Monitoring: Principal/ICs/APs

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 6

By May 2027, SJHS teachers will participate in at least two coaching cycles aligned to instructional

priorities.

Evaluation Data Source: Get Better Faster Framework

Strategy 1

Build and calendar protected time for coaching and feedback cycles

Strategy's Expected Result/Impact: Enhanced capital in providing effective feedback and coaching.

Staff Responsible for Monitoring: Principal/APs/ICs

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 6 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Campus demonstrates low student achievement compared to state data in all core content areas.	Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 6 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Campus struggles with perception in the community as having a strong academic program.	Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 6 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.	Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Classroom instruction does not correlate to student achievement outcomes on summative assessments.	Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Goal 2

Instructional Capacity Building: Strengthen instructional capacity on our 6-8th campus through high-quality planning, job-embedded coaching, targeted professional development, and data-informed instructional leadership.

Performance Objective 1

By September 2026, ensure all instructional staff have updated, role-specific job descriptions and support protocols.

Evaluation Data Source: Job descriptions based on role. Support framework

Strategy 1

Collaborate with Human Resources to obtain updated roles and responsibilities

Strategy's Expected Result/Impact: Clearer alignment of expectations

Staff Responsible for Monitoring: Principal/HR director

Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Campus employs a majority of teachers with 5 or fewer years of teaching.

Teacher turnover, recruitment, and retention has not been a campus or district priority in years past.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.	Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Classroom instruction does not correlate to student achievement outcomes on summative assessments.	Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 2 High Priority

By November 2026, SJHS will facilitate monthly PLCs analyzing standards, student work, and exemplars.

Evaluation Data Source: PLC Schedules/Agendas. SWAP protocols

Strategy 1

Build and calendar protected time for Internalization protocols and SWAP protocols/process

Strategy's Expected Result/Impact: Increased awareness of changing academic needs while remaining responsive to those needs.

Staff Responsible for Monitoring: Principal/APs/ICs

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 3 High Priority

By December 2026, Bi-weekly data reviews will be embedded in every PLC.

Evaluation Data Source: PLC schedules/Agendas. DDI Framework

Strategy 1

Build and calendar protected time for DDI Process

Strategy's Expected Result/Impact: Increased awareness of changing academic needs and appropriate response to those needs

Staff Responsible for Monitoring: Principal/AP/ICs

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 4

By February 2027, SJHS leadership team will attend three differentiated development sessions.

Evaluation Data Source: PD Schedules

Strategy 1

Calendar and hold weekly leadership team meetings and reflect on professional growth and gaps.

Strategy's Expected Result/Impact: Increased leadership capacity

Staff Responsible for Monitoring: Principal/Superintendent/Asst. Superintendent

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.	Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Classroom instruction does not correlate to student achievement outcomes on summative assessments.	Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 5

By April 2027, each member of the leadership team will submit impact reflections aligned to district goals.

Evaluation Data Source: Strategic Plan

Strategy 1

Collaborate with instructional and leadership team to reflect on growth and goals.

Strategy's Expected Result/Impact: Increased leadership capacity

Staff Responsible for Monitoring: Principal/Superintendent/Asst. Superintendent

Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Campus demonstrates low student achievement compared to state data in all core content areas.

Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Campus struggles with perception in the community as having a strong academic program.

Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 5 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Teacher quality suffers due to a lack of teaching capital either through lack of knowledge or lack of experience.

Campus is in the infancy stages of effective coaching, recruitment, and retention model.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Classroom instruction does not correlate to student achievement outcomes on summative assessments.

Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Goal 3

Talent: Attract, develop, and retain highly effective 6-8 educators through intentional recruitment, supportive induction and mentoring, and clear role expectations that align with district priorities.

Performance Objective 1

By October 2026, SJHS will implement Tiered Support Model for new and developing teachers with 100% participation from teachers with 0-2 years of experience.

Evaluation Data Source: Tiered Support Model

Strategy 1

Derive consensus and implement a collaborative model of Tiered Support.

Strategy's Expected Result/Impact: Increased support for teachers of all experience levels, but especially 0-2 years of experience.

Staff Responsible for Monitoring: Principal/Superintendent/Asst. Superintendent

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus employs a majority of teachers with 5 or fewer years of teaching.	Teacher turnover, recruitment, and retention has not been a campus or district priority in years past.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Campus demonstrates low student achievement compared to state data in all core content areas.	Teachers lack capacity and capital in tier I teaching strategies, especially using HQIM.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Classroom instruction does not correlate to student achievement outcomes on summative assessments.	Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.

Performance Objective 2 High Priority

By May 2027, SJHS will reduce teacher turnover by 5% through mentorship, PD, and recognition.

Evaluation Data Source: Turnover/retention rates. PD Framework.

Strategy 1

Implement a program of teacher mentorship that includes calendared recognitions/celebrations of staff

Strategy's Expected Result/Impact: Higher capacity of instruction and teacher retention

Staff Responsible for Monitoring: Principal/Superintendent/Asst. Superintendent/HR and Student Support Directors

Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Campus employs a majority of teachers with 5 or fewer years of teaching.	Teacher turnover, recruitment, and retention has not been a campus or district priority in years past.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Campus struggles with perception in the community as having a strong academic program.	Campus has struggled with narrating the positive growth in academics over the previous school year.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Classroom instruction does not correlate to student achievement outcomes on summative assessments.	Tier I teaching strategies and other instructional approaches are not aligned with student achievement outcomes.