

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



Mission Statement

We believe the mission of Snyder ISD is to empower everyone to pursue excellence every day.

Vision

Snyder ISD students and staff are:

Engaged, motivated, and successful life-long learners

Equipped to be resilient in facing challenges

Problem solvers and critical thinkers

Socially responsible citizens who exhibit character, compassion, and civility

Creative and innovative

Globally aware

The Snyder ISD learning environment is:

Innovative and engaging

Safe and nurturing

Structured to meet the needs of diverse learners

Focused on collaborating with the family to foster high expectations

Designed to prepare students to reach their highest potential

Designed to support positive relationships with students

The Snyder ISD supporting environment is:

Enhancing a trusting relationship between schools and stakeholders

Creating a culture of excellence and high expectations for all stakeholders in the schools and community

A cooperative partnership between schools, families, and community

Financially secure while operating efficiently to enhance the learning environment

Value Statement

HIGH EXPECTATIONS

I believe in establishing high standards for personal performance for students and myself and expect personal success from all parties investing in Snyder ISD.

I believe that having and teaching perseverance is critical to overcoming challenges when pursuing success.

POSITIVE ATTITUDE

I believe in the power of a positive attitude with internal and external stakeholders.

I believe in expecting myself as well as those around me to display a positive attitude...not complaining about what is not being done, but always looking for ways to take advantage of opportunities for SISD.

I believe in the importance of compassion when dealing with students and families of different race, culture, and socioeconomic backgrounds.

STRONG WORK ETHIC

I believe in personal initiative and going beyond what is expected of me to positively impact SISD.

I believe in treating others as I would like to be treated, being respectful, and avoiding negative comments and inappropriate actions directed to those around me.

I believe in the importance of having adaptability and teaching students the ability to adjust to and overcome obstacles and challenges.

PERSONAL OWNERSHIP & RESPONSIBILITY

I believe in taking responsibility for supporting the importance of strong instructional methodology.

I believe in trying something new, trying something newer, and trying something even newer again until Snyder ISD is a model district earning distinctions and acknowledgements.

I believe that everyone has challenges and obstacles in life; however, I will strive to overcome any barriers in life (from myself or others) to increase the number of students who graduate from Snyder ISD well prepared for college- and career-success.

INTEGRITY & RESPECT

I believe in the Snyder ISD and TEA expectations for professionalism and ethics and will practice them as a part of my life.

I believe that my reputation depends on acting in a dependable and honest manner. I believe teaching students the importance of integrity and respect leads to significant social change.

SAFE & SECURE ENVIRONMENT

I believe in working to ensure Snyder ISD facilities and campuses are safe and secure for all students and staff providing an environment conducive to highly successful achievement.

I believe in taking pride in my school/district working to keep the facilities clean and well-maintained.

INDIVIDUAL CAPACITY & INFLUENCE

I believe in the importance of the development of the whole child: physical, emotional, mental, and social. I believe in using my individual talents and resources to positively improve my sphere of influence.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Snyder High School has 714 students enrolled in grades 9-12th.

Grade-level enrollment: 9th- 226; 10th- 170; 11th- 151; 12th- 167

The student population is comprised of 62.9 % Hispanic, 32.4% White, 2.1% Black, 0.09% Asian, 0.% Native American and 1.8% Two or more races.

Additionally, the campus serves 58.74% economically disadvantaged students, 7.4% special education students, and 7.4% Limited English Proficient students. Attendance rates include 96.6% African American, 97.0% Hispanic, 96.2% White, and 96.7% economically disadvantaged. The most current data indicate the campus has a 17.0% mobility rate.

The staff at Snyder High School includes 56.7 professional full-time teachers, 3 part time/retire-rehire teachers, 4.1 para-professionals, 2 counselors, and 3 administrators. Average years of experience is 12.1 years and 6.9 with Snyder ISD.

Demographics Strengths

The campus has a diverse student population allowing for students to embrace cultural differences and share a rich variety of backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SHS has an under-representation/identified students that are economically disadvantaged. **Root Cause:** Families are not in compliance to complete/submit the application form for Free/Reduced lunch program.

Student Achievement

Student Achievement Summary

Currently SHS students are performing significantly below the state average on STAAR-EOC subject tested areas of English I, English II, Algebra I, Biology and US History. The campus average is 10% to 20% below the state average in the EOC subjects with sub-populations of ELL and Special Education performing very low on high stakes testing.

Student Achievement Strengths

Snyder High School students are striving to make gains in the academics and state assessment testing.

Students are being held accountable for academic performances, thus strengthening the overall success in the state's accountability. Students are being challenged to perform at the "MEETS" level in order to achieve the gains necessary.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English I and II EOC scores are significantly below the state MEETS Level average at 37% overall as compared to 47% at the state level. **Root Cause:** Turnover in the High School ELA staff has lead to inexperienced instructors who are not adept at lesson planning, rigorous data-driven instructional decisions, and effective use of research-based instructional strategies. The campus has experienced an increase in student absenteeism impacting consistent instruction. Students also demonstrate lower levels of reading comprehension.

Problem Statement 2: The campus is not successfully addressing performance for low socio-economic students (ECD) in all core subjects with the following 2018 MEETS performance levels: English I- 17%; English II-24%; Algebra I-29%; Biology- 33%; US History- 62% for average summary score of 33% at MEETS level. **Root Cause:** Instruction is not student-centered and does not effectively use sheltered instruction strategies to address the needs of struggling learners; there has been a lack of data-driven instruction.

Problem Statement 3: The special populations of SHS perform significantly below the overall student group with 31% average APPROACHES performance for Special Education and 26% average APPROACHES performance for ESL students in English I, English II, Algebra I, Biology and US History **Root Cause:** Instruction is not student-centered and does not effectively use sheltered instruction strategies to address the needs of struggling learners. Previously a lack of alignment of curriculum and data-driven instruction with these special population students.

Problem Statement 4: SHS students are not demonstrating college, career, and military preparedness (CCMP) at the level desired for campus success. **Root Cause:** An emphasis has not been placed on tracking and motivating students to achieve college, career, and/or military preparedness (CCMP) standards by

students and staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher recruitment and retention is a district-wide issue with minimal potential staff applying for openings and a 30-40% turnover facing the campuses. Core subjects and CTE positions have been difficult to fill.

Staff Quality, Recruitment, and Retention Strengths

The 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has a curriculum management system in place for all core academic areas. The administrators in curriculum and instruction work collaboratively with the departments. District benchmarks and common assessments are administered regularly within TEA guidelines and resulting data is desegregated for use in program decision-making and meeting needs of the students.

Curriculum, Instruction, and Assessment Strengths

A system of managed curriculum and assessment has been established for the district with each campus using PLCs to allow teachers to plan collaboratively and review data to adjust instruction. The district uses TEKS Resource and follows an established scope and sequence, along with utilizing instructional strategies designed through Lead4Ward. The district uses the TEKS Resource Unit assessments for each unit to determine student understanding.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continued alignment of curriculum, assessment, and resources is needed to impact student achievement. **Root Cause:** Several programs have been introduced to staff for implementation of best practices and use of the programs which include DMAC, T-TESS, PLANBOOK, ACHIEVE3000, PEG Writing and iReady.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and community involvement in school-related activities is moderate at Snyder High School. Athletic events are widely attended and are the most visual activity for involvement.

Parent and Community Engagement Strengths

Booster clubs and parent/community support is strongly encouraged and very evident through out the campus and extra-curricular activities.

Snyder High School welcomes the involvement and support from all entities, as that strengthens the overall performance of our students.

Technology

Technology Summary

Snyder High School is a 1:1 laptop/Macbook initiative campus. Technology is important to the campus and to the future of the students' success. Project based learning is taking place utilizing technology.

Technology Strengths

Having the 1:1 initiative at Snyder High School, allows students to incorporate technology advancements and skills in all academic areas of learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students do not use technology to the full extent available in the classroom with teachers not fully integrating technology into their lessons **Root Cause:** Technology device usage across all curriculum areas/classes can be limited due to students' lag time in picking up technology and teachers hesitancy to use technology when all students are not accessing the resource.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 10, 2018







Goal 1: Snyder High School will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in average EOC scores at the state MEETS level within 3 years.

Performance Objective 1: Implementing a DATA ROOM for purposes of tracking student progress measures of subject assessments

Evaluation Data Source(s) 1: DMAC data; Common Assessments; Quick Quizzes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Data will be gathered and updated in DATA Room for PLC planning	CLT Campus Administrators Counselors	Improved academic outcomes				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Targeted students will be monitored and tracked following each Common Assessment or Quick Quiz for progress measure	Tested- subject Teachers Department Leaders Administrators Counselors	Improved academic outcomes				







 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Snyder High School will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in average EOC scores at the state MEETS level within 3 years.

Performance Objective 2: The combined English I and English II STAAR/EOC scores will increase 10% of the 2016-17 STAAR-EOC to 51% of the students passing English I and English II assessments.

Evaluation Data Source(s) 2: STAAR-EOC reports; PEG Writing; ACHIEVE3000; DMAC Common Assessment; Quick Quizzes

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) PLC planning will occur with all departments and the ELA department will meet twice a month to evaluate data and student outcomes.</p>	<p>Campus Administrators CLT- Departmental chair Counselors</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Quick quizzes for retesting students with a plan to cover highly tested standards each semester</p>	<p>ELA STAAR Tutorial Staff; Instructional Support; Administrators</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Snyder High School will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in average EOC scores at the state MEETS level within 3 years.

Performance Objective 3: 75% overall passing rate on all STAAR-EOC assessments with 65% passing rate for ECD students at APPROACHES grade level, 42% of overall students performing at MEETS grade level and 12% of overall students MASTER grade level.

Evaluation Data Source(s) 3: DMAC Common Assessment; Targeted student tracking; Data Room

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) SIOP and Planbook training will take place for all staff members with monitored implementation through lesson plans and walk-through data.	Campus Administrators Departmental Chairs	Improved academic outcomes				
Problem Statements: Curriculum, Instruction, and Assessment 1						
						

Performance Objective 3 Problem Statements:







Curriculum, Instruction, and Assessment
Problem Statement 1: Continued alignment of curriculum, assessment, and resources is needed to impact student achievement. Root Cause 1: Several programs have been introduced to staff for implementation of best practices and use of the programs which include DMAC, T-TESS, PLANBOOK, ACHIEVE3000, PEG Writing and iReady.

Goal 1: Snyder High School will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in average EOC scores at the state MEETS level within 3 years.

Performance Objective 4: At least 45% of the Special populations, including ELL, CTE and SPED students, will achieve APPROACHES grade level performance on STAAR EOC assessments.

Evaluation Data Source(s) 4: STAAR Data, DMAC Common Assessment

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Achieve3000, iReady, and other support programs including SIOp strategies infused in instruction will be used to support all struggling learners.</p>	Campus principal	Improved academic achievement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Snyder High School will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in average EOC scores at the state MEETS level within 3 years.

Performance Objective 5: Professional Learning Communities (PLC) will be provided for faculty members to gain insight from peers and colleagues with 100% of the staff participating in improving instructional practices and data analysis.

Evaluation Data Source(s) 5: Instructional strategies as observed with walk-through data, PLC agendas and sign-in sheets

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Bi-weekly PLCs will be held during conference periods for cross-curricular PLCs along with data-focused content PLCs within departments.</p>		Problem Statements: Curriculum, Instruction, and Assessment 1				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 5 Problem Statements:







Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Continued alignment of curriculum, assessment, and resources is needed to impact student achievement. Root Cause 1: Several programs have been introduced to staff for implementation of best practices and use of the programs which include DMAC, T-TESS, PLANBOOK, ACHIEVE3000, PEG Writing and iReady.</p>

Goal 1: Snyder High School will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in average EOC scores at the state MEETS level within 3 years.

Performance Objective 6: The campus will maintain the ACCEL program and credit recovery options in order to offer drop-out prevention efforts for all students.

Evaluation Data Source(s) 6: ACCEL attendance, ACCEL graduation rates, Credit Recovery Completion Rates, Summer programs attendance

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Students will be provided with options for credit recovery and acceleration in order to remain on track or recover time to graduate.</p>	Campus principal, counselors	Improved academic outcomes and increased student engagement				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 100% of the students will be tracked for credits earned, age requirements, EOC completion, IGC options, and environmental needs.</p>	Campus principal, counselor	Improved academic outcomes and increased student engagement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Increase the average content class summary score performance from 33% to 43% MEETS level of socio-economic students (ECD)

Performance Objective 1: 100% of instructional staff will be trained on instructional strategies and use of the TEKSResource Tools & Lead4ward tools in planing data-driven instruction.

Evaluation Data Source(s) 1: PLC Agendas and sign-ins; Lesson plans & rubrics for evaluations; SIOP Walk-Through data

Summative Evaluation 1:

Goal 2: Increase the average content class summary score performance from 33% to 43% MEETS level of socio-economic students (ECD)

Performance Objective 2: ECD population of students will increase 10% from baseline EOC content each quarter as monitored for growth measures

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 2: Increase the average content class summary score performance from 33% to 43% MEETS level of socio-economic students (ECD)

Performance Objective 3: Analyze test data for needed remediation and instruction, while focusing on planning for 2019-2020 school year

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 3: The average MEETS EOC test summary will improve from 31% to 45% from baseline for SPECIAL EDUCATION (SPED) population; 26% to 40% English Language (EL) students

Performance Objective 1: Special Education and EL students will show a 10% overall growth in common assessments as compared to the baseline performance from previous STAAR in the identified SEs.

Evaluation Data Source(s) 1: IFM for EL/SPED; Lesson plans and evaluation; Walk-through data; Common Assessment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teacher-Campus Leader Roles/Responsibilities						
2) 100% ELL students will be tracked for their academic and CA performance						
3) Lesson Plans will reflect use of SIOP/Lead4Ward and student-centered strategies						
4) Walk-through data will reflect the use of SIOP/Lead4Ward and student-centered data						
5) Review all testing accommodations and follow replacement procedures for common assessments						
						

Goal 3: The average MEETS EOC test summary will improve from 31% to 45% from baseline for SPECIAL EDUCATION (SPED) population; 26% to 40% English Language (EL) students

Performance Objective 2: Analyze test data for needed remediation and instruction, while focusing on planning for 2019-2020 school year.

Evaluation Data Source(s) 2:







Summative Evaluation 2:

Goal 4: Snyder High School will develop a local degree plan that will ensure 100% of students graduate meeting College/Career and/or Military Readiness expectations.

Performance Objective 1: A plan will be presented to SISD board of trustees for local consideration and adoption/implementation that reflects workforce data and the district's expectation of a graduate profile.

Evaluation Data Source(s) 1: Profile of a graduate, survey data from stakeholders, percent of college and career readiness for graduating students

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Degree plan will include students taking combination of CTE courses, Dual Credit, Foundation plus endorsement, Algebra II, the ACT, TSI, ASVAB, Capstone Project, Work-Based Learning/Practicum/ Internship, Industry Certification, FAFSA, College Application, College Auditions and/or participation</p>	<p>Campus Leadership Team Administrators Academic teachers</p>	<p>100% CCMP status</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Continued alignment of curriculum, assessment, and resources is needed to impact student achievement. **Root Cause 1:** Several programs have been introduced to staff for implementation of best practices and use of the programs which include DMAC, T-TESS, PLANBOOK, ACHIEVE3000, PEG Writing and iReady.

Technology

Problem Statement 1: Students do not use technology to the full extent available in the classroom with teachers not fully integrating technology into their lessons **Root Cause 1:** Technology device usage across all curriculum areas/classes can be limited due to students' lag time in picking up technology and teachers hesitancy to use technology when all students are not accessing the resource.

Goal 4: Snyder High School will develop a local degree plan that will ensure 100% of students graduate meeting College/Career and/or Military Readiness expectations.







Performance Objective 2: The campus in coordination with district and stakeholders will develop a profile of a graduate that aligns to the district plans for a local accountability system

Evaluation Data Source(s) 2: Parent-signed graduation plans for all students in NAVIANCE

- Capstone project plans and mentor notes
- CTE industry certification plans
- Profile of graduate plans
- Documentation for 17-18 graduates

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Review 100% of the 17-18 graduating class to identify CCMR standards to impact current accountability and prior to the January PEIMS adjustment, changes will be submitted to the district PEIMS clerk.</p>	Counselors; District PEIMS	Improved accountability outcomes				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Develop a high school degree plan that will ensure students will take any combination of CTE courses, Dual credit, Foundation plus Endorsement, Algebra II, the ACT, TSI, ASVAB, Capstone Project, Work-Based Learning/Practicum/Internship, Industry Certification, FAFSA, College Application, College Audition and/or participation in at least one (1) student organization (including TRIO & Upward Bound) to ensure student graduate meeting College & Career Readiness expectations.</p>	Campus Leadership Team (CLT); Site-Based Decision Making (SBDM) Stakeholders Administrators	Improved academic outcomes and increased student engagement				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Coordinate with SJHS staff to plan parent meeting for 8th grade STEAM students and transition activities for registration/recruitment</p>	Administrators, Counselors, CTE Teachers	Improved academic outcomes and increased student engagement				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>4) Stakeholder input and workforce data will be used to develop a proposal for the profile of a graduate to be presented to the district.</p>	<p>Campus principal, Campus Leadership Team (CLT); Site-Base Decision Making (SBDM) Stakeholders Administrators</p>	<p>Improved academic outcomes and increased student engagement</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>5) Each CTE pathway will identify a certification plan for students (with preference given to the TEA industry certifications).</p>	<p>Counselors, CTE teachers</p>	<p>Improved academic outcomes and increased student engagement</p>				
<p>6) Teacher-Campus Leader Role/Responsibilities</p>						
<p>7) NAVIANCE program-- Tasks/career</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 4: Snyder High School will develop a local degree plan that will ensure 100% of students graduate meeting College/Career and/or Military Readiness expectations.

Performance Objective 3: Develop graduate profile will be utilized by 100% of the students to complete individual graduation plan to meet college-career preparedness standards

Evaluation Data Source(s) 3: PGP for all students on file
 Military documentation and tracking plan in place
 Parent/student sign-in sheet
 Degree plan and MOU with higher education partners
 TSI testing schedule and results
 CTE industry certifications earned

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Students will have a personalized plan that meets the district and state requirements for 2019-2020</p>	Counselors	Improved academic outcomes and increased student engagement				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Develop and implement a document to track military enlistment plans</p>	Counselors	Increased accountability outcomes				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Parent and student meetings to be held to inform and encourage dual credit enrollment with AS/AA pursuit for 2019-2020</p>	Counselors	Improved academic outcomes and increased student engagement				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Military recruiter partnerships strengthened to increase military awareness for students.</p>	Counselors	Improved academic outcomes and increased student engagement				


<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Host TSI tutorial sessions prior to testing sessions to increase student success</p>	<p>Counselors; Academic department leaders/administrators</p>	<p>Improved academic outcomes and increased student engagement, impact accountability</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>6) CTE- Industry Certification will be identified for each coherent sequence with preference given to TEA industry recognized certifications.</p>	<p>CTE instructors; Administrators; Counselors</p>	<p>Improved academic outcomes and increased student engagement</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Capstone Fair hosted by school and open to public to provide authentic opportunities for students.</p>	<p>CTE, STEM, Fine Art Capstone teachers; Counselors; Administrators</p>	<p>Improved academic outcomes and increased student engagement</p>				
<p>8) Degree plan fully developed to align with high school courses with options for dual credit classes for 2019-2020</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Snyder High School will develop a local degree plan that will ensure 100% of students graduate meeting College/Career and/or Military Readiness expectations.

Performance Objective 4: 100% of student will have complete individual graduation plans and portfolio documentation reflecting progress in completing coherent sequencing on time in order to graduate within cohort

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Based on PGP, Algebra II expected for college-bound students						
2) CTSO advisors identified with plan for training and affiliation as needed						
3) Work with SJHS staff to plan parent meetings for 8th grade STEAM student to be held in January						
4) Work with SJHS staff to plan transition activities and registration/recruitment plans for 8th graders						
5) Identify students who need to complete TSI, ACT or SAT requirements and work the students and parents to fulfill requirements.						
6) TSI tutorial plans in place for spring semester						
7) TSI tutorial plans in place for spring semester						
8) TSI tutorial plans in place for spring semester						
9) Capstone Fair hosted by school and open to public						
10) Development of a required 9th grade transition course for students						
						

Goal 5: Snyder High School will ensure the instructional staff work in environments conducive to their growth with 100% of the professional staff meeting highly qualified standards.

Performance Objective 1: All faculty and staff will be certified in the area in which they are assigned

Evaluation Data Source(s) 1: SBEC certifications
Professional Development certificates

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) SBEC certifications will be reviewed for each faculty/staff member before teaching assignments are confirmed	Department Leadership, Administrators					

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 1: Parent Involvement/Engagement activities will be included each 6-weeks as per district expectations.

Evaluation Data Source(s) 1: Surveys, Sign-in/Attendance sheets, evaluations

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Create/develop a parent engagement plan of events throughout the school year to encourage participation and interaction between school and community members</p>	<p>Campus Site-base team, Administrators, Campus Leadership Team Counselors Program areas Departmental faculty</p>	<p>Improved academic outcomes and increased student engagement</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 2: Snyder High School will become more open and inviting with community relationship building activities/events that target both academic information and extra/co-curricular.

Evaluation Data Source(s) 2: Sign-in/Attendance sheets, evaluations

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Implement a parent engagement activity each 6-weeks along with an increased expectation for parent phone calls and conversations regarding student achievement and outcomes.</p>	Campus principal	Improved academic outcomes and increased student engagement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 3: Snyder High School faculty, staff and students will focus on students' desire to attend school on a regular basis; thus improving the attendance rate of the over all campus.

Evaluation Data Source(s) 3: Use of social worker, interventions documented and implemented, attendance officer data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Campus staff and administrators will work with campus resources (truancy officer, social worker) in order to create a positive incentive system to impact attendance while holding students accountable for their choices.</p>	Campus principal	Improved academic outcomes and increased student engagement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 4: Place emphasis on the Social/Emotional cultural needs

Evaluation Data Source(s) 4: Student survey of key questions to establish baseline

Student Pride questionnaire

L.E.A.P. participation in NAVIANCE

Summative Evaluation 4:

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 5: Place emphasis on Community

Evaluation Data Source(s) 5: CLT Responsibilities/job descriptions

Attendance at events/performances

School-community communication

Summative Evaluation 5:

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 6: Emphasis on Student Interactions

Evaluation Data Source(s) 6: CLT Responsibilities/job descriptions

Student Roles/Involvement

Leadership position of students

Summative Evaluation 6:

Goal 6: Team Analyze the need indicated areas previously implemented activities and design an action plan to increase/enrich those activities so ownership and accomplishment will be reflected through academic mastery/success of 80% of student population.

Performance Objective 7: Emphasis on Learning and Assessment

Evaluation Data Source(s) 7: CLT Responsibilities/job descriptions

Cooperative Learning

RTI Interventions/strategies

Dynamic Instruction

Use of Assessments

Walk-Thru data

Summative Evaluation 7:

Goal 7: Snyder High School will demonstrate fiscal responsibility by operating 100% efficiently and effectively to meet its mission.

Performance Objective 1: 100% of campus departmental budgeted funds will be spent during academic year for student success and improvement

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Data will be gathered and updated in DATA Room for PLC planning
1	1	2	Targeted students will be monitored and tracked following each Common Assessment or Quick Quiz for progress measure
1	2	1	PLC planning will occur with all departments and the ELA department will meet twice a month to evaluate data and student outcomes.
1	2	2	Quick quizzes for retesting students with a plan to cover highly tested standards each semester
1	3	1	SIOP and Planbook training will take place for all staff members with monitored implementation through lesson plans and walk-through data.
1	4	1	Achieve3000, iReady, and other support programs including SIOP strategies infused in instruction will be used to support all struggling learners.
1	5	1	Bi-weekly PLCs will be held during conference periods for cross-curricular PLCs along with data-focused content PLCs within departments.
1	6	1	Students will be provided with options for credit recovery and acceleration in order to remain on track or recover time to graduate.
1	6	2	100% of the students will be tracked for credits earned, age requirements, EOC completion, IGC options, and environmental needs.
4	1	1	Degree plan will include students taking combination of CTE courses, Dual Credit, Foundation plus endorsement, Algebra II, the ACT, TSI, ASVAB, Capstone Project, Work-Based Learning/Practicum/ Internship, Industry Certification, FAFSA, College Application, College Auditions and/or participation
4	2	2	Develop a high school degree plan that will ensure students will take any combination of CTE courses, Dual credit, Foundation plus Endorsement, Algebra II, the ACT, TSI, ASVAB, Capstone Project, Work-Based Learning/Practicum/Internship, Industry Certification, FAFSA, College Application, College Audition and/or participation in at least one (1) student organization (including TRIO & Upward Bound) to ensure student graduate meeting College & Career Readiness expectations.
4	2	4	Stakeholder input and workforce data will be used to develop a proposal for the profile of a graduate to be presented to the district.
4	3	1	Students will have a personalized plan that meets the district and state requirements for 2019-2020
4	3	3	Parent and student meetings to be held to inform and encourage dual credit enrollment with AS/AA pursuit for 2019-2020
4	3	4	Military recruiter partnerships strengthened to increase military awareness for students.
4	3	5	Host TSI tutorial sessions prior to testing sessions to increase student success

Goal	Objective	Strategy	Description
4	3	6	CTE- Industry Certification will be identified for each coherent sequence with preference given to TEA industry recognized certifications.
4	3	7	Capstone Fair hosted by school and open to public to provide authentic opportunities for students.
6	1	1	Create/develop a parent engagement plan of events through out the school year to encourage participation and interaction between school and community members
6	2	1	Implement a parent engagement activity each 6-weeks along with an increased expectation for parent phone calls and conversations regarding student achievement and outcomes.
6	3	1	Campus staff and administrators will work with campus resources (truancy officer, social worker) in order to create a positive incentive system to impact attendance while holding students accountable for their choices.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 CBLT

Committee Role	Name	Position
Administrator	David Tate	Assist Principal
Administrator	Travis Gregory	Assist. Principal
Department Chair	Amanda Maxfield	Department Chair-Science
Administrator	Shauna Pinkerton	Academic Coordinator
Department Chair	Christy Suttle	Dept Chair- ELA
Department Chair	Darren Hughes	Dept Chair- Social Studies
Department Chair	Todd Pollard	Dept Chair- Math
Department Chair	Carla Derryberry	Dept Chair- SPED
Department Chair	Krisi Early	Dept Chair- Fine Arts
Department Chair	Amanda Anderson	Dept Chair- CTE
Counselor	Labeth Carter	Counselor
Counselor	Emily Beaver	Counselor

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Ricky Hunter	Teacher
Classroom Teacher	Aleida Juarez	Teacher
Classroom Teacher	Andrew Trent-Nichols	Teacher
Classroom Teacher	Ashley Walker	Teacher
Classroom Teacher	Cami Dehls	Teacher
Classroom Teacher	Davy Salazar	Teacher
Classroom Teacher	Jan Kruse	Teacher
Classroom Teacher	Jose Lopez	Teacher
Classroom Teacher	Rolando Sandavol	teacher
Classroom Teacher	Wendy Hunter	teacher