

**Snyder Independent School District**  
**Snyder Jr. High School**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# 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.

## Core Beliefs

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



# Table of Contents

	2
	2
	3
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees	16
Goal 2: Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.	25
Goal 3: Snyder Junior High will have a positive climate that promotes high expectations for staff, students, families and the community.	31
Goal 4: Snyder Junior High will have procedures in place to measure and monitor factors that impact the district's financial condition.	34
Campus Funding Summary	36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Snyder Junior High is a demographically diverse school with 70.71% of the student population identified as Hispanic, 25% as White, and the remaining population represented by 2 or more races, African-American, Asian, and Native American. The students qualifying with low socio-economic status are 71.79% of the student population and 53.93% of the student population is identified as at-risk. Emergent Bilingual students make of 14.46% of the student body, 1.79% is migrant, 13.75% special education, and 8.04% in gifted and talented.

### Demographics Strengths

The diverse population of Snyder Junior High provides opportunities to integrate various cultural aspects into the classroom. The Spanish teacher provides the EB students with added support throughout the year with to help them be able to communicate better within the school system. Our Emerging Bilingual students performance on the STAAR are consistent with the achievement of the general student population in most areas.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Sub-population performance (Special Ed, White, African American, Hispanic, ECD) is below state level targets for meets grade level performance and growth indicators. **Root Cause:** Staff members struggle with effective implementation of instructional strategies that will engage students and impact performance of special populations.

# Student Learning

## Student Learning Summary

Snyder Junior High did not meet our Academic Achievement goals or Academic Growth Goals in Reading/Language Arts or Mathematics

Areas of growth (from 2023 data):

Overall STAAR Reading Performance: 57% approaches, 26% meets, 8% masters.

6th Grade Reading STAAR Performance 62% approaches, 22% meets, 7% masters.

7th Grade Reading STAAR Performance 70% approaches, 38% meets, 12% masters.

8th Grade Reading STAAR Performance 49% approaches, 21% meets, 7% masters.

This was improved from an average the 2022 school year; however our student are still falling short of the state average.

Overall STAAR Math Performance: 57% approaches, 26% meets, 7% masters.

6th Grade Math STAAR Performance 61% approaches, 20% meets, 6% masters.

7th Grade Math STAAR Performance 53% approaches, 29% meets, 7% masters.

8th Grade Math STAAR Performance 58% approaches, 30% meets, 10% masters.

This was a slight step backwards in performance from the 2022 school year and further widened the gap between our students and the remainder of the state.

Areas of concern:

Academic Performance and student engagement go hand in hand. Currently, the rigor and classroom engagement of all students is causing a lower performance and limited growth of the students at Snyder Junior High

We did not meet our target growth in ELAR for our students who are White, Hispanic , and Economically Disadvantaged.

We did not meet our target growth in Math for our Hispanic and Emerging Bilingual Students

We are not meeting our Student Success goals in any catagory.

## Student Learning Strengths

Students and teachers are setting short term progress goals for each unit and tracking them.

PLCs are centered around student achievement and tracking student performance.

Growth goals for all students and celebrated students achieving these goals are utilized by all core content teachers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Approximately 37.5% of the teaching staff is in it's first or second year of teaching. Many of these are either locally certified or seeking their teaching certification. Additionally, 31% of all staff will be new to the SJH campus this school year. **Root Cause:** Snyder is a rural community that is 90 miles to the nearest city. Along with the academic struggles of Snyder Junior High it is challenging to hire certified staff and keep them for a prolonged period of time. Exiting staff were either leaving for family reasons, looking for a better opportunity, or concerned with the ongoing number of disciplinary issues in the school and community.

**Problem Statement 2:** Sub-population performance (Special Ed, White, African American, Hispanic, ECD) is below state level targets for meets grade level performance and growth indicators. **Root Cause:** Staff members struggle with effective implementation of instructional strategies that will engage students and impact performance of special populations.

**Problem Statement 3:** 63.3% of the students at Snyder Junior High are at risk of graduation from high school. **Root Cause:** Currently, students at Snyder Junior High are reading two or more grade levels below their current grade. The main areas of concern are reading comprehension and basic mathematical reasoning. The fact that students are reading behind grade level is causing them comprehension problems when it comes to what they are being asked during the STAAR test.

**Problem Statement 4:** Snyder Junior High continues to perform below the regional and state numbers on the STARR test. **Root Cause:** At this time with a large percent of the staff at Snyder Junior High being beginning level teachers (years 1-5). Snyder JH implemented a new curriculum during the 22-23 school year. The staff did a nice job of following the curriculum; however this year they will need to internalize the lesson to create a more engaging classroom atmosphere.

**Problem Statement 5 (Prioritized):** Snyder JH staff did not ensure that data was disaggregated to determine appropriate intervention measures to ensure student success. **Root Cause:** Snyder JH staff was young and implementing a new curriculum. The staff was not trained or guided appropriately through the disaggregation process.

**Problem Statement 6 (Prioritized):** Snyder Junior High continues to have a high turnover rate in teaching staff. This then brings in many staff who are new to the teaching profession and makes for a staff that is learning the profession while teaching students who are already at risk. **Root Cause:** Snyder is located 90 miles from the nearest major city making recruitment of new staff from outside places challenging. Additionally, Snyder Junior High has a reputation of working with tough kids and has been rated on "F" campus on the accountability scale for multiple years.

**Problem Statement 7:** Snyder Junior High has not followed a true curriculum that has been vertically aligned throughout Snyder ISD for the past few years. **Root Cause:** New staff members that are constantly learning the TEKS themselves are having difficulties aligning their lesson plans to the curriculum.

**Problem Statement 8:** Snyder JH has the resources to use to help disaggregate data in DMAC and NWEA testing; however staff are not trained and do not fully understand what to pull and what the information is to be used for. **Root Cause:** Staff has turned over multiple time and have not been properly trained on data disaggregation techniques.

**Problem Statement 9:** Programs are not done with fidelity. **Root Cause:** Snyder JH staff followed the new curriculum with fidelity but failed to disaggregate the data and focus on students short comings

**Problem Statement 10:** Too many programs and lack of training on any one of them. **Root Cause:** Snyder ISD has added some new programs this year. The administration and staff are working hard to learn the programs and use them to help identify student and staff weaknesses to better grow students. Training and time with the new resources will be a must for all staff.

**Problem Statement 11:** Staff and students do not fully understand how to use the technology for educational needs. **Root Cause:** Staff is seeing new technology regularly and needs to be trained on how to best utilize the various programs effectively. Students were raised with technology in their hands and have learned how to bypass system restrictions in order to play games and find other entertainment that is not related to academics success.



# School Processes & Programs

## School Processes & Programs Summary

Snyder Junior High follows the instructional programs that were provided by Snyder ISD.

The instructional philosophy, programs, and resources/tools of Snyder ISD are available at <https://www.snyderisd.net/o/snyder-ci>. The Snyder ISD Board of Trustees recently adopted a strong retention and recruitment plan which went into effect for the 23-24 school year.

The district, also, launch a Teacher Incentive Allotment program under HB3 providing significant salary bonuses based on student growth and teacher evaluations.

Snyder ISD developed a hybrid calendar to help promote a work/life balance to retain instructional staff

## School Processes & Programs Strengths

Snyder Junior High helps guide students into discovering which strand in the P-TECH model they would like to focus on upon entering high school.

Snyder Junior High accomplishes this task by a STEM-based education through an inquiry based model for learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Approximately 37.5% of the teaching staff is in it's first or second year of teaching. Many of these are either locally certified or seeking their teaching certification. Additionally, 31% of all staff will be new to the SJH campus this school year. **Root Cause:** Snyder is a rural community that is 90 miles to the nearest city. Along with the academic struggles of Snyder Junior High it is challenging to hire certified staff and keep them for a prolonged period of time. Exiting staff were either leaving for family reasons, looking for a better opportunity, or concerned with the ongoing number of disciplinary issues in the school and community.

**Problem Statement 2:** 63.3% of the students at Snyder Junior High are at risk of graduation from high school. **Root Cause:** Currently, students at Snyder Junior High are reading two or more grade levels below their current grade. The main areas of concern are reading comprehension and basic mathematical reasoning. The fact that students are reading behind grade level is causing them comprehension problems when it comes to what they are being asked during the STAAR test.

**Problem Statement 3:** Snyder Junior High continues to perform below the regional and state numbers on the STARR test. **Root Cause:** At this time with a large percent of the staff at Snyder Junior High being beginning level teachers (years 1-5). Snyder JH implemented a new curriculum during the 22-23 school year. The staff did a nice job of following the curriculum; however this year they will need to internalize the lesson to create a more engaging classroom atmosphere.

**Problem Statement 4 (Prioritized):** Snyder JH staff did not ensure that data was disaggregated to determine appropriate intervention measures to ensure student success. **Root Cause:** Snyder JH staff was young and implementing a new curriculum. The staff was not trained or guided appropriately through the disaggregation process.

**Problem Statement 5:** Snyder Junior High has not followed a true curriculum that has been vertically aligned throughout Snyder ISD for the past few years. **Root Cause:** New staff members that are constantly learning the TEKS themselves are having difficulties aligning their lesson plans to the curriculum.

**Problem Statement 6:** Snyder JH has the resources to use to help disaggregate data in DMAC and NWEA testing; however staff are not trained and do not fully understand what to

pull and what the information is to be used for. **Root Cause:** Staff has turned over multiple time and have not been properly trained on data disaggregation techniques.

**Problem Statement 7:** Programs are not done with fidelity. **Root Cause:** Snyder JH staff followed the new curriculum with fidelity but failed to disaggregate the data and focus on students short comings

**Problem Statement 8:** Staff and students do not fully understand how to use the technology for educational needs. **Root Cause:** Staff is seeing new technology regularly and needs to be trained on how to best utilize the various programs effectively. Students were raised with technology in their hands and have learned how to bypass system restrictions in order to play games and find other entertainment that is not related to academics success.

# Perceptions

## Perceptions Summary

Different types of partnerships exist to support families and students.

PTO volunteers assist with various activities such as picture days, Thanksgiving Meals, Dances, and Positive Behavior Reward Days

The campus partners with Kiwanis Club for the canned food drive and United Way, charitable organizations. Students honor our Veterans during our annual Veteran's Day recognition breakfast.

Families are invited and encouraged to participate in LPAC meetings, ARD and 504 meetings, SBDM committees, and PTO meetings.

Community members are volunteering to participate in Career Day.

Communication is relayed in English and Spanish and is delivered through Parent Square, email, phone, voice messaging, texts, Facebook, and letters..

A campus-wide calendar is maintained through the district website.

## Perceptions Strengths

Family/Community/Parent nights are established with set times at least twice per semester. Communication and signage are in English and Spanish. Parent engagement is supported by our district Parent Engagement Specialist.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Approximately 37.5% of the teaching staff is in it's first or second year of teaching. Many of these are either locally certified or seeking their teaching certification. Additionally, 31% of all staff will be new to the SJH campus this school year. **Root Cause:** Snyder is a rural community that is 90 miles to the nearest city. Along with the academic struggles of Snyder Junior High it is challenging to hire certified staff and keep them for a prolonged period of time. Exiting staff were either leaving for family reasons, looking for a better opportunity, or concerned with the ongoing number of disciplinary issues in the school and community.

**Problem Statement 2:** The PTO at Snyder Junior High is run by a small group of parents and no educators at this time. **Root Cause:** There has been a lack of trust and open communication between the campus and the community. Teachers feel they are not supposed to be a part of this important group and a language barrier exist as some homes are Spanish speaking only.

**Problem Statement 3:** Communication between home and school are still not fully effective. **Root Cause:** Teachers and staff are posting to parent square regularly; however, the information goes unread or is not clearly stated causing confusion for parents. Some are getting too much communication at this point and thus things are getting lost or overlooked.

**Problem Statement 4 (Prioritized):** Student attendance rate for Snyder Junior High is below 90% for the year. **Root Cause:** Students are being suspended for small reasons and due to limited classroom engagement the importance of daily attendance has been forgotten about in the community.

**Problem Statement 5:** Parents and community have lost trust in Snyder Junior High. **Root Cause:** Snyder Junior High has been rated an "F" campus according to the accountability system. Campus staff does not always communicate or over communicates with the stake holders (causing for lost communications).

**Problem Statement 6:** Perceptions of what go on in Snyder JH on a daily do not match up with reality. **Root Cause:** A small parent body has a negative perception of the school since it has been rated an "F" for multiple years. This group pushes false information on social media and Snyder JH has a limited social media presence to announce the daily positive successes regularly.

# Priority Problem Statements

**Problem Statement 1:** Student attendance rate for Snyder Junior High is below 90% for the year.

**Root Cause 1:** Students are being suspended for small reasons and due to limited classroom engagement the importance of daily attendance has been forgotten about in the community.

**Problem Statement 1 Areas:** School Culture and Climate - Perceptions

**Problem Statement 2:** Snyder JH staff did not ensure that data was disaggregated to determine appropriate intervention measures to ensure student success.

**Root Cause 2:** Snyder JH staff was young and implementing a new curriculum. The staff was not trained or guided appropriately through the disaggregation process.

**Problem Statement 2 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Student Learning - School Processes & Programs

**Problem Statement 3:** Snyder Junior High continues to have a high turnover rate in teaching staff. This then brings in many staff who are new to the teaching profession and makes for a staff that is learning the profession while teaching students who are already at risk.

**Root Cause 3:** Snyder is located 90 miles from the nearest major city making recruitment of new staff from outside places challenging. Additionally, Snyder Junior High has a reputation of working with tough kids and has been rated on "F" campus on the accountability scale for multiple years.

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 1:** Common assessments will given in all core subject areas. Data will be disaggregated during PLCs and content spiraled back in for review

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessments and STAAR. PLC weekly planning document.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Common assessment aligned to the scope and sequence are administered after each unit with data disaggregation conducted in PLC following the district protocols <b>Strategy's Expected Result/Impact:</b> Common assessments and STARR. PLC agendas and minutes <b>Staff Responsible for Monitoring:</b> Campus Administration and classroom teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> TEKS Resource, DMAC - General Fund - Curriculum - \$10,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 2:** Student data will be used to group students to provide differentiated instruction and intervention groups both during classroom instruction and WIN intervention time. Differentiation will be used to service G/T, Migrant, Dyslexia, ELL and Special Education.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessment and STARR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Differentiated instruction, intervention and special populations <b>Strategy's Expected Result/Impact:</b> Commons assessments, MAP data, and STARR <b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, MTSS interventionist, inclusion teachers, Migrant Coordinator,  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> TEKS Resource, DMAC - General Fund - \$1,000, Special Programs and Teacher Aides - Special Ed Funds - \$180,000, Paraprofessionals - State Comp. Ed. - \$100,000, Library Supplies - General Fund - \$10,000, GT Supplies - G/T Fund - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> An expectation for staff to become ESL and GT certified. <b>Strategy's Expected Result/Impact:</b> Teacher will be able to effectively utilize the ESL and GT strategies to enhance the classroom learning experience for all students <b>Staff Responsible for Monitoring:</b> Administration, Counselor, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees





**Performance Objective 3:** Subject level PLCs will be held biweekly to discuss curriculum issues, conduct professional development, and plan instruction. Grade level subject teachers will plan together weekly to disaggregate data and plan for remediation and the upcoming week.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC agenda and weekly planning tool. Common Assessments and STAAR results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PLC to discuss curriculum, professional development, and instruction <b>Strategy's Expected Result/Impact:</b> Common assessments, MAP testing, and STARR <b>Staff Responsible for Monitoring:</b> Campus administration and classroom teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
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**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 4:** Staff development will be offered throughout the school year. Research based staff development will be chosen based on needs determined through assessment results, walk-throughs, observation data and student needs. On going staff development will include data disaggregation.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessments and T-TESS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff development and research based strategies. <b>Strategy's Expected Result/Impact:</b> Commons assessments, MAP test, and STARR <b>Staff Responsible for Monitoring:</b> Campus administration and classroom teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Staff Development - General Fund - \$20,000	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 5:** Migrant Students will be identified and monitored at the time of enrollment. Migrant students will receive academic tutoring and the Migrant Action Plan will be followed

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Enrollment documentation and teacher tutorial logs. Common assessments and STARR.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Migrant students academic tutoring plan and Migrant action plan <b>Strategy's Expected Result/Impact:</b> enrollment documentation, tutoring logs, common assessments, MAP testing, and STARR <b>Staff Responsible for Monitoring:</b> Campus administration, Migrant Coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - General Fund - \$10,000		Formative			Summative
		Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 6:** Snyder Junior High will provide before and after school tutoring sessions to extend the students learning.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Teacher tutorial logs. Common assessments and STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Core and content teachers will provide tutorials twice a week to extend learning. <b>Strategy's Expected Result/Impact:</b> Commons assessments, MAP testing, and STARR <b>Staff Responsible for Monitoring:</b> Campus administration and classroom teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 7:** Snyder Junior High will utilize the 1:1 technology to create an appropriate blended learning environment designed to enhance student performance.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessment and STAAR. Lesson Plans

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Integration of technology to enhance student engagement and increase student achievement. <b>Strategy's Expected Result/Impact:</b> Lesson plans, common assessment, MAP testing, STARR, and discipline <b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, paraprofessionals, library aide, and technology department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Chrombooks - General Fund - \$250,000		Formative			Summative
		Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





**Goal 1:** Snyder Junior High will have a learning environment that supports student success and high standards of accountability resulting in increased academic achievement for all students that will be aligned to the goals established by the Snyder ISD Board of Trustees

**Performance Objective 8:** Meets grade level performance in reading will be at least 33% in 2025 by the STAAR assessment. Meets grade level performance in math will be at least 40% in 2025 by the STAAR assessment.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common assessments, MAP, STAAR and reports from the data disaggregation completed in PLCs.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Interventions: tutorial supports; MTSS for TIER 2 and 3 students; MAP data to customize instruction; Special Education student supported through curriculum based on academic needs, Increased support for ELA teachers to utilize McGraw Hill; Addition of online resources to target blended learning for all students; celebrations when goals are reached. <b>Strategy's Expected Result/Impact:</b> 90% of students will achieve expected grade level growth in reading and math with 70% of the special education students achieving a years worth of growth <b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, MTSS interventionist, SPED staff and CLT  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 2:** Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.

**Performance Objective 1:** Phone calls and parent letters will be used to communicate with parents regarding an individual students attendance issues.

**Evaluation Data Sources:** Skyward attendance data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Calling and sending letters home to parents in regards to student attendance. <b>Strategy's Expected Result/Impact:</b> Increase the student attendance rate. <b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, PEIMS clerks, and drop out prevention staff.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Supplies for letters and staff salaries - General Fund - \$40,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 2:** Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.

**Performance Objective 2:** Students will be given opportunities to learn about college, careers and post high school training through participation in career day and elective courses that are designed to investigate different career paths. Additionally, 7th students will participate in our reality check so they can see just how different life choices can effect them.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Lesson plans from Career Investigations course and student and volunteer participation during the reality check.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in Career Day and/or Reality Check, an option to participate in an elective class on careers to increase awareness of the CCMR opportunities in Snyder ISD <b>Strategy's Expected Result/Impact:</b> Student participation, volunteer participation, guidance counseling, and lesson plans <b>Staff Responsible for Monitoring:</b> Campus administration, counselor, classroom teacher, and career tech staff from HS  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> CCMR supplies for enrichment - General Fund - \$25,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.

**Performance Objective 3:** Snyder Junior High will follow safety procedures by having all visitors sign in and wear a visitors tags. Snyder Junior High will conduct hold, secure, lockdown, evacuate, shelter drills, and weekly door sweeps.





**Evaluation Data Sources:** visitor logs and documentation of drills log.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Visitor sign in/badges and emergency preparedness drills <b>Strategy's Expected Result/Impact:</b> documentation of drills and visitor logs <b>Staff Responsible for Monitoring:</b> Campus administration and front office staff  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**Goal 2:** Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.

**Performance Objective 4:** Snyder Junior High will participate in community fund raisers such as United Way, Recycling challenge, and the Canned Food Drive to teach students how to become a productive citizen of the community.

**Evaluation Data Sources:** Fund raising collections.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Community fundraisers United Way, recycling challenge, and Canned food drive <b>Strategy's Expected Result/Impact:</b> fundraising collections <b>Staff Responsible for Monitoring:</b> Campus Administration, National Junior Honor Society and Student Council  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.

**Performance Objective 5:** Students will participate in honoring our local veterans during a Veteran's Day breakfast.

**Evaluation Data Sources:** Student and community participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student participation in Veteran's Day <b>Strategy's Expected Result/Impact:</b> student and community participation <b>Staff Responsible for Monitoring:</b> Campus Administration and Student Council  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





**Goal 2:** Snyder Junior High will have effective communication with all stakeholders including staff, students, families and community leading to a trusting relationship between the school and the community.

**Performance Objective 6:** Snyder Junior High will utilize Skyward family access, Schoology, Parent Square, and phone calls to improve communication between the school and the home to ensure that parents are involved in their student's education.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Parent Square analytics, Schoology analytics and the campus culture survey





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To involve parents through multiple ways of communication <b>Strategy's Expected Result/Impact:</b> Parent sign in sheets as well as an increase in student achievement. <b>Staff Responsible for Monitoring:</b> Campus administrators, Public Relations officer, and classroom teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Supplies for letter and Public Relations Officer salary - General Fund - \$55,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Snyder Junior High will have a positive climate that promotes high expectations for staff, students, families and the community.

**Performance Objective 1:** Student will be recognized for perfect attendance, honor roll, and follow the schools PBIS expectations

**HB3 Goal**

**Evaluation Data Sources:** PEIMS reports, attendance reports, student achievement, and staff observation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student recognition for attendance, honor roll, and leadership <b>Strategy's Expected Result/Impact:</b> PEIMS reports, student achievement, and attendance reports <b>Staff Responsible for Monitoring:</b> Campus administration, classroom teachers, office staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> awards - General Fund - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Snyder Junior High will have a positive climate that promotes high expectations for staff, students, families and the community.

**Performance Objective 2:** The CLT/PC team will meet throughout the school year to set goals, establish procedures, review data, and address issues with campus safety and discipline.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Agendas and minutes from the CLT/PBIS meetings and discipline referrals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Positive behavior meetings throughout the year with the campus establishing goals and procedures; while using data to address safety and behavior concerns. <b>Strategy's Expected Result/Impact:</b> student discipline referrals, team agendas and minutes <b>Staff Responsible for Monitoring:</b> Campus administration, CLT, and classroom teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				







**Goal 3:** Snyder Junior High will have a positive climate that promotes high expectations for staff, students, families and the community.

**Performance Objective 3:** PBIS ticket system used to earn rewards, rewards day schedule throughout the year, and positive calls or messages sent home to parents.

**HB3 Goal**





**Evaluation Data Sources:** Student participation in reward day, discipline referrals, and Parent Square analytics.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent Square will be used to communicate for positive rewards and reinforcing positive behaviors. <b>Strategy's Expected Result/Impact:</b> student participation in rewards and reduced discipline referrals <b>Staff Responsible for Monitoring:</b> Campus administration and classroom teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Snyder Junior High will have procedures in place to measure and monitor factors that impact the district's financial condition.

**Performance Objective 1:** Snyder Junior High will conduct ongoing program evaluations to determine the effectiveness and efficiency by reviewing student achievement data, attendance results, and discipline data. The campus wide survey will engage stakeholders in the spring to monitor the culture of the school.

**Evaluation Data Sources:** budget expenditures, student performance, and student/staff participation.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ongoing program evaluations for effectiveness and efficiency will be conducted to determine the quality of spending for campus resources. <b>Strategy's Expected Result/Impact:</b> Participation and student performance and budget expenditures <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Snyder Junior High will have procedures in place to measure and monitor factors that impact the district's financial condition.

**Performance Objective 2:** Snyder Junior High will conduct ongoing evaluation of staffing to ensure all positions are filled with highly qualified teachers and that all positions are meeting the needs of the Snyder Junior campus

**HB3 Goal**

**Evaluation Data Sources:** Budget expenditures, staffing, and T-TESS data.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Evaluation of staffing for highly qualified and all positions meeting the needs of the campus <b>Strategy's Expected Result/Impact:</b> Budgeting Expenditures and staffing <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Stipends to highly qualified staff and retention salaries for staff - General Fund - \$80,000		Formative			Summative
		Dec	Feb	Apr	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

# Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource, DMAC	Curriculum	\$10,000.00
1	2	1	TEKS Resource, DMAC		\$1,000.00
1	2	1	Library Supplies		\$10,000.00
1	4	1	Staff Development		\$20,000.00
1	5	1			\$10,000.00
1	7	1	Chrombooks		\$250,000.00
2	1	1	Supplies for letters and staff salaries		\$40,000.00
2	2	1	CCMR supplies for enrichment		\$25,000.00
2	6	1	Supplies for letter and Public Relations Officer salary		\$55,000.00
3	1	1	awards		\$5,000.00
4	2	1	Stipends to highly qualified staff and retention salaries for staff		\$80,000.00
Sub-Total					\$506,000.00
G/T Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	GT Supplies		\$1,000.00
Sub-Total					\$1,000.00
Special Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Special Programs and Teacher Aides		\$180,000.00
Sub-Total					\$180,000.00
State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Paraprofessionals		\$100,000.00
Sub-Total					\$100,000.00