Snyder Independent School District

Snyder High School

2023-2024 Campus Improvement Plan

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Demographics

Demographics Summary

Snyder HS is a demographically diverse school:

2021-22 with 63.81% of the student population identified as Hispanic, 30.80% as White, and the remaining population of 5.39% represented by 2 or more races, African-American, Asian-American and Native American.

2022-23 with 64.17% of the student population identified as Hispanic, 30.70% identified as White and the remaining population of 5.13% represented by 2 or more races, African-American, Asian-American and Native American.

The students qualifying with low socio-economic status are:

2021-22 58.15% of the student population, 65.08% of the student population is identified as at-risk. 8.43% of the population is identified as Limited English Proficient, 1.52% is migrant, 9.81% special education, and 6.91% in gifted and talented.

2022-23 64.17% of the student population, 64.17% of the student population is identified as at-risk. 10.44% of the population is identified as Limited English Proficient, 1.13% is migrant, 11.28% special education, and 6.91% in gifted and talented.

Demographics Strengths

The diverse population of Snyder HS provides opportunities to integrate various cultural aspects into the classroom. For 2021-22 our ELL/bilingual students performed above the state average on STAAR EOC English I (74%), STAAR EOC Algebra I (87%) and STAAR EOC US History (94%). Also, 100% of our ELL/bilingual student group met their CCMR requirements.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Snyder HS will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in improved average EOC scores at the state MEETS level within 4 years: Our goal is 79% at Approaches, 40% at MEETS, and 15% at Masters.

Performance Objective 1: Data-driven instruction will provide the necessary focus in the lesson planning process and overall RTI process for interventions and re-teaching of TEKS.

High Priority

Evaluation Data Sources: DMAC data, Common Assessment data, MAP testing growth, EOC scores.

Strategy 1 Details		Reviews			
Strategy 1: Data will be collected and discussed during PLCs		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved academic outcomes.		Dec	Feb	Apr	June
Staff Responsible for Monitoring: PLC, CLT, Campus Administrators, Teachers. **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction		50%			
Strategy 2 Details		Reviews			
Strategy 2: RTI students will be identified. Plans will be made for each RTI student and level of RTI. Students will be monitored and tracked following each Common Assessment for progress towards measures.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved academic outcomes, RTI focus, RTI monitoring, and focus on advancing students in level of performance. **Staff Responsible for Monitoring:** Tested subject teachers, department heads, CLT, Campus administrators. **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction		40%			
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue		

Goal 1: Snyder HS will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in improved average EOC scores at the state MEETS level within 4 years: Our goal is 79% at Approaches, 40% at MEETS, and 15% at Masters.

Performance Objective 2: 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 Sources:** Instructional strategies as observed with walk-through data, PLC agendas and sign-in sheets.

Strategy 1 Details			Reviews			
Strategy 1: PLCs and Data PLCs will be held routinely.			**Formative**			**Summative**
Strategy's Expected Result/Impact: A cohesive staff, better prepared staff, an improved teaching staff, better data-driven instruction.			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: CLT, Campus administration and Department Heads. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction			50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 1: Snyder HS will continually improve the culture of high achievement by improving instructional processes to enhance the academic performance of all students resulting in improved average EOC scores at the state MEETS level within 4 years: Our goal is 79% at Approaches, 40% at MEETS, and 15% at Masters.

Performance Objective 3: The campus will maintain the ACCEL program and credit recovery options in order to offer drop-out prevention efforts for all students.

Evaluation Data Sources: ACCEL attendance, ACCEL graduation rates, student progress, Credit Recovery completion rates.

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with options for credit recovery and acceleration in order to remain on track or recover time to graduate.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved academic outcomes and increased student engagement. **Staff Responsible for Monitoring:** Counselors, campus administration, staff. **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	75%			

Strategy 2 Details	Reviews			
Strategy 2: All students will be tracked for credits earned, age requirements, EOC completion, IGC options, and environmental needs.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved academic outcomes and increased student engagement. **Staff Responsible for Monitoring:** Counselors, campus administration. **Title I:** 2.6	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The percentage of students who perform at the MEETS grade level or above on the the English I or II STAAR will increase from 30% to 46% by June 2024.

Performance Objective 1: Common assessment performance at the MEETS grade level will increase from 32% to 46% by May 2024.

    High Priority

    Evaluation Data Sources: Common assessment data, DMAC data,, TFAR Dashboard, MAP Growth data.

Strategy 1 Details	Reviews			
Strategy 1: Will use Common Assessment data and MAP data to identify students that are at the approaches level and will use RTI strategies to grow those students.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Students that are at the approaches level will grow to the Meets Grade Level.
    Staff Responsible for Monitoring: Teachers, RTI teacher, PLC, Campus administrators.
 	
    Title I:
    2.4, 2.5, 2.6
     - **ESF Levers:**
    Lever 5: Effective Instruction
	30%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 2: The percentage of students who perform at the MEETS grade level or above on the the English I or II STAAR will increase from 30% to 46% by June 2024.

Performance Objective 2: Analyze test data needed for RTI and instruction, while focusing on planning for 2024-25 school year.

    Evaluation Data Sources: Lesson plans, Common Assessments, DMAC data and TFAR Dashboard.

Strategy 1 Details		Reviews			
Strategy 1: Designate data PLCs to create RTI lists and plans and monitor/adjust every two weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction, interventions, and overall plan for 2024-25.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, PLC team **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction		35%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: The percentage of students who perform at the MEETS grade level or above on the the English I or II STAAR will increase from 30% to 46% by June 2024.

Performance Objective 3: 100% of the STAAR EOC tested instructional staff will participate in PLCs, being trained on effective instructional strategies and the use of TEKS Resource System tools in planning data-driven instruction.

   **Evaluation Data Sources:** PLC agendas and sign-ins, Lesson plans, walk-through data.

Strategy 1 Details		Reviews			
Strategy 1: Create a PLC schedule with agendas and follow through with fidelity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers learn and work on teaching strategies, instructional practices/ expectations, and data driven instruction.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Campus administrators, PLC team **ESF Levers:** Lever 5: Effective Instruction		60%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: The percentage of students who perform at the MEETS grade level or above on Algebra I STAAR EOC will increase from 34% to 49% by June 2024.

Performance Objective 1: Common assessment performance at the MEETS grade level will increase from 34% to 49% by May 2024.
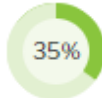
High Priority

Evaluation Data Sources: Common Assessment data, DMAC data, MAP Growth data and TFAR Dashboard.

Strategy 1 Details		Reviews			
Strategy 1: Will use Common Assessment data and MAP data to identify students that are at the approaches level and will use RTI strategies to grow those students.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students at the approaches level will grow to Meets Grade Level. **Staff Responsible for Monitoring:** Teachers, RTI teachers, PLC team. **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction		30%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: The percentage of students who perform at the MEETS grade level or above on Algebra I STAAR EOC will increase from 34% to 49% by June 2024.

Performance Objective 2: Analyze test data needed for RTI and instruction, while focusing on planning for 2024-25 school year.

    Evaluation Data Sources: PLC agendas and sign-ins, Lesson plans, walk-through data.

Strategy 1 Details				Reviews			
Strategy 1: Designate data PLCs to create RTI lists and plans and monitor/adjust every two weeks.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve instruction, interventions, and overall plan for 2022-23.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, PLC team. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				35%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 3: The percentage of students who perform at the MEETS grade level or above on Algebra I STAAR EOC will increase from 34% to 49% by June 2024.

Performance Objective 3: 100% of STAAR EOC tested instructional staff will participate in PLCs, being trained on effective instructional strategies and the use of TEKS Resource System tools in planning data-driven instruction.

    Evaluation Data Sources: PLC agendas and sign-ins, Lesson plans, walk-through data.

Strategy 1 Details		Reviews			
Strategy 1: Content area teachers will participate inPLCs reviewing campus instructional practices, teaching strategies, and data-driven instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction and consistent practices.		Dec	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, PLC teams. **ESF Levers:** Lever 5: Effective Instruction		60%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: SHS graduates identified as College, Career, Military Ready (CCMR) will increase from 90.3% (state indicators) to 97% (state indicators) by June 2024.

Performance Objective 1: The percentage of graduating students earning an Industry Based Certification will increase from 87% to 90% during the 2023-24 school year.

    Evaluation Data Sources: Certification tests taken and passed.

Strategy 1 Details	Reviews			
Strategy 1: Degree plans will include students taking a combination of CTE courses, dual credit, foundation plus endorsement, Algebra 2, ACT, SAT, TSIA, ASVAB, CAPSTONE Project, work-based learning/practicum/internship, industry certification, FAFSA, college application, and/or college participation.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% CCMR indicators. **Staff Responsible for Monitoring:** Campus Administration, Work-based Learning Coordinator, counselors, teachers. **TEA Priorities:** Connect high school to career and college	10%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: SHS graduates identified as College, Career, Military Ready (CCMR) will increase from 90.3% (state indicators) to 97% (state indicators) by June 2024.

Performance Objective 2: The percentage of SHS students who meet the TSIA component (TSI complete/ACT/SAT) will increase from 25% to 33% during the 2023-24 school year.

    Evaluation Data Sources: TSI Testing.

Strategy 1 Details	Reviews			
Strategy 1: Review 100% of the 2023-24 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.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Improved Accountability outcomes.
     Staff Responsible for Monitoring: Associate Principal, counselors, district PEIMS clerk.
 	
     TEA Priorities:
 Connect high school to career and college
	10%			

Strategy 2 Details	Reviews			
Strategy 2: Develop a high school degree plan that will ensure students will take a coherent sequences of courses to obtain a CTE completer status. Any combination of CTE courses, dual credit, Foundation plus Endorsement, ACT, SAT, TSIA2, ASVAB, CAPSTONE Project, work-based learning/practicum/internship, Industry Certification, FAFSA, college application, and/or participation in at least one student organization (including TRIO or Upward Bound) to ensure student graduating meets CCMR expectation.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Improved Accountability outcomes,
 Improved student engagement
     Staff Responsible for Monitoring: Campus Administration, counselors, Work-based Coordinator
 	
     TEA Priorities:
 Connect high school to career and college
	75%			

Strategy 3 Details	Reviews			
Strategy 3: Coordinate with SJHS staff to plan parent meeting with 8th grade PTECH students and transition activities for registration/recruitment.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement **Staff Responsible for Monitoring:** Campus administrators, Counselors, CTE teachers **TEA Priorities:** Connect high school to career and college	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Stakeholder input and workforce data will be used to maintain/enhance the profile of the graduates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Accountability outcomes,	**Dec**	**Feb**	**Apr**	**June**
Improved student engagement **Staff Responsible for Monitoring:** Campus principal, CLT, stakeholders	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Each CTE pathway will identify a certification plan for students (with preference given to the TEA industry certification)	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement **Staff Responsible for Monitoring:** Associate Principal, Counselors, CTE teachers, campus principal. **TEA Priorities:** Connect high school to career and college	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: SHS graduates identified as College, Career, Military Ready (CCMR) will increase from 90.3% (state indicators) to 97% (state indicators) by June 2024.

Performance Objective 3: Percentage of SHS students earning dual credit will increase from 24% to 28% during the 2023-24 school year.
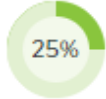
    Evaluation Data Sources: Counselors, Associate Principal, degree plans IHE partnership, MOU

Strategy 1 Details		Reviews		
Strategy 1: Monitor student progress and success to identify students that can be successful in dual credit classes.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Progress toward meeting CCMR measures and a stronger dual credit program. **Staff Responsible for Monitoring:** CCMR advisors, counselors, campus administration. **TEA Priorities:** Connect high school to career and college	**Dec**	**Feb**	**Apr**	**June**
	75%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: SHS graduates identified as College, Career, Military Ready (CCMR) will increase from 90.3% (state indicators) to 97% (state indicators) by June 2024.

Performance Objective 4: 100% of students will have completed individual graduation plan.

   Evaluation Data Sources: Academic counseling, transcript/degree evaluation,

Strategy 1 Details		Reviews			
Strategy 1: Based on PGP and completed program of study.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Transcripts. **Staff Responsible for Monitoring:** Counselors.		Dec	Feb	Apr	June
		100%	100%	100%	

Strategy 2 Details		Reviews			
Strategy 2: Work with SJHS staff to understand, implement graduation requirements to support graduation plans.		**Formative**			**Summative**
Strategy's Expected Result/Impact: None. **Staff Responsible for Monitoring:** Counselors, CCMR advisors.		Dec	Feb	Apr	June
		25%			

Strategy 3 Details		Reviews			
Strategy 3: Work with SJHS staff to plan transition activities and registration/recruitment plans for 8th graders.		**Formative**			**Summative**
Strategy's Expected Result/Impact: None. **Staff Responsible for Monitoring:** Counselors, CCMR advisors.		Dec	Feb	Apr	June
		20%			

Strategy 4 Details		Reviews			
Strategy 4: Identify students who need to complete TSI, ACT or SAT requirements and work with these students and parents to fulfill requirements.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Accountability Outcomes. **Staff Responsible for Monitoring:** Counselors, CCMR advisors.		Dec	Feb	Apr	June
		40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: SHS graduates identified as College, Career, Military Ready (CCMR) will increase from 90.3% (state indicators) to 97% (state indicators) by June 2024.

Performance Objective 5: Continue implementing/enhancing a SHS Graduate profile to meet CCMR standards by 97% of the class of 2024 graduating.

Evaluation Data Sources: 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.
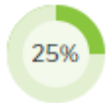
Strategy 1 Details	Reviews			
Strategy 1: Students will have a personalized plan that meets the district and state requirements for 2023-24 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Counselors, Campus administration. **TEA Priorities:** Connect high school to career and college	100%	N/A	N/A	

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a document to track military enlistment plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Accountability Outcome.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Counselors.	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Parent and student meetings to be held to inform and encourage dual credit enrollment with AS/AA pursuit for 2023-24 school year.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement. **Staff Responsible for Monitoring:** Counselors, Associate Principal.	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Military recruiter partnerships strengthened to increase military awareness for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Counselors	50%			

Strategy 5 Details	Reviews			
Strategy 5: Host TSI tutorial sessions prior to testing sessions to increase student success.	Formative			Summative
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement, Impact Accountability. **Staff Responsible for Monitoring:** Counselors, CCMR advisors, campus principal.	Dec	Feb	Apr	June
	50%			

Strategy 6 Details	Reviews			
Strategy 6: CTE-Industry Based Certifications will be identified for each coherent sequence with preference given to TEA Industry Recognized Certifications.	Formative			Summative
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement **Staff Responsible for Monitoring:** CTE teachers, Counselors, CCMR advisors, Campus administrators.	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: CAPSTONE Fair hosted by school and open to public to provide authentic opportunities for students.	Formative			Summative
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement **Staff Responsible for Monitoring:** CTE teachers, CCMR advisors, Fine Arts teachers, counselors, campus principal.	Dec	Feb	Apr	June
	N/A			

Strategy 8 Details	Reviews			
Strategy 8: Degree plan fully developed to align with high school courses with options of dual credit classes for 2023-24 school year.	Formative			Summative
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement. **Staff Responsible for Monitoring:** CCMR/Dual Credit advisors, counselors.	Dec	Feb	Apr	June
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: As a team, the Snyder HS staff, led by campus administration and CLT, will create a positive culture and environment where teachers take pride in teaching, students are actively engaged and proud to be a Tiger, and parents and community are welcomed and part of the team.

Performance Objective 1: Parent Involvement/Engagement activities will be hosted throughout the year.

Evaluation Data Sources: None

Strategy 1 Details		Reviews			
Strategy 1: Create a parent engagement plan of events throughout the school year to encourage participation and interaction between school, parents, and community.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Improved Accountability outcomes, Improved student engagement. **Staff Responsible for Monitoring:** CLT, Campus administration, Sponsors of programs. **Title I:** 4.2		25%			
	0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue

Goal 5: As a team, the Snyder HS staff, led by campus administration and CLT, will create a positive culture and environment where teachers take pride in teaching, students are actively engaged and proud to be a Tiger, and parents and community are welcomed and part of the team.

Performance Objective 2: SHS will have a welcoming environment and culture of success which will include building positive relationships with parents and community through communication and activities such as extra/co-curricular events.

Evaluation Data Sources: None.

Strategy 1 Details	Reviews			
Strategy 1: Implement a plan/process of parent phone calls and communication via Parent Square regarding academics and events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Accountability Outcomes, Improved student engagement. **Staff Responsible for Monitoring:** Campus Administration. **Title I:** 4.2	Dec	Feb	Apr	June
	55%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: As a team, the Snyder HS staff, led by campus administration and CLT, will create a positive culture and environment where teachers take pride in teaching, students are actively engaged and proud to be a Tiger, and parents and community are welcomed and part of the team.

Performance Objective 3: Each member of SHS, including faculty, staff, and students will attend school on a regular basis with a goal being at school at least 94% of the time.

    Evaluation Data Sources: SISD attendance policy, Texas Compulsory attendance laws, PBIS, Truancy Officer data.

Strategy 1 Details		Reviews			
Strategy 1: Monitor attendance and communicate with parents each time their student is absent.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will improve and parent communication will grow.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Attendance liaison, attendance clerk, assistant principals, counselors, principal, teachers.		75%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: As a team, the Snyder HS staff, led by campus administration and CLT, will create a positive culture and environment where teachers take pride in teaching, students are actively engaged and proud to be a Tiger, and parents and community are welcomed and part of the team.

Performance Objective 4: Place a large focus on our students' social and emotional needs

    Evaluation Data Sources: Student situations dealt with in counselors office, PBIS, student discipline, MTSS process.

Strategy 1 Details				Reviews			
Strategy 1: Identify students that are asking teachers and counselors for help.				**Formative**			**Summative**
Strategy's Expected Result/Impact: A list and plan will be made for students' needs. **Staff Responsible for Monitoring:** Counselors, campus administration, teachers. **Title I:** 2.6				**Dec**	**Feb**	**Apr**	**June**
				45%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 5: As a team, the Snyder HS staff, led by campus administration and CLT, will create a positive culture and environment where teachers take pride in teaching, students are actively engaged and proud to be a Tiger, and parents and community are welcomed and part of the team.

Performance Objective 5: Provide opportunities for students to grow and engage with each other through activities, assemblies, etc.

 Evaluation Data Sources: Campus administration, STUCO, NHS, school programs, class sponsors, student activities.

Strategy 1 Details				Reviews			
Strategy 1: Create a plan and schedule for student activities and assemblies.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have many opportunities to engage with each other and grow as people.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, campus administrators, sponsors. **Title I:** 2.6				80%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 5: As a team, the Snyder HS staff, led by campus administration and CLT, will create a positive culture and environment where teachers take pride in teaching, students are actively engaged and proud to be a Tiger, and parents and community are welcomed and part of the team.

Performance Objective 6: Focus on planning, instruction, learning, student success, and assessment.

 Evaluation Data Sources: Campus administration, CLT, PLC, RTI interventions/strategies, Common Assessments, walk-through data.

Strategy 1 Details				Reviews			
Strategy 1: Provide time and guidance during PLC's for teachers to work and lesson plan.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Better teachers and instruction.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration, CLT, PLC teams. **ESF Levers:** Lever 5: Effective Instruction				70%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 6: Snyder HS will demonstrate fiscal responsibility by operating 100% efficiently and effectively to meet SHS goals.