2017 - 2018 LAS Plan		
District Name:	Snyder ISD	
District LAS Contact (primary):		
Email:		
Phone:		
Weighting Overview		
Local / State		Weighting (%)
Allowable range = 1% - 50%	Local Accountability System	50%
Allowable range = 50% - 99%	State Accountability System	50%
When added together, the weighting should equal 100%	Local / State Total	100%
Domain		Weighting (%)
If the plan includes 2 or more domains, the weighting range for each domain is 20% - 60%. **Pending TEA approval, some components may be categorized into one of four locally-developed (LD) domains.*	Academics	40%
	Culture & Climate	20%
	Extra / Co-Curricular	20%
	Future-Ready Learning	20%
	LD 1*	
	LD 2*	
	LD 3*	
	LD 4*	
When added together, the weight of the LAS Domains should equal 100%	Total of LAS Domains	100%

Component Summary*			
Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is not required for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.*			
Domain Name	Component (A1, B2, etc.)	Weighting (%)	School Type
Academics	A1	50%	High School
Academics	A2	20%	High School
Academics	A3	10%	High School
Academics	A4	20%	High School
Academics	A5	50%	Middle School
Academics	A6	50%	Middle School
Academics	A7	40%	Elementary
Academics	A8	40%	Elementary
Academics	A9	20%	Elementary
Culture & Climate	B3	100%	High School
Culture & Climate	B1	40%	Middle School
Culture & Climate	B2	10%	Middle School
Culture & Climate	B3	20%	Middle School
Culture & Climate	B4	10%	Middle School
Culture & Climate	B5	10%	Middle School
Culture & Climate	B6	10%	Middle School
Culture & Climate	B1	10%	Elementary
Culture & Climate	B2	10%	Elementary
Culture & Climate	B3	20%	Elementary
Culture & Climate	B4	10%	Elementary
Culture & Climate	B5	10%	Elementary
Culture & Climate	B6	10%	Elementary
Culture & Climate	B7	30%	Elementary
Extra & Co-Curricular	C1	70%	High School
Extra & Co-Curricular	C2	30%	High School
Extra & Co-Curricular	C1	70%	Middle School
Extra & Co-Curricular	C2	30%	Middle School
Extra & Co-Curricular	C3	70%	Elementary
Extra & Co-Curricular	C4	30%	Elementary
Future Ready	D1	10%	High School
Future Ready	D2	25%	High School
Future Ready	D5	45%	High School
Future Ready	D6	20%	High School
Future Ready	D2	25%	Middle School
Future Ready	D3	10%	Middle School
Future Ready	D5	45%	Middle School
Future Ready	D6	20%	Middle School
Future Ready	D4	35%	Elementary
Future Ready	D5	45%	Elementary
Future Ready	D6	20%	Elementary

Campus List		
Please list the names of all campuses in the district and identify which school type and, if applicable, the school group each campus belongs to according to the district LAS Plan.* ** Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.*		
School Name	**School Type**	**School Group***
Snyder High	High School	n/a
Snyder Junior High	Middle School	n/a
Snyder Intermediate	Elementary	n/a
Snyder Primary	Elementary	n/a

Domain: Academics	Component A1	Component A2	Component A3	Component A4	Component A5	Component A6	Component A7	Component A8	Component A9
Provide the name of the component and the metric that will be used to evaluate it.	Percent of coherent sequence completers as defined by completion of an entry level CTE, Fine Arts, or Humanities class followed by 2 additional courses in the same pathway including a capstone project presentation and/or an internship experience and/or an industry-recognized certification that demonstrates coherent pathway knowledge and understanding as well as industry value and/or dual credit courses completing an endorsement.	ACT,SAT, TSI, and/or ASVAB participation rates	% of students graduating with at least one endorsement	% of students graduating with distinguished level of performance	% of students showing lexile growth	% of 8th grade students earning 9th grade credits prior to high school entry	% of students in Reading RTI program who met or exceeded growth measure	% of students in Math RTI program who met or exceeded growth measure	Effectiveness of the Dual Language program as measured by the DLE Campus Summary Rating conducted by Richard Gomez annually
Elementary, Elementary-Magnet, HS, etc.	High School	High School	High School	High School	Middle School	Middle School	Elementary	Elementary	Elementary
Provide the weight assigned to this component within the domain.	50%	20%	10%	20%	50%	50%	40%	40%	20%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Snyder High School offers a full array of CTE pathways in 10 of the national clusters. The pathways have been designed to emphasis authentic learning options or post-secondary trainings that are available to all students with barriers removed to access.	Snyder ISD has a large population of students who would be potential first generation college students. Through partnerships with our local community college, Scurry County graduates can attend two years of college for free. However, a small percentage of the students take advantage of the opportunity. With this in mind, we want to remove barriers. By working to remove the barrier of entrance exams, we can increase post-secondary opportunities for students.	Snyder High School offers a full array of CTE pathways in 10 of the national clusters. All five endorsements are offered to students through a coherent sequence of courses. The coherent sequences have been built with a principles level course followed by 2 additional courses in more intensive content. Many pathways are aligned with core subject offerings to provide authentic learning opportunities for students.	Although Snyder High school offers many higher level math options, in order to allow students to have many post-secondary options, students are encouraged to consider Algebra II as part of their math course selections. In order to earn the distinguished level, students are endorsement completers and successful completers of Algebra II to demonstration college readiness.	The district utilizes Achieve3000 for lexile growth monitoring. Students complete a readyset screener and then complete monthly assessments to measure lexile growth.	As part of the long-term plan to offer as many dual credit options for students in high school, the middle school level offers several options for high school credit in the 8th grade. Students can earn core and elective credits that allows for greater flexibility in their high school schedule. The earned 9th grade credit demonstrates above grade level readiness for students.	Students are identified for RtI program via a universal screener in I-ready. Students are then identified for Tier 1, 2, or 3 and provided with growth goals for the year. The students in Tiers 2 ad 3 are monitored for growth each month. Using the I-ready growth model or STAAR data for RtI students, this indicator measures students being served in RtI that meets or exceeds growth measures (i-ready dat in grades K-3, STAAR data in grades 4-5).	Students are identified for RtI program via a universal screener in I-ready. Students are then identified for Tier 1, 2, or 3 and provided with growth goals for the year. The students in Tiers 2 ad 3 are monitored for growth each month. Using the I-ready growth model or STAAR data for RtI students, this indicator measures students being served in RtI that meets or exceeds growth measures (i-ready dat in grades K-3, STAAR data in grades 4-5).	The impact of a dual language program can be measured through a program review annually conducted by Dr. Richard Gomez. Dr. Gomez conducts classroom and campus observations along with teacher interviews. A summary rating is provided to the schools to identify areas of growth and improvement to continue the development of the program.
Identify the source(s) of data for each component and the availability of baseline data.	Tally from PEIMS data	Documentation from ACT/SAT/ASVAB/TSI to show at least one exam attempted at least once	Tally from PEIMS data	Tally from PEIMS data	Tally from Achieve3000 growth reports	Tally from PEIMS data	i-Ready or STAAR Data compared to RTI records	i-Ready or STAAR Data compared to RTI records	Observation data and DLE Rubric
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Students present at snapshot with a CTE indicator code of 2 are analyzed for completion of industry certification, internship, or dual credit courses aligned to pathway. The counselors maintain a tracking document for data management and the students PGP support documentation.	The counselors track data for participation of students. The district is a TSI testing site and also hosts ACT/SAT testing. The high school campus also offers ASVAB testing at the junior level as well. Throughout the students' senior year, counselors work with students to complete testing requirements and offer opportunities.	PEIMS data collection in the summer submission and verified by student graduation plan with endorsement completion.	PEIMS data collection from summer submission	The district utilizes Achieve3000 for lexile growth monitoring. Students complete a readyset screener and then complete monthly assessments to measure lexile growth.	PEIMS data collection from summer submission	EOY reports from I-ready shows annual growth for all students or STAAR Growth Measures compared to RtI rosters	EOY reports from I-ready shows annual growth for all students or STAAR Growth Measures compared to RtI rosters	DLE Campus Summary as conducted by Gomez & Gomez Dual Language Consultants. The rubric is a 5 point scale with indicators for unsatisfactory, below expectations, emerging proficiency, proficiency, and exceeds exepctations. Twenty indicators are observed. The average of the indicators have been used to rate this characteristic for the campus.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	PEIMS data is auditable data source as submitted.	TSI, ACT, SAT, and ASVAB testing data is collected by counselors and verified through information provided by the testing companies to the campus.	PEIMS data is auditable data source as submitted.	PEIMS data is auditable data source as submitted.	Achieve3000 data maintains student information via campus and district reports. Students access the program via their individual clever login with their personal credentials. Data from the initial screener is used as the base measurement. Progress measure testing is used throughout the year to evaluate growth is lexile levels. The Achieve3000 program generates growth measure reports.	PEIMS data is auditable data source as submitted.	EOY reports from I-ready shows annual growth for all students with targeted one year growth in overall levels as determined from the BOY universal screener to the EOY summative assessment. Students access I-ready through a personalized Clever portal ensuring individual use and accurate data. STAAR Data is reported using growth measures of meets or exceeds.	EOY reports from I-ready shows annual growth for all students with targeted one year growth in overall levels as determined from the BOY universal screener to the EOY summative assessment. Students access I-ready through a personalized Clever portal ensuring individual use and accurate data. STAAR Data is reported using growth measures of meets or exceeds.	Gomez observation data is provided in written form to the campus and district.
Describe the scaling process to be used for this component.	90%=A 80%=B 70%=C 60%=D	90%=A 80%=B 70%=C 60%=D	90%=A 80%=B 70%=C 60%=D	90%=A 80%=B 70%=C 60%=D	80%=A 60%=B 40%=C 20%=D	40%=A 30%=B 20%=C 10%=D	80%=A 60%=B 40%=C 20%=D	80%=A 60%=B 40%=C 20%=D	5.0=A 4.0=B 3.0=C 2.0=D