

Snyder Independent School District
Snyder Primary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Snyder Primary School include 61 teachers, 34 paraprofessionals, 2 counselors, and 3 administrators. Enrollment included 812 students, Our population includes 56% Hispanic, 39% White, 18% Limited English Proficient students and 79% economically disadvantaged.

Student Achievement

Student Achievement Summary

The following data were reviewed concerning student achievement:

3rd Grade Staar Reading and Math

Upon review of these data, several findings were noted. These findings include:

- 3rd Grade Reading: 65% Approaches Grade Level, 35% Meets Grade Level, 9% Masters Grade level.
- 3rd Grade Math: 62% Approaches Grade Level, 35% Meets Grade Level and 12% Masters Grade Level.

Areas of need include:

- Improve instructional strategies
- Improved target interventions
- Professional development to help teachers improve instructional strategies and classroom activities using HQIM

School Culture and Climate

School Culture and Climate Summary

The following data were reviewed concerning school culture, climate, and organization:

- School Climate and Culture Survey

Upon review of these data, several findings were noted. These findings include:

- Teachers believe that school procedures and practices support student achievement.
- Teachers said that PLCs are used efficiently to collaborate on curriculum and instruction.
- We want to continue prioritizing the 7 Habits to build a stronger, ubiquitous leader-rich campus.

Areas of need include:

- Improve communication across the campus
- Continued training on data disaggregation and intervention

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The following data were reviewed concerning curriculum, instruction, and assessment:

- Grade level unit assessments
- Scope and sequence documents
- Walk-through data
- Lesson plans

Upon review of these data, several findings were noted. These findings include:

Areas of need include:

- Use of assessments at all grade levels and all subject areas using HQIM
- Documentation of interventions administered per student
- Individual student data tracking/goal setting

Parent and Community Engagement

Parent and Community Engagement Summary

The following data were reviewed concerning family and community involvement:

- SISD surveys
- PTO feedback
- Teacher feedback
- Evaluation of activities implemented during the previous school year

Upon review of these data, several findings were noted. These findings include:

- Parents and students rank the school trust factor strongly
- Ninety-four percent of students presented student-led conferences to parents or guardians
- Increase in the number of projects by campus to help organizations in need
- Increase in parent involvement activities and conferences campus-wide
- Increased parent/teacher conferences
- Increased number of parents participating in special volunteer activities
- Family activities that included instructional information were popular with teachers and parents.

Areas of need include:

- Increased PTO involvement
- Training for teachers to improve constructive parent-teacher conversations
- Business/community partners
- Pre-planning of parent activities that include academic expectations for the following grading cycle

Technology

Technology Summary

The following data were reviewed in relation to technology:

- Lesson plans
- Walkthrough data
- Website usage

Upon review of these data, several findings were noted. These findings include:

- High number of parents with family access, but most do not use it regularly.
- 100% of parents are contactable through Parent Square.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals





Goal 1: Student Achievement: Snyder Primary School will improve student achievement by enhancing instructional processes and strategies to show student growth.

Performance Objective 1: Snyder ISD board goals will be followed with achievement percentages, at the meets level, as goals for math and reading.

Evaluation Data Sources: Module assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Curriculum and Instruction: Staff will utilize purposeful planning and lesson internalization using HQIM to address specific knowledge and skills. Strategy's Expected Result/Impact: Increase in student academic achievement Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: At Risk Students: Intervention/enrichment time is scheduled into daily schedules that is driven by assessment data. Strategy's Expected Result/Impact: Increase in student academic achievement Staff Responsible for Monitoring: Teachers, Admininistrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: EB Students: Bilingual classrooms will follow the Gomez Dual Language model to enhance high-level learning for EB students. Strategy's Expected Result/Impact: Increase in student academic achievement Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Special Populations: Students will receive differentiated services to address the needs of all students, including GT, dyslexia, migrant, special education, and EB populations. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Assessments: Kindergarten-3rd grade teachers will continually monitor module assessment data and MAP growth data for math and reading. Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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	N/A			





Strategy 6 Details	Reviews			
Strategy 6: Assessments: PK teachers will continue to use CIRCLE BOY, MOY, and EOY for ongoing progress monitoring of all students. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Student Achievement: Snyder Primary School will improve student achievement by enhancing instructional processes and strategies to show student growth.

Performance Objective 2: Snyder Primary School will support student college, career, and military readiness through various campus level activities.

Evaluation Data Sources: Attendance and college/career activity completion





Strategy 1 Details	Reviews			
Strategy 1: Student Growth: Growth will be monitored and evaluated through MAP and module assessments with the overall goal of all students to meet or exceed grade level expectations by the end of the year. Strategy's Expected Result/Impact: Growth levels to increase from BOY to EOY on assessments Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Attendance: Attendance initiatives will be promoted throughout the year to improve the attendance of students and staff. Strategy's Expected Result/Impact: Increased attendance rates Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details		Reviews			
Strategy 3: Career/Military Readiness: Snyder Primary School will host Career Vehicle Day and Career Cafe and invite community members to present various military careers and branches to students. Students will take field trips to local businesses throughout the year to increase awareness of different career paths. Strategy's Expected Result/Impact: Increased awareness to pathways after high school Staff Responsible for Monitoring: Counselors, Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Goal 2: Curriculum, Instruction, and Assessment: Snyder Primary School will ensure that instructional staff utilize the HQIM with formative assessments and desegregate assessment data regularly.

Performance Objective 1: Snyder Primary School will ensure that daily lessons are aligned to the scope and sequence of Amplify (reading) and Eureka (math).

Evaluation Data Sources: Lesson frames, unit internalization, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Lesson Internalization: Weekly planning meetings will ensure internalization of lessons and units is complete and aligned with HQIM and student data. Strategy's Expected Result/Impact: Improved instruction based on student data Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Instructional Strategies: Administration will monitor teaching strategies through the lesson internalization tool and weekly lesson plans for reading and math. Strategy's Expected Result/Impact: Improved instruction based on student data Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 2: Curriculum, Instruction, and Assessment: Snyder Primary School will ensure that instructional staff utilize the HQIM with formative assessments and desegregate assessment data regularly.

Performance Objective 2: Weekly PLC meetings will be held to support planning and instruction.

Evaluation Data Sources: PLC planning template, PLC agendas, lesson plans, student data





Strategy 1 Details	Reviews			
Strategy 1: PLC Meetings: PLCs will be documented using tracking tools with district support. Strategy's Expected Result/Impact: Increase in student academic achievement Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Data Tracking: Data PLCs will follow a scripted process that incorporates student work samples. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 2: Curriculum, Instruction, and Assessment: Snyder Primary School will ensure that instructional staff utilize the HQIM with formative assessments and desegregate assessment data regularly.

Performance Objective 3: Snyder Primary School will continually use evaluation tools to improve instruction.

Evaluation Data Sources: Walkthrough and observation data, PD calendars





Strategy 1 Details	Reviews			
Strategy 1: Walkthroughs: 100% of certified teachers will have at least 5 informal walkthroughs to monitor instructional practices. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Observations: 100% of certified staff will have at least 1 observation to strengthen instructional practices as related to use of data to drive instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Professional Development: Research based staff development will be given based on the needs determined through assessment results, walkthrough and observation data, and student needs. Strategy's Expected Result/Impact: High quality lessons and instructions Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
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Goal 3: Culture and Climate: Snyder Primary School will work to build a positive culture for all stakeholders that is safe, promotes leadership, and is student-focused.

Performance Objective 1: Staff will use effective classroom routines and procedures that promote student leadership.

Evaluation Data Sources: Discipline referrals, stakeholder surveys, PBIS team feedback

Strategy 1 Details	Reviews			
Strategy 1: Students will develop leadership skills by participating in classroom/campus leadership jobs. Strategy's Expected Result/Impact: Positive participation and student empowerment Staff Responsible for Monitoring: Teachers, Counselors, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Leadership notebooks will be continuously utilized by all students to help set and reach academic and personal goals. Strategy's Expected Result/Impact: Robust student leadership notebooks and positive goal-setting practices Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Culture and Climate: Snyder Primary School will work to build a positive culture for all stakeholders that is safe, promotes leadership, and is student-focused.

Performance Objective 2: Snyder Primary will increase and maintain effective communication between parents and the community.

Evaluation Data Sources: Parent Square messages, newsletters





Strategy 1 Details	Reviews			
Strategy 1: Communication: ParentSquare will be utilized to increase parent involvement and parent communication with the goal of 95%-100% of parents being contactable. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Teachers, Administrators Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Parent/Teacher Conferences: Conferences will be encouraged to monitor the progress of students over the year. Strategy's Expected Result/Impact: Increase in parent involvement and academic growth for students Staff Responsible for Monitoring: Teachers, Administrators Title I: 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Parent Events: Parents will be notified of campus events such as book fairs, family nights, field days, music performances, awards assemblies, parent conferences, etc. Strategy's Expected Result/Impact: Increased parent involvement and student achievement Staff Responsible for Monitoring: Teachers, PTO, Administrators Title I: 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Counselor Newsletters: SPS counselors will provide parent newsletters to share guidance instruction and PBIS support topics with parents through a newsletter published on ParentSquare. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Culture and Climate: Snyder Primary School will work to build a positive culture for all stakeholders that is safe, promotes leadership, and is student-focused.

Performance Objective 3: Safety and security measures will be followed consistently to ensure a safe climate at SPS.

Evaluation Data Sources: Door sweeps, safety audit documentation





Strategy 1 Details	Reviews			
Strategy 1: Student Safety: SPS will follow safety procedures by having all campus visitors sign in and wear visitor tags. We will also conduct emergency drills including: hold, secure, lockdown, evacuate, and shelter. Strategy's Expected Result/Impact: Increased safety measures for all stakeholders Staff Responsible for Monitoring: Front Office Staff, Administrators, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Culture and Climate: Snyder Primary School will work to build a positive culture for all stakeholders that is safe, promotes leadership, and is student-focused.

Performance Objective 4: Snyder Primary will continue the district-wide positive behavioral management program.

Evaluation Data Sources: PBIS team feedback, discipline referrals





Strategy 1 Details	Reviews			
Strategy 1: Procedures and Expectations: Snyder Primary will have campus wide procedures established for common areas and classrooms. Strategy's Expected Result/Impact: Decrease in office referrals Staff Responsible for Monitoring: Teachers, PBIS behavior team, Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Referral Data: The MTSS team will monitor discipline referrals to diagnose recurring problems and support teachers with behavioral procedures and research-based interventions. Strategy's Expected Result/Impact: Decrease in student referrals, increased student engagement in instructional settings Staff Responsible for Monitoring: MTSS Behavior Team, Counselors, Administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Counseling Groups: Counselors will pull classes to work on social/emotional guidance lessons for tier 1 and tier 2 interventions. Strategy's Expected Result/Impact: Decrease in discipline referrals, increase in student achievement Staff Responsible for Monitoring: Counselors, Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Habit Heroes: SPS will make phone calls or send ParentSquares weekly to parents whose child was nominated to be a Habit Hero by their teacher. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Counselors, Administrators Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Culture and Climate: Snyder Primary School will work to build a positive culture for all stakeholders that is safe, promotes leadership, and is student-focused.

Performance Objective 5: Snyder Primary will implement drug prevention activities that are age-appropriate to educate students about drug abuse and prevention.





Evaluation Data Sources: Red Ribbon Week

Strategy 1 Details	Reviews			
Strategy 1: Drug Prevention: Students will participate in Red Ribbon Week to promote drug prevention and healthy choices. Strategy's Expected Result/Impact: Increased student awareness of healthy choices Staff Responsible for Monitoring: Counselors, Teachers, Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Healthy Choices: Counselors will integrate specific lessons on healthy choices into classroom guidance lessons. Strategy's Expected Result/Impact: Increased student awareness of healthy choices Staff Responsible for Monitoring: Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
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Goal 3: Culture and Climate: Snyder Primary School will work to build a positive culture for all stakeholders that is safe, promotes leadership, and is student-focused.

Performance Objective 6: Snyder Primary School will establish a comprehensive anti-bullying program to address bullying, educate students and parents regarding bullying procedures, and share strategies for preventing bullying from occurring.

Evaluation Data Sources: Bullying program and procedures

Strategy 1 Details	Reviews			
Strategy 1: Guidance Lessons: Counselors will provide proactive strategies and lessons through classroom guidance lessons weekly. Strategy's Expected Result/Impact: Less bullying instances Staff Responsible for Monitoring: Counselors, Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Reporting and Investigating: SPS Administrators will promptly use Snyder ISD's investigation procedures when bullying instances are reported and follow through with parents and district administration. Strategy's Expected Result/Impact: Less bullying instances Staff Responsible for Monitoring: Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
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