

Snyder Independent School District
District Improvement Plan
2023-2024



Mission Statement

The mission of SISD is to **equip everyone to pursue excellence every day.**

Vision

As the cornerstone of our community, we expect everyone to be authentically engaged and accountable for the success of all.

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Comprehensive Needs Assessment

Revised/Approved: December 5, 2023

Demographics

Demographics Summary

Snyder ISD is a demographically diverse school district with 63.73% of the student population identified as Hispanic, 31.01% as White, and the remaining population represented by 2 or more races, African-American, and Native American. The students qualifying with low socio-economic status are 73.21% of the student population with 47.70% of the students being served on Title 1 campuses. 51.67% of the student population is identified as at-risk. 14.11% of the population is identified as Limited English Proficient, 1.29% is migrant, 13.73% special education, and 5.68% in gifted and talented.

Demographics Strengths

Snyder ISD serves a diverse population of students with supports in place for Emergent Bilinguals, Special Education, and Economically Disadvantaged students.

Because of the diverse population, Snyder ISD has made Parent and Family Engagement a focus this year. Events and activities are being offered to families to increase parent and family communication, support, and engagement.

The diverse population of Snyder ISD allows for the integration of cultural aspects into the classroom. The district offers a dual language program with both one-way and two-way programs to focus on students learning both Spanish and English. The bilingual student performance on state assessments for grades 3-5 outperforms the general student population in several areas.

To reach all student populations, the district has implemented High Quality Instructional Materials for grades K-5 in Reading and Math.

To improve student attendance, the campuses have implemented attendance initiatives and the Board has set a district attendance goal of 94%.

Campus and district leaders walk campuses regularly and collect instructional data with curriculum alignment and develop action steps to address needs of student population groups.

The district's drop-out rate is 0.1% (2020-21, grades 9-12, Based on 2020-21 TAPR report). This is below the state level of 2.4%.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): Close achievement gaps for all demographics. **Root Cause:** High turnover rates have resulted in inexperienced teachers in core classes. Instruction is not data driven to the extent of student mastery with aligned re-teach opportunities.

Student Learning

Student Learning Summary

The district lags behind the region and the state in student achievement. The complete academic snapshot of the district is accessible at <https://txschools.gov/districts/208902/overview>.

In the 21-22 school year, the district was rated as a B overall with two of the campuses earning B ratings, one campus earned a C rating, and a campus not rated. The Intermediate campus earned a distinction in Science.

In 21-22, Academic Growth (Domain 2) and Closing the Gaps (Domain 3) were the lowest areas in our Accountability Ratings.

TELPAS scores did not show growth in 21-22 and is an area that we have focused on for the 22-23 school year and we are continue to have this as an area of focus.

We have not received ratings for 2022-23. However, Snyder Primary has been identified for Comprehensive Support and Improvement and Snyder Intermediate has been identified for Targeted Support and Improvement. Closing the Gaps (Domain 3) continues to be our lowest domain.

Student Learning Strengths

- Year two of implementation of TEA High Quality Instructional Materials in Reading and Math for K-5 to align with the new STAAR redesign. The junior high has implemented new curriculum for math, science and social studies to align with the new STAAR.
- Curriculum alignment
- Tracking tools
- Access to interventions and supports
- Graduation rates
- College, Career, Military Readiness
- Career and Technology

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Close achievement gaps for all demographics. **Root Cause:** High turnover rates have resulted in inexperienced teachers in core classes. Instruction is not data driven to the extent of student mastery with aligned re-teach opportunities.

Problem Statement 2 (Prioritized): Overall student achievement is below state level of performance with students not consistently meeting a year's worth of growth in math and reading. **Root Cause:** Systems and processes are not in place that support the learning and growth of all students. Teacher turnover leads to inexperienced teachers in the classrooms. Lack of implementation of curriculum resources to the level needed in all grade levels has created gaps in instruction. Low level questioning has contributed to the lack of student growth.

Problem Statement 3 (Prioritized): Sub-population performance (Special Ed, EB, Hispanic, ECD) is below state level targets for meets grade level performance and growth indicators. **Root Cause:** Staff members lack effective implementation of instructional strategies that will impact performance of special populations.

Problem Statement 4 (Prioritized): Lack of student centered instruction, aligned curriculum, supported by strong lesson planning and student achievement data leads to gaps in quality education for all students. **Root Cause:** Campus driven lesson internalization and data driven instruction need stronger development for quality implementation.

Problem Statement 5 (Prioritized): Teacher turnover is above state average of 17.7% at 22.5%. **Root Cause:** Uncertified or inexperienced teachers have contributed to an increased teacher turnover rate.

District Processes & Programs

District Processes & Programs Summary

- Stipends available for teachers in tested subject areas
- The district participates in the Teacher Incentive Allotment program under HB3 providing significant salary bonuses based on student growth and teacher evaluations
- Competitive pay
- Hybrid calendar

District Processes & Programs Strengths

- P-Tech
- Dual Language
- CTE Courses
- Fine Arts
- Dual credit courses
- Texas Instructional Leadership
- Effective Schools Framework
- High Quality Instructional Materials aligned with STAAR redesign

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Close achievement gaps for all demographics. **Root Cause:** High turnover rates have resulted in inexperienced teachers in core classes. Instruction is not data driven to the extent of student mastery with aligned re-teach opportunities.

Problem Statement 2 (Prioritized): Lack of student centered instruction, aligned curriculum, supported by strong lesson planning and student achievement data leads to gaps in quality education for all students. **Root Cause:** Campus driven lesson internalization and data driven instruction need stronger development for quality implementation.

Problem Statement 3 (Prioritized): Teacher turnover is above state average of 17.7% at 22.5%. **Root Cause:** Uncertified or inexperienced teachers have contributed to an increased teacher turnover rate.

Problem Statement 4 (Prioritized): Overall student achievement is below state level of performance with students not consistently meeting a year's worth of growth in math and reading. **Root Cause:** Systems and processes are not in place that support the learning and growth of all students. Teacher turnover leads to inexperienced teachers in the classrooms. Lack of implementation of curriculum resources to the level needed in all grade levels has created gaps in instruction. Low level questioning has contributed to the lack of student growth.

Problem Statement 5 (Prioritized): Sub-population performance (Special Ed, EB, Hispanic, ECD) is below state level targets for meets grade level performance and growth indicators. **Root Cause:** Staff members lack effective implementation of instructional strategies that will impact performance of special populations.

Priority Problem Statements

Problem Statement 1: Overall student achievement is below state level of performance with students not consistently meeting a year's worth of growth in math and reading.

Root Cause 1: Systems and processes are not in place that support the learning and growth of all students. Teacher turnover leads to inexperienced teachers in the classrooms. Lack of implementation of curriculum resources to the level needed in all grade levels has created gaps in instruction. Low level questioning has contributed to the lack of student growth.

Problem Statement 1 Areas: Demographics - Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 2: Lack of student centered instruction, aligned curriculum, supported by strong lesson planning and student achievement data leads to gaps in quality education for all students.

Root Cause 2: Campus driven lesson internalization and data driven instruction need stronger development for quality implementation.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 3: Sub-population performance (Special Ed, EB, Hispanic, ECD) is below state level targets for meets grade level performance and growth indicators.

Root Cause 3: Staff members lack effective implementation of instructional strategies that will impact performance of special populations.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - District Processes & Programs

Problem Statement 4: Close achievement gaps for all demographics.

Root Cause 4: High turnover rates have resulted in inexperienced teachers in core classes. Instruction is not data driven to the extent of student mastery with aligned re-teach opportunities.

Problem Statement 4 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning - District Processes & Programs

Problem Statement 5: Teacher turnover is above state average of 17.7% at 22.5%.

Root Cause 5: Uncertified or inexperienced teachers have contributed to an increased teacher turnover rate.

Problem Statement 5 Areas: Demographics - Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs - Perceptions

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- 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
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal 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
- Enrollment trends

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
- Equity data
- 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

Revised/Approved: December 5, 2023

Goal 1: Student Achievement: Snyder ISD will provide an environment and learning experiences where all students achieve academic growth and success.

Performance Objective 1: The percentage of students who perform at the meets grade level or above on the ELAR STAAR will increase from 35% to 46% by June 2024.

High Priority

HB3 Goal





Evaluation Data Sources: Common assessments, STAAR,

Strategy 1 Details	Reviews			
Strategy 1: The campuses will continue to implement HQIM that are aligned to the TEKS and formative assessments, are implemented with fidelity (evidence from walkthroughs), and use data to drive instruction. Strategy's Expected Result/Impact: Increase ELAR student performance moving all students toward board goal targets. Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Director of Instructional Services Title I: 2.4, 2.5, 2.6 Funding Sources: Curriculum - General Fund	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Each campus will have Professional Learning Communities (PLCs) to improve instruction by using data and focusing on high yield instructional strategies and building an aligned, positive learning culture throughout the district. Strategy's Expected Result/Impact: Increase student achievement and student engagement. Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Special Education, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Snyder Intermediate has a targeted improvement plan based on the ESF framework with 90-day cycle goals designed to meet district and state goals. Strategy's Expected Result/Impact: Improve accountability, increase student achievement. Staff Responsible for Monitoring: DCSI, Campus Principals, CLT Title I: 2.4, 2.5, 2.6 Funding Sources: Curriculum - General Fund, Salaries - Title I, Part A, Migrant Support Staff - Title I, Part C, RTI Staff & resources - Title IIIA-ELA	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual Students: The district will focus on the development of academic language proficiency by providing resources as well as training and support for teachers in planning appropriate classroom and instructional strategies for EB students. Strategy's Expected Result/Impact: Emergent Bilingual Students will show growth in English proficiency levels through a focus on training and support in the Gomez and Gomez model to all teachers and instructional leaders. Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, Director of Instructional Services Funding Sources: Professional Development - Bilingual	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Dyslexia Students: Students with dyslexia will be identified and evaluated following timelines established by the State for special education services. Accommodations and instruction aligned to the requirements will be provided to students. Strategy's Expected Result/Impact: Plan implementation, Increased student achievement Staff Responsible for Monitoring: Principals, Assistant Principals, Dyslexia teacher, Diagnosticians, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Multi-tiered System of Support (MTSS): Snyder ISD will identify students in need of academic supports in the MTSS process and provide intervention and tutorials for all STAAR/EOC tested subjects. Strategy's Expected Result/Impact: Identification of students in need of additional support, student progress and mastery of standards Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, RtI teachers and paraprofessionals, Director of Special Education, Director of Instructional Services Funding Sources: - Title I, Part A	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 7 Details	Reviews			
Strategy 7: Special Education Students: Special education teachers will provide or assist in providing quality instruction, followed by progress monitoring to ensure special education students are achieving and growing based on their individual education plans and learning needs. Strategy's Expected Result/Impact: Implementation of IEPs, PLAAFPs, accommodations, increased student achievement, meeting student's identified goals Staff Responsible for Monitoring: Principals, Assistant Principals, Diagnosticians, Director of Special Education Funding Sources: - IDEA	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 8 Details	Reviews			
Strategy 8: 504 Services: Students who qualify for 504 services will receive accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access students' 504 plans and provide the accommodations to ensure compliance for all students with disabilities. The district will establish procedures for child find, referrals, and evaluations. Strategy's Expected Result/Impact: 504 plans accessed through Esped, established procedures for child find, referrals, and evaluations, student achievement Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 9 Details	Reviews			
Strategy 9: Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These accelerated opportunities will be provided by enrichment classes and other tutoring methods during the school year as required by HB 4545. Strategy's Expected Result/Impact: Increase in student performance through differentiated intervention activities Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Special Education, Director of Instructional Services Funding Sources: - State Comp. Ed.	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 10 Details	Reviews			
Strategy 10: Gifted and Talented: Increase screening opportunities and adjust testing to reach students that may qualify for G/T services. Teachers will receive the required professional development (30 hours initial training, 6 hour annual update). The district has procedures for GT nominations, screening, selection and placement. Strategy's Expected Result/Impact: Increased number of students who qualify for GT services. Differentiated instruction and opportunities for GT students. Staff Responsible for Monitoring: GT Teachers, Counselors, Principals, Assistant Principals, GT committees, Director of Instructional Services Funding Sources: - G/T Fund	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 11 Details	Reviews			
Strategy 11: College, Career, and Military Readiness: Snyder ISD will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, college readiness, and opportunities to enroll in CTE, P-TECH pathways, advanced-placement, and dual credit courses. Strategy's Expected Result/Impact: Increase in the number of students enrolling in Dual Credit, CTE courses, P-TECH pathways leading to industry certification, and advanced placement meeting HB3 goals. Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Director of Instructional Services Funding Sources: - CTE Fund, - Perkins V	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 12 Details	Reviews			
Strategy 12: Career and Technical Education/P-TECH: The district will enhance and align courses offered in the CTE program, P-TECH pathways, certifications offered by designing programming that focuses on student choice, community need, and student growth to allow students to become college, career, military and life ready. Strategy's Expected Result/Impact: Increase student achievement , increased number of students participating in CTE/P-TECH meeting HB3 goals. Staff Responsible for Monitoring: Principals, Assistant Principals, CTE Teachers, Counselors, Director of Instructional Services Funding Sources: - CTE Fund, - Perkins V	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 13 Details	Reviews			
Strategy 13: Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines and aligned to the Kindergarten curriculum with a focus on building a strong foundation of early childhood literacy and mathematics. Strategy's Expected Result/Impact: Alignment to Kindergarten TEKS, increased student achievement, kindergarten readiness Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, Director of Instructional Services Funding Sources: - Title I, Part A	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 14 Details	Reviews			
Strategy 14: Kindergarten: The district will provide resources to parents to ensure a smooth transition from early childhood programs, daycare, and at-home child care to success in Kindergarten through events such as campus tours, Meet the Teacher, Kindergarten Round-Up, parent/teacher conferences. Strategy's Expected Result/Impact: Increase in readiness and success in Kindergarten. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 15 Details	Reviews			
Strategy 15: Pregnancy-Related Services: Support services will be provided to pregnant and parenting students to support completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. Strategy's Expected Result/Impact: Completion of credits/promotion to next grade level, drop-out prevention Staff Responsible for Monitoring: Nurses, Counselors, Principals, Assistant Principals, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 16 Details	Reviews			
Strategy 16: Higher Education: Secondary students and parents will receive information about higher education admissions, financial aid opportunities, dual credit opportunities, HB5 graduation requirements, scholarships, endorsements, pathways, certifications, and the need for students to make informed course choices to be prepared for success in high school and beyond. Strategy's Expected Result/Impact: Enrollment in courses to achieve goals, student achievement, CTE/P-TECH enrollment, dual credit enrollment Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 17 Details	Reviews			
Strategy 17: DAEP: The district will monitor performance data of students in the District Alternative Education Program (DAEP) including student groups serviced, assessment results, attendance, dropout rates, graduation rates, and recidivism rates. Strategy's Expected Result/Impact: Decreased number of repeat offenders, decreased number of placements, increased attendance and student achievement Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, DAEP Principal, Director of Instructional Services, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: Snyder ISD will provide an environment and learning experiences where all students achieve academic growth and success.

Performance Objective 2: The percentage of students who perform at the meets grade level or above on the Math STAAR will increase from 34% to 49% by June 2024.





High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: The campuses will continue to implement HQIM that are aligned to the TEKS and formative assessments, are implemented with fidelity (evidence from walkthroughs), and use data to drive instruction. Strategy's Expected Result/Impact: Increase Math student performance moving all students toward board goal targets.. Staff Responsible for Monitoring: Campus Principals, Assistant Principals, Director of Instructional Services Funding Sources: Curriculum - General Fund	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Each campus will have Professional Learning Communities (PLCs) to improve instruction by using data and focusing on high yield instructional strategies and building an aligned, positive learning culture throughout the district. Strategy's Expected Result/Impact: Increase student achievement and student engagement Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Special Education, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Multi-tiered System of Support (MTSS): Snyder ISD will identify students in need of academic supports in the MTSS process and provide intervention and tutorials for all STAAR/EOC tested subjects. Strategy's Expected Result/Impact: Identification of students in need of additional support, student progress and mastery of standards Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, RtI teachers and paraprofessionals, Director of Special Education, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Special Education Students: Special education teachers will provide or assist in providing quality instruction, followed by progress monitoring to ensure special education students are achieving and growing based on their individual education plans and learning needs. Strategy's Expected Result/Impact: Implementation of IEPs, PLAAFPs, accommodations, increased student achievement, meeting student's identified goals Staff Responsible for Monitoring: Principals, Assistant Principals, Diagnosticians, Director of Special Education Funding Sources: - IDEA B Federal Funds	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: 504 Services: Students who qualify for 504 services will receive accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access students' 504 plans and provide the accommodations to ensure compliance for all students with disabilities. The district will establish procedures for child find, referrals, and evaluations. Strategy's Expected Result/Impact: 504 plans accessed through Esped, established procedures for child find, referrals, and evaluations, student achievement Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These accelerated opportunities will be provided by enrichment classes and other tutoring methods during the school year as required by HB 4545. Strategy's Expected Result/Impact: Increase in student performance through differentiated intervention activities Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Special Education, Director of Instructional Services Funding Sources: - State Comp. Ed.	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Gifted and Talented: Increase screening opportunities and adjust testing to reach students that may qualify for G/T services. Teachers will receive the required professional development (30 hours initial training, 6 hour annual update). The district has procedures for GT nominations, screening, selection and placement. Strategy's Expected Result/Impact: Increased number of students who qualify for GT services. Differentiated instruction and opportunities for GT students. Staff Responsible for Monitoring: GT Teachers, Counselors, Principals, Assistant Principals, GT committees, Director of Instructional Services Funding Sources: - G/T Fund	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 8 Details	Reviews			
Strategy 8: College, Career, and Military Readiness: Snyder ISD will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, college readiness, and opportunities to enroll in CTE, P-TECH pathways, advanced-placement, and dual credit courses. Strategy's Expected Result/Impact: Increase in the number of students enrolling in Dual Credit, CTE courses, P-TECH pathways leading to industry certification, and advanced placement meeting HB3 goals. Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Director of Instructional Services Funding Sources: - CTE Fund, - Perkins V	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 9 Details	Reviews			
Strategy 9: Career and Technical Education/P-TECH: The district will enhance and align courses offered in the CTE program, P-TECH pathways, certifications offered by designing programming that focuses on student choice, community need, and student growth to allow students to become college, career, military and life ready. Strategy's Expected Result/Impact: Increase student achievement, increased number of students participating in CTE/P-TECH meeting HB3 goals. Staff Responsible for Monitoring: Principals, Assistant Principals, CTE Teachers, Counselors, Director of Instructional Services Funding Sources: - CTE Fund, - Perkins V	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 10 Details	Reviews			
Strategy 10: Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines and aligned to the Kindergarten curriculum with a focus on building a strong foundation of early childhood literacy and mathematics. Strategy's Expected Result/Impact: Alignment to Kindergarten TEKS, increased student achievement, kindergarten readiness Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, Director of Instructional Services Funding Sources: - Title I, Part A	Formative			Summative
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	N/A			
Strategy 11 Details	Reviews			
Strategy 11: Kindergarten: The district will provide resources to parents to ensure a smooth transition from early childhood programs, daycare, and at-home child care to success in Kindergarten through events such as campus tours, Meet the Teacher, Kindergarten Round-Up, parent/teacher conferences. Strategy's Expected Result/Impact: Increase in readiness and success in Kindergarten. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			





Strategy 12 Details	Reviews			
Strategy 12: Pregnancy-Related Services: Support services will be provided to pregnant and parenting students to support completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. Strategy's Expected Result/Impact: Completion of credits/promotion to next grade level, drop-out prevention Staff Responsible for Monitoring: Nurses, Counselors, Principals, Assistant Principals, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 13 Details	Reviews			
Strategy 13: Higher Education: Secondary students and parents will receive information about higher education admissions, financial aid opportunities, dual credit opportunities, HB5 graduation requirements, scholarships, endorsements, pathways, certifications, and the need for students to make informed course choices to be prepared for success in high school and beyond. Strategy's Expected Result/Impact: Enrollment in courses to achieve goals, student achievement, CTE/P-TECH enrollment, dual credit enrollment Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 14 Details	Reviews			
Strategy 14: DAEP: The district will monitor performance data of students in the District Alternative Education Program (DAEP) including student groups serviced, assessment results, attendance, dropout rates, graduation rates, and recidivism rates. Strategy's Expected Result/Impact: Decreased number of repeat offenders, decreased number of placements, increased attendance and student achievement Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, DAEP Principal, Director of Instructional Services, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: Snyder ISD will provide an environment and learning experiences where all students achieve academic growth and success.

Performance Objective 3: The district attendance rate will increase from 92% to 94% by June, 2024.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Increasing attendance, Drop Out Prevention: Campus support for students and families regarding absences and tardies, development of attendance contracts, attendance committees, truancy policies and procedures Strategy's Expected Result/Impact: Increased attendance rate. Attendance will be monitored daily to ensure students are present and attendance is coded correctly. Staff Responsible for Monitoring: Principals, Assistant Principals, PEIMS Coordinator, PEIMS clerks, Truancy Officer, Family/Parent Liaison, Director of Instructional Services, Counselors	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Homeless and Foster Care: The district liaison will ensure students identified for either of these programs have access to free lunch, transportation services, and supplemental resources as needed. Strategy's Expected Result/Impact: Ensure access to services as needed to meet the needs of students and supports are in place for attendance, learning and well-being. Staff Responsible for Monitoring: PEIMS clerks, Counselors, Principals, Assistant Principals, Director of Instructional Services Funding Sources: - Title I, Part A	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: DAEP: The district will monitor performance data of students in the District Alternative Education Program (DAEP) including student groups serviced, assessment results, attendance, dropout rates, graduation rates, and recidivism rates. Strategy's Expected Result/Impact: Decreased number of repeat offenders, decreased number of placements, increased attendance and student achievement Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, DAEP Principal, Director of Instructional Services, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Successful Transition Between Grade Levels: The district provides counseling support to students transitioning between campuses. Academic counseling for seniors transitioning to post-secondary settings is also provided. Strategy's Expected Result/Impact: Academic and social-emotional skills, increase in attendance, increase in student achievement, decrease in discipline referrals Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Director of Instructional Services.	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Increasing Attendance: Snyder ISD is implementing a hybrid calendar in an effort to increase attendance. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Principals, Assistant Principals, PEIMS clerks, PEIMS Coordinator, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: School Safety and Communication: All students will be educated in a safe environment that promotes collaborative and positive communication.

Performance Objective 1: The district will ensure campus/district safety, by providing resources to support district operations, engage parents and families in frequent and ongoing communications.

High Priority

Evaluation Data Sources: Incident reports, bully reports, communication, surveys, activity sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Goal Setting (CNA/CIP/DIP): Each campus has an established site-based decision making committee that focuses on the improvement planning process. The District Educational Improvement Committee will focus on the district improvement planning process and carries out responsibilities such as district calendar, compliance documents, waivers, District of Innovation plan and District Improvement Plan. Strategy's Expected Result/Impact: Improved student performance and processes to ensure high levels of accountability. Staff Responsible for Monitoring: Principals, Assistant Principals, Director of Instructional Services, Director of Administrative Services, Principals, Director of Special Education	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: School Resource Officers (SRO's): The primary responsibility of the SRO is to be a visible law enforcement presence on campus to deter, prevent, and respond to crime. The SROs provide guidance to school officials on law-related matters, helps assess school safety needs and serves as a vital link to other emergency personnel during critical incidents. Strategy's Expected Result/Impact: Increased safety on district facilities to ensure students are educated in a safe, secure environment. Support student and staff positive interactions with law enforcement. Staff Responsible for Monitoring: Superintendent, Director of Administrative Services, Director of Safety	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Student Safety: The district will utilize communication resources with emergency operations departments, provide training, manage security coverage, update the Emergency Operations Plan, and conduct safety/security audits. Equipment, hardware, and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary. Strategy's Expected Result/Impact: Increased safety on district property to ensure students are educated in a safe and secure environment. Staff Responsible for Monitoring: SROs, Director of Safety, Director of Administrative Services, Director of Technology, Principals, Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
	N/A			





Strategy 4 Details	Reviews			
Strategy 4: Successful Transition Between Grade Levels: The district provides counseling support to students transitioning between campuses. Academic counseling for seniors transitioning to post-secondary settings is also provided. Strategy's Expected Result/Impact: Academic and social-emotional skills, attendance, increase in student achievement, decrease in discipline referrals Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Director of Instructional Services.	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Fiscal Compliance: To the fullest extent possible, the district will coordinate federal, state, and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of all available resources. Strategy's Expected Result/Impact: Effective and efficient use of federal, state, and local funds, student outcomes Staff Responsible for Monitoring: Superintendent, Director of Instructional Services, Chief Financial Officer, Director of Administrative Programs, Funding Sources: - Title I, Part A, - Title II, Part A, - Title IIIA-ELA, - Title IV, Part A, - State Comp. Ed., - Perkins V, - Migrant Fund, - IDEA	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Public Meeting: The district holds an annual public school board meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the district and campus improvement reports. Strategy's Expected Result/Impact: Increase parent and community awareness, transparency with academic performance of each campus and the district. Staff Responsible for Monitoring: Superintendent, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Parent Engagement: Snyder ISD will increase parental engagement and stakeholder involvement at both the campus and district level by making families feel welcome through building meaningful connections and increased communication throughout the district and on all campuses.

Performance Objective 1: An increase in parental engagement through participation in campus/district events, positive connections to campus/district with an increase in overall communication throughout the district.

High Priority

Evaluation Data Sources: Surveys, sign in sheets for events, Parent Square data, Social Media Posts

Strategy 1 Details	Reviews			
Strategy 1: Title I campuses will conduct an annual meeting to review and revise the written Parent/Family Engagement Plan. The plan is developed jointly with parents. Strategy's Expected Result/Impact: Increase family engagement and facilitate strong mutual accountability for increasing student achievement Staff Responsible for Monitoring: Title I Campus Principals and Assistant Principals, Director of Instructional Services, Parent/Family Liaison Funding Sources: - Title I, Part A	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Parent and Family Engagement: The district will educate and inform families about campus/district programs and services to build capacity, understanding, and importance of parent and family engagement. A variety of communication methods will be used in a language parents can understand, including, but not limited to websites, social media, emails, Meet the Teacher Night, Open House, parent conferences, Parent Square, etc. Strategy's Expected Result/Impact: Parent Square reports, sign-in sheets, website analytics, Staff Responsible for Monitoring: Principals, Assistant Principals, Public Information Officer, Parent/Family Liaison, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Communication - Student Achievement to Parents: The district will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as student work samples, progress reports, report cards, parent-teacher conferences and phone calls, Parent Square. Strategy's Expected Result/Impact: Increase partnerships with parents, increase in student achievement. Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Teachers, Public Information Officer, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Social Emotional Learning, Mental-Health Wellness: Snyder ISD will support and enhance students' social well-being, relationships, perception of classroom and school climate through Positive Behavior Intervention Supports and programs to address student needs.

Performance Objective 1: Snyder ISD will promote social-emotional well being, mental and health wellness for all students by increasing responsive support services based on the needs of students.

High Priority

Evaluation Data Sources: Survey data, District and Campus PBIS systems, counselor data, MTSS reports

Strategy 1 Details	Reviews			
Strategy 1: Early Intervention: The district will provide a comprehensive school counseling program and guidance service to support student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on grief-informed and trauma-informed care. Strategy's Expected Result/Impact: Services and interventions to respond to student needs, social, emotional, and academic growth of students Staff Responsible for Monitoring: Counselors, Teachers, Principals, Assistant Principals, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Abuse: The district will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student, and parental awareness including prevention strategies, warning signs of victims, actions for the safety and counseling of the victims and CPS and Title IX reporting by staff and administrators. Strategy's Expected Result/Impact: Professional development for all staff to assist with understanding, identification, and responding to child maltreatment. Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Director of Administrative Services, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Anti-Bullying: The district will ensure that the discipline management program includes prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on school property or at a school-sponsored event. The district maintains the See Something/Say Something anonymous reporting link on the website. Strategy's Expected Result/Impact: Decrease in number of bullying referrals, decrease in number of discipline referrals, positive culture and climate Staff Responsible for Monitoring: Principals Assistant Principals, Counselors, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Positive Behavior Supports: The district will continue to implement a Positive Behavior Intervention System (PBIS) of supports to improve discipline, meet the social-emotional needs of students, and improve campus culture and climate. Strategy's Expected Result/Impact: Decrease in number of referrals, increase in academic achievement, improved culture and climate Staff Responsible for Monitoring: Principals, Assistant Principals, District PBIS committee, Campus PBIS teams, Counselors, Director of Instructional Services Funding Sources: - Title IV, Part A, - General Fund	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Health and Wellness: The district will implement the Health and Wellness Plan to encourage healthy and active lifestyle choices as advised by the School Health Advisory Committee (SHAC) Strategy's Expected Result/Impact: Improved student performance, decrease in risky behaviors Staff Responsible for Monitoring: Nurses, SHAC Committee, Director of Instructional Services, Funding Sources: - Title IV, Part A	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 5: Staff Recruitment: Snyder ISD will recruit, hire, develop, and retain highly qualified staff to serve in all positions.

Performance Objective 1: The district will hire and retain high-quality, highly qualified, certified staff committed to the vision and mission of the district.

High Priority

Evaluation Data Sources: Retention reports, Number of highly qualified staff, Student achievement data, TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Teacher Recruitment: The district currently implements a recruiting and retention program to improve the quality and quantity of teaching staff in the classroom while continuing the Grow Your Own partnership with Texas Tech and alternative certification programs. Strategy's Expected Result/Impact: Reduce district turnover rate, vacancies filled with qualified teachers. Staff Responsible for Monitoring: Director of Administrative Services, Human Resources, Public Information Officer, Chief Financial Officer Funding Sources: - T-CLAS, - General Fund, - Title II, Part A	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Teacher Retention: Snyder ISD participates in the Teacher Incentive Allotment which identifies and designates outstanding teachers based on student growth and classroom observation. Strategy's Expected Result/Impact: Retain high quality teachers, recruit teachers, increase student achievement. Staff Responsible for Monitoring: Principals, Assistant Principals, Director of Instructional Services, Chief Financial Officer	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Teacher Retention: Snyder ISD has adopted a hybrid calendar to allow staff to maintain a work/life balance. Strategy's Expected Result/Impact: Reduce turnover rate, recruit teachers Staff Responsible for Monitoring: Director of Administrative Services, Chief Financial Officer, Director of Instructional Services, Superintendent	Formative			Summative
	Dec	Feb	Apr	June
	N/A			





Strategy 4 Details	Reviews			
Strategy 4: Teacher Recruitment and Retention: Snyder ISD provides stipends to teachers in tested subject areas. Strategy's Expected Result/Impact: Reduce turnover rate, recruit teachers Staff Responsible for Monitoring: Director of Administrative Services, Chief Financial Officer, Director of Instructional Services, Superintendent Funding Sources: - Title II, Part A	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 5: Staff Recruitment: Snyder ISD will recruit, hire, develop, and retain highly qualified staff to serve in all positions.

Performance Objective 2: Professional Development: The district will establish a coaching system of support for all staff through Texas Instructional Leadership.

High Priority

Evaluation Data Sources: Professional Learning Communities agendas, SchoolMint data to show instructional impact and action steps needed to increase professional growth.

Strategy 1 Details	Reviews			
Strategy 1: Data and Assessment: The district will support teachers in the analysis of student work and instructional adjustments to student instruction by using the Student Work Analysis Protocol (SWAT) when reviewing formative and summative assessments. Strategy's Expected Result/Impact: SWAT that focuses on instructional impact and adjustments needed to increase growth in student learning. Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Instructional Services	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Professional Development: The district will provide high-quality professional learning that emphasizes best practices in developing and aligning teaching practices across the district. Strategy's Expected Result/Impact: Student growth, meeting district targets Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Instructional Services Funding Sources: - General Fund	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Staff Development: Instructional leaders will monitor student progress and student engagement through regular classroom walkthroughs and the development of Action Steps to support teacher growth and development. Strategy's Expected Result/Impact: Goal setting with teachers, action steps needed for professional growth and development, targeted professional development opportunities. Staff Responsible for Monitoring: Principals, Assistant Principals, Director of Instructional Services Funding Sources: SchoolMint - General Fund	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Benitez	RtI Instructional Aide	SPS	1
Alyssa Flores	RtI Instructional Aide	SPS	1
Brisa Escamilla	RtI Instructional Aide	SPS	1
Deidra Burleson	Pre-K Teacher	SPS	1
Doolittle, Suzanne	RtI Instructional Teacher	SIS	.5
Griffith, Laura	PK Teacher	SPS	1
Hopper, Kay	RtI Teacher	SIS	.5
Marian Routh	RtI Instructional Aide	SPS	1
Martinez, Juanita	RTI Instructional Aide	SIS	1
Mary Torres	Pre-K Teacher	SPS	1
Melanie Alarcon	Pre-K Teacher	SPS	1
Perryman, Angela	RTI Instructional Aide	SIS	1
Ragan, Connie	PK Teacher	SPS	1
Rios, Marcela	RTI Aide	SPS	1
Starla Kubena	RtI Instructional Aide	SIS	1
Stewart, Jennifer	RTI Teacher	SIS	.5
Vera Arredondo	Pre-K Teacher	SPS	1

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Bob Rauch	Superintendent
Administrator	Kathy Scott	Director of Instructional Services
District-level Professional	Morgan Preston	Chief Financial Officer
Parent	Michelle Sosa	Parent
Parent	Renee Eaves	Parent
Community Representative	Laura Caswell	Western Texas College
Non-classroom Professional	Aleida Juarez	Assistant Principal, High School
Classroom Teacher	Shane Stewart	High School Teacher
Classroom Teacher	Alan Gillespie	High School Teacher
Classroom Teacher	Marcie Rodriguez	Junior High Teacher
Classroom Teacher	Rebekka McDowell	Junior High Teacher
Classroom Teacher	Alina Torno	Intermediate Teacher
Classroom Teacher	Sarah Cantu	Intermediate Teacher
Classroom Teacher	Connie Ragan	Primary Teacher
Classroom Teacher	Maria Ceballos	Primary Teacher

Addendums

School District: Snyder ISD
Region: 14

Priority for Service (PFS) Action Plan

School Year: 2023 - 2024

Completed By: Jessica Gonzalez
Date: 9/27/2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Snyder ISD receive interventions in order to succeed in school.	Objective(s): Snyder ISD will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	July 2023-June 2024	Snyder ISD MEP Coordinator	TX-NGS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	September 2023	Snyder ISD MEP Coordinator ESC 14 MEP	PFS Action Plan
Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			

Snyder ISD Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards, or have dropped out of school. [§1304 (20 U.S.C. 6394)(d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	August 2023-July 2024	Snyder ISD MEP Coordinator	TX-NGS Reports, Email Communications, PFS Criteria
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	August 2023-July 2024	Snyder ISD MEP Coordinator	Home Visit Logs, Phone Logs, PFS Student Progress Forms
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	August 2023-July 2024	Snyder ISD MEP Coordinator	TX-NGS Reports, Email Communications, PFS Criteria
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	August 2023-July 2024	Snyder ISD MEP Coordinator	TX-NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	August 2023-July 2024	Snyder ISD MEP Coordinator	TX-NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August 2023-July 2024	Snyder ISD MEP Coordinator	TX-NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
Additional Activities			
<ul style="list-style-type: none"> 			


 LEA Signature

9/27/23
 Date Completed

Jo Ann Gonzales
 ESC Signature

September 27, 2023
 Date Received