

Conroe Independent School District
Snyder Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

During the 2022									
3rd grade:									
	CISD Math 3rd Grade CFA #1 2022 - 2023								
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL		
All Students	241	8	74.05%	85.48%	67.63%	67.63%	35.68%	09/27/22	
Economic Disadvantage	19	8	68.90%	84.21%	57.89%	57.89%	26.32%	09/26/22	
American Indian/Alaskan Native	3	10	91%	100.00%	100.00%	100.00%	66.67%	09/26/22	
Asian	15	8	71.52%	93.33%	66.67%	66.67%	26.67%	09/26/22	
Black/African American	20	8	69.09%	75.00%	50.00%	50%	25%	09/26/22	
Hispanic	49	8	69%	82%	65%	65%	27%	09/26/22	
Two or More Races	8	7	63.64%	75.00%	50.00%	50.00%	37.50%	09/27/22	
White	146	8	76.84%	87.67%	71.23%	71.23%	40.41%	09/26/22	
Currently Emergent Bilingual	11	5	49.59%	64%	27%	27%	9%	09/26/22	
Second Year of Monitoring	1	8	73%	100%	100%	100%	0%	09/27/22	
Special Ed Indicator	24	7	59.85%	66.67%	37.50%	37.50%	17%	09/27/22	
	CISD Reading 3rd Grade CFA #1 2022-2023								
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL		

During the 2022									
All Students	232	7	64.77%	78.02%	46.55%	31.47%	14.22%	09/20/22	
Economic Disadvantage	18	7	64.14%	77.78%	44.44%	27.78%	11%	09/20/22	
American Indian/Alaskan Native	3	8	72.73%	100%	67%	33.33%	0.00%	09/20/22	
Asian	14	8	70.13%	85.71%	64.29%	35.71%	14.29%	09/19/22	
Black/African American	19	6	58.85%	78.95%	21.05%	10.53%	5.26%	09/19/22	
Hispanic	44	7	64%	80%	45%	27%	16%	09/20/22	
Two or More Races	8	7	59.09%	75.00%	50.00%	37.50%	0.00%	09/20/22	
White	144	7	65.53%	76.39%	47.92%	34.72%	15.97%	09/19/22	
Currently Emergent Bilingual	9	7	64.65%	88.89%	33.33%	33.33%	11.11%	09/20/22	
Second Year of Monitoring	1	10	90.91%	100.00%	100.00%	100.00%	100%	09/20/22	
Special Ed Indicator	24	6	50%	54.17%	20.83%	4.17%	4.17%	09/20/22	
4th Grade:									
	CISD Math 4th Grade CFA #1 2022 - 2023								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		
All Students	240	9	78.03%	90.42%	75.42%	75.42%	60.83%	09/20/22	
Economic Disadvantage	14	8	71.43%	78.57%	71.43%	71.43%	50.00%	09/24/22	
Native Hawaiian/Pacific Islander	1	7	63.64%	100%	0.00%	0.00%	0.00%	09/24/22	
Asian	10	8	76.36%	100.00%	60.00%	60.00%	50.00%	09/24/22	
Two or More Races	10	8	74.55%	90.00%	60.00%	60.00%	60.00%	09/27/22	
Black/African American	20	8	69.09%	80.00%	70.00%	70.00%	45.00%	09/24/22	
Hispanic	50	8	76.55%	88.00%	76.00%	76.00%	58.00%	09/20/22	

During the 2022									
White	149	9	80.17%	92%	79%	79%	65%	09/24/22	
Second Year of Monitoring	1	11	100%	100%	100%	100%	100%	09/27/22	
Currently Emergent Bilingual	13	8	71.33%	84.62%	69.23%	69.23%	38.46%	09/24/22	
Special Ed Indicator	22	6	53.72%	59.09%	31.82%	31.82%	31.82%	09/20/22	
	CISD Reading 4th Grade CFA #1 2022 - 2023								
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL		
All Students	245	8	74.95%	84.49%	72.24%	53.88%	27.35%	09/13/22	
Economic Disadvantage	14	7	63.64%	78.57%	35.71%	28.57%	14%	09/08/22	
Asian	10	8	72.73%	80%	60.00%	40.00%	30.00%	09/13/22	
Black/African American	21	8	71.43%	76.19%	61.90%	47.62%	23.81%	09/12/22	
Hispanic	51	8	73.26%	80.39%	68.63%	49.02%	19.61%	09/13/22	
Native Hawaiian/ Pacific Islander	1	7	64%	100%	0%	0%	0%	09/08/22	
Two or More Races	11	9	78.51%	90.91%	81.82%	72.73%	54.55%	09/14/22	
White	151	8	75.98%	87%	76%	56%	28%	09/08/22	
Currently Emergent Bilingual	12	8	68%	83%	58%	25%	0%	09/08/22	
Second Year of Monitoring	1	10	91%	100.00%	100.00%	100.00%	100.00%	09/14/22	
Special Ed Indicator	25	6	57.45%	52%	48%	20%	12%	09/08/22	
During the 2021									
	CISD Math 3rd Grade CFA #2 2022 - 2023								
	Total Students	Raw Score	Percent Score	Approaches GL	Satisfactory	Meets GL (cut score>70)	Masters GL		
All Students	242	10	86.40%	97.93%	85.95%	85.95%	61.57%	12/05/22	

During the 2022									
Economic Disadvantage	20	10	83.33%	95.00%	85.00%	85.00%	60.00%	12/05/22	
American Indian/Alaskan Native	3	11	88.89%	100%	100.00%	100.00%	67%	12/06/22	
Asian	14	11	88.69%	100.00%	92.86%	92.86%	71.43%	12/05/22	
Black/African American	20	10	85.00%	100.00%	80.00%	80.00%	60.00%	12/05/22	
Hispanic	50	10	80%	96%	72%	72%	46%	12/05/22	
Two or More Races	8	10	85.42%	87.50%	87.50%	87.50%	75.00%	12/05/22	
White	147	11	88.49%	98.64%	90.48%	90.48%	65.31%	12/05/22	
Currently Emergent Bilingual	11	9	75.76%	91%	64%	64%	45%	12/05/22	
Second Year of Monitoring	1	7	58%	100%	0%	0%	0%	12/05/22	
Special Ed Indicator	25	9	78.67%	88%	76%	76%	44%	12/05/22	
	CISD Reading 3rd Grade CFA #2 2022-2023								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>			
All Students	234	8	69.85%	86.75%	58.12%	39.74%	20.94%	12/06/22	
Economic Disadvantage	19	7	62.68%	78.95%	47.37%	21.05%	5.26%	12/06/22	
American Indian/Alaskan Native	3	9	81.82%	100.00%	100%	100%	0%	12/06/22	
Asian	14	8	68.18%	85.71%	57.14%	35.71%	21.43%	12/08/22	
Black/African American	20	7	67.73%	85.00%	60.00%	35.00%	20%	12/05/22	
Hispanic	46	8	68%	83%	54%	37%	21.74%	12/06/22	
Two or More Races	8	8	70.45%	100%	50.00%	50%	25%	12/06/22	
White	143	8	70.50%	87.41%	58.74%	39.86%	20.98%	12/06/22	

During the 2022									
Currently Emergent Bilingual	10	6	58.18%	70%	40%	30%	20%	12/07/22	
Second Year of Monitoring	1	9	82%	100%	100%	100%	0%	12/05/22	
Special Ed Indicator	22	6	58.26%	63.64%	22.73%	13.64%	4.55%	12/08/22	
4th Grade:									
	CISD Math 4th Grade CFA #2 2022 - 2023								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		
All Students	226	9	78.64%	92.04%	77.88%	77.88%	61.95%	12/01/22	
Economic Disadvantage	15	8	76.36%	93%	66.67%	66.67%	60.00%	12/01/22	
Asian	10	9	77.27%	100%	80.00%	80.00%	50%	12/01/22	
Black/African American	18	8	74%	94.44%	66.67%	66.67%	50.00%	12/01/22	
Hispanic	48	8	74.05%	83.33%	72.92%	72.92%	56.25%	12/01/22	
Native Hawaiian/ Pacific Islander	1	10	90.91%	100%	100.00%	100.00%	100.00%	12/01/22	
Two or More Races	8	9	79.55%	87.50%	87.50%	87.50%	62.50%	12/01/22	
White	141	9	80.79%	94%	80%	80%	66%	12/01/22	
Currently Emergent Bilingual	12	8	77%	92%	83%	83%	58%	12/01/22	
Second Year of Monitoring	1	10	90.91%	100.00%	100.00%	100.00%	100.00%	12/01/22	
Special Ed Indicator	21	6	58.01%	66.67%	42.86%	42.86%	19.05%	12/01/22	
	CISD Reading 4th Grade CFA #2 2022 - 2023								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		

During the 2022									
All Students	243	8	71.68%	76.95%	60.08%	41.98%	26.75%	10/18/22	
Economic Disadvantage	15	8	71.52%	66.67%	60.00%	46.67%	26.67%	10/18/22	
Asian	10	7	67.27%	80%	40%	30%	10.00%	10/19/22	
Black/African American	21	7	67.53%	66.67%	57.14%	42.86%	14.29%	10/18/22	
Hispanic	52	8	69.06%	69%	52%	40%	25%	10/19/22	
Native Hawaiian/ Pacific Islander	1	5	45%	0.00%	0.00%	0.00%	0%	10/19/22	
Two or More Races	11	8	76.86%	81.82%	81.82%	54.55%	45.45%	10/18/22	
White	148	8	73.28%	81%	63.51%	42.57%	29.05%	10/19/22	
Currently Emergent Bilingual	12	7	61%	67%	50%	25%	17%	10/19/22	
Second Year of Monitoring	1	11	100.00%	100%	100%	100%	100%	10/19/22	
Special Ed Indicator	24	7	61.36%	50%	33.33%	29.17%	16.67%	10/16/22	
During the 2022									

CISD Math 3rd Grade CFA #3 2022- 2023

	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		
All Students	243	8	77.07%	90.95%	70.78%	70.78%	38.27%	03/22/23	
Economic Disadvantage	20	8	70.91%	90%	60.00%	60.00%	20.00%	03/22/23	
American Indian/Alaskan Native	3	9	81.82%	100%	100%	100.00%	33%	03/27/23	
Asian	16	9	84.66%	100.00%	87.50%	87.50%	43.75%	03/22/23	
Black/African American	20	8	72.73%	80.00%	60.00%	60.00%	30%	03/22/23	
Hispanic	49	8	72%	82%	63%	63%	29%	03/22/23	
Two or More Races	7	9	79.22%	100%	71%	71%	43%	03/28/23	

During the 2022									
White	148	9	78.38%	93.92%	72.30%	72.30%	41.89%	03/22/23	
Currently Emergent Bilingual	10	7	64.55%	70.00%	50.00%	50.00%	10.00%	03/22/23	
Second Year of Monitoring	1	8	73%	100%	100%	100%	0%	03/28/23	
Special Ed Indicator	25	8	68.36%	80.00%	60.00%	60.00%	16.00%	03/22/23	
	CISD Reading 3rd Grade CFA #3 2022-2023								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		
All Students	240	11	70.56%	84.58%	55.83%	42.08%	24.58%	01/11/23	
Economic Disadvantage	19	10	66.32%	89%	42.11%	36.84%	26.32%	01/11/23	
American Indian/Alaskan Native	3	10	66.67%	100.00%	66.67%	0.00%	0.00%	01/12/23	
Asian	16	12	77.50%	87.50%	75.00%	68.75%	43.75%	01/11/23	
Black/African American	19	10	69.47%	94.74%	47%	31.58%	15.79%	01/12/23	
Hispanic	48	10	66%	79%	44%	31%	19%	01/11/23	
Two or More Races	8	10	67.50%	88%	50.00%	25.00%	12.50%	01/12/23	
White	146	11	71.78%	84.25%	58.90%	45.89%	26.71%	01/12/23	
Currently Emergent Bilingual	11	8	55.15%	63.64%	27.27%	9.09%	9.09%	01/12/23	
Second Year of Monitoring	1	12	80%	100%	100%	100%	0%	01/12/23	
Special Ed Indicator	25	9	57.60%	64.00%	32.00%	16%	0.00%	01/12/23	
4th Grade:									

During the 2022									
	<u>CISD Math 4th Grade CFA #3 2022 - 2023</u>								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		
All Students	237	8	84.05%	94.51%	88.19%	79.75%	56.54%	03/21/23	
Economic Disadvantage	15	8	77%	93.33%	86.67%	73.33%	33.33%	03/21/23	
Asian	11	9	88.18%	100.00%	100.00%	81.82%	63.64%	03/21/23	
Black/African American	20	8	80.00%	90.00%	85.00%	70.00%	50.00%	03/21/23	
Hispanic	48	8	82.92%	95.83%	89.58%	79.17%	50%	03/21/23	
Native Hawaiian/ Pacific Islander	1	5	50.00%	100%	0.00%	0.00%	0.00%	03/22/23	
Two or More Races	9	8	81.11%	100.00%	77.78%	66.67%	44.44%	03/21/23	
White	148	9	85.07%	94%	89%	82.43%	60.14%	03/21/23	
Currently Emergent Bilingual	13	8	85%	92%	85%	85%	62%	03/21/23	
Second Year of Monitoring	1	8	80.00%	100.00%	100.00%	100.00%	0%	03/21/23	
Special Ed Indicator	24	7	65%	62.50%	58.33%	58.33%	37.50%	03/21/23	
	<u>CISD Reading 4th Grade CFA #3 2022- 2023</u>								
	<u>Total Students</u>	<u>Raw Score</u>	<u>Percent Score</u>	<u>Approaches GL</u>	<u>Satisfactory</u>	<u>Meets GL (cut score>70)</u>	<u>Masters GL</u>		
All Students	236	11	74.12%	85.59%	64.41%	47.88%	32.63%	01/12/23	
Economic Disadvantage	15	10	68.89%	66.67%	53.33%	46.67%	26.67%	01/12/23	
Asian	10	10	67%	90.00%	30.00%	30.00%	20%	01/03/23	
Black/African American	20	10	67.33%	65.00%	55.00%	40.00%	25.00%	01/11/23	
Hispanic	49	11	74.42%	86%	67%	41%	31%	01/12/23	
Native Hawaiian/ Pacific Islander	1	12	80%	100%	100.00%	100.00%	0.00%	01/03/23	

During the 2022									
Two or More Races	10	12	80.00%	100.00%	70.00%	70.00%	30.00%	01/12/23	
White	146	11	75.02%	86.99%	66.44%	50.68%	35.62%	01/03/23	
Currently Emergent Bilingual	12	10	69%	75%	42%	33%	25%	01/12/23	
Second Year of Monitoring	1	13	86.67%	100.00%	100.00%	100.00%	100.00%	01/12/23	
Special Ed Indicator	20	9	60%	60%	30%	10%	10%	01/03/23	

Student Achievement Strengths

3rd Grade STAAR Math

- 3rd Grade Math ALL students increased from 76.73% to 80% at the Meets level from the 2022 to 2023 STAAR.
- 3rd Grade Math 42% of ALL students scored at the Masters level on the 2023 STAAR.
- 3rd Grade Math African American students increased from 58.33% to 65% at the Meets level from the 2022 to 2023 STAAR.
- 3rd Grade Math 30% of African American students scored at the Masters level on the 2023 STAAR.
- 3rd Grade ED students increased from 80% to 84% at the Meets level from the 2022 to 2023 STAAR.
- 3rd Grade ED students increased from 20% to 32% at the Masters level from the 2022 to 2023 STAAR.
- 3rd Grade Math EB students increased from 72.73% to 90% at the Meets level from the 2022 to 2023.
- 3rd Grade Math 10% of EB scored at the Masters Level on the 2023 STAAR.
- 3rd Grade Math Special Education students increased from 44% to 53% at the Meets level from the 2022 to 2023 STAAR.
- 3rd Grade Math 24% of Special Education students scored at the Masters level on the 2023 STAAR.

4th Grade Math

- 4th Grade Math ALL students increased from 81.94% to 82% at the Meets level from the 2022 to 2023 STAAR.
- 4th Grade Math 54% of ALL students scored at the Masters level on the 2023 STAAR.
- 4th Grade Math ED students increased from 58.82% to 68% at the Meets level from the 2022 to 2023 STAAR.
- 4th Grade Math ED increased from 35.29% to 42% at the Masters level from the 2022 to 2023 STAAR.
- 4th Grade Math African American students increased from 65.22% to 67% at the Meets level from the 2022 to 2023 STAAR.
- 4th Grade Math African American students increased from 39.13% to 48% at the Masters level from the 2022 to 2023 STAAR.
- 4th Grade Math 77% of EB students scored at the Meets level on the 2023 STAAR.
- 4th Grade Math 46% of EB students scored at the Masters level on the 2023 STAAR.
- 4th Grade Math Special Education students increased from 33.33% to 50% at the Meets level from the 2022 to 2023 STAAR.
- 4th Grade Math Special Education students increased from 10.53% to 23% at the Masters level from the 2022 to 2023 STAAR.

3rd Grade Reading

- 3rd Grade Reading ALL students increased from 78.93% to 81% at the Meets level from the 2022 to 2023 STAAR.
- 3rd grade Reading 27% of ALL students scored at the Masters level on the 2023 STAAR.

- 3rd Grade Reading ED increased from 73.33% to 79% at the Meets level from the 2022 to 2023.
- 3rd grade Reading 37% of ED students scored at the Masters level on the 2023 STAAR.
- 3rd Grade Reading African American students increased from 87.5% to 90% at the Approaches level from the 2022 to 2023 STAAR.
- 3rd grade Reading African American students increased from 66.67% to 75% at the Meets level from the 2022 to 2023 STAAR.
- 3rd grade Reading Special Education students increased from 41.67% to 47% at the Meets level from the 2022 to 2023 STAAR.

4th Grade Reading

- 4th Grade Reading 94% of 248 students scored at the Approaches level, 77% scored at the Meets level and 43% scored at the Masters level on the 2023 STAAR.
- 4th Grade Reading ED students increased from 77.78% to 89% at the Approaches level from the 2022 to 2023 STAAR.
- 4th Grade Reading ED students increased from 55.56% to 58% at the Meets level from the 2022 to 2023 STAAR.
- 4th Grade Reading SPED students increased from 15% to 23% at the Masters level from the 2022 to 2023 STAAR.
- 4th Grade Reading SPED students increased from 20% to 46% at the Meets level from the 2022 to 2023 STAAR.
- 4th Grade Reading SPED students increased from 40% to 73% at the Approaches level from the 2022 to 2023 STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 3rd Grade student reading levels are not correlating with the reading behaviors at the Masters level causing only 37% of students to score at the Masters level or above on the STAAR Reading Assessment. **Root Cause:** Kindergarten through 2nd grade need additional support in implementing instructional reading strategies and/or phonics instruction with fidelity to ensure students' reading behaviors were aligned with their actual reading level.

Problem Statement 2 (Prioritized): 3rd Grade Emergent Bilingual students in Reading decreased from 60% to 50% at the Meets level, from 30% to 20% at the Masters level from the 2022 to 2023 STAAR Assessment. **Root Cause:** ESL teachers need additional support in utilizing the English Language Proficiency standards when planning their math lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 3 (Prioritized): 4th Grade student reading levels are not correlating with the reading behaviors at the Meets level causing only 77% of students to score at the Meets level or above on the STAAR Reading Assessment. **Root Cause:** Kindergarten through 3rd grade need additional support in implementing instructional reading strategies and/or phonics instruction with fidelity to ensure students' reading behaviors were aligned with their actual reading level.

Problem Statement 4 (Prioritized): 4th Grade Reading Emergent Bilingual students decreased from 92% to 59% at the Meets level from the 2022 to 2023 STAAR Assessment. **Root Cause:** ESL teachers need additional support utilizing the English Language Proficiency standards when planning their reading lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 5 (Prioritized): 3rd Grade Math Emergent Bilingual students STAAR scores decreased from 50% to 10% at the Masters level from the 2022 to 2023 STAAR Assessment. **Root Cause:** ESL teachers need additional support utilizing the English Language Proficiency standards when planning their reading lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 6 (Prioritized): 4th Grade Math Emergent Bilingual students decreased from 62% to 46% at the Masters level from the 2022 to 2023 STAAR Assessment. **Root Cause:** ESL teachers need additional support utilizing the English Language Proficiency standards when planning their math lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 7 (Prioritized): 36% of 2nd grade students are not reading on or above grade level by the end of 2nd grade. **Root Cause:** PreK-2nd grade teachers need additional support implementing specific and individualized instruction specific to phonics and phonemic awareness within Tier I instruction.

Problem Statement 8: 4th Grade African American students in Reading decreased from 58% to 29% at the Masters level from the 2022 to 2023 STAAR Assessment. **Root Cause:**

Teachers in grades K, 1st, and 2nd need additional support ensuring that students' reading behaviors are aligned with their actual reading level.

Problem Statement 9: 3rd Grade Math African American students decreased from 43% to 30% at the Masters level from the 2022 to 2023 STAAR Assessment. **Root Cause:** Grade level teachers need additional support in scaffolding quality questioning or extending the level of rigor in small group lessons and anchor stations to the level of higher performing students.

Culture and Climate

Culture and Climate Summary

Snyder Elementary has a cohesive and collaborative staff. Due to the opening of a new elementary school in our feeder zone and a reduction in the number of students on our campus, we had several teachers transferred to another school. Currently, we have new staff in the building that are learning about our culture and climate. We have welcomed new staff from within the district and outside of the district. Our campus was able to grow two math teachers into campus coaches for the 23-24 school year, one ECSE lead teacher to a CISD district homebound liaison, and one of our paraprofessionals was hired as a PreK teacher here on campus.

We are a PBIS (Positive Behavioral Interventions and Supports) campus that is currently working on incorporating Foundations. This committee has been an integral part in creating a safe learning environment for all, in addition to the many safety precautions this school year.

After analyzing Snyder's OHI results from the 2022-2023 school year, the strengths highlighted were adaptation, goal focus, and communication adequacy. This is a variation from the 2021-2022 school year, the strengths highlighted were cohesiveness, communication adequacy, and adaptation.

The needs indicated from the 2022-2023 OHI results are: resource utilization, optimal power equalization and problem solving.

Culture and Climate Strengths

The strengths include adaptation, goal focus, and communication adequacy.

Our goals are consistently referred to in discussions led by our core team in PLC meetings to understand the why of our instructional goals. Each team strives to implement CISD Best Practices that focus on aligning with our campus instructional goals.

Our Foundations team has identified areas of concern and developed a plan of action using staff input to resolve those identified areas in the hallway and cafeteria. Snyder teachers have demonstrated their ability to adapt to new situations through the implementation of innovative interventions and enrichment to increase overall student achievement.

Our administration team is constantly communicating information to our staff in person, through email, staff newsletters, surveys, and teacher panels.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission. **Root Cause:** All campus leaders need to provide more support and assistance to teachers in order for the teachers to feel confident so they are able to capitalize on their leadership talents and potential.

Problem Statement 2: Staff does not perceive that they have the ability to solve problems with minimal energy. **Root Cause:** There is a need to have collaborative conversations about problems that have occurred.

Problem Statement 3: Teachers struggle to implement consequences for behavior within their own classrooms. **Root Cause:** Teachers are implementing PBIS but need additional support implementing consequences within their own classrooms for students that do not respond to the positive behavior supports.

Parent and Community Engagement

Parent and Community Engagement Summary

Snyder Elementary has a very active Parent Teacher Organization. The PTO continues to work closely with administration, teachers, and the community to support the needs of the school. We have parent volunteers on campus each day, including Watch DOGS that work with students and teachers and make a positive impact. The PTO meets monthly to discuss ways to show appreciation, plan for community events, and create a positive learning environment.

We continue to communicate with families through monthly newsletters, Facebook, and School Messenger. Additionally, we invite parents and the community as often as possible to join in on celebrations, eat lunch with students, and volunteer.

Parent and Community Engagement Strengths

There is a strong community support system through PTO and outside sponsors. Students and families continue to feel safe and a part of their child's education in being true partners with teachers, staff, and administration.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): New to Snyder parents are trying to determine their level of trust for staff and administration. **Root Cause:** There is a need for parent engagement activities and events to begin building relationships between the home and school.

Problem Statement 2 (Prioritized): Parents are concerned about safety protocols on campus. **Root Cause:** Snyder staff need to consistently communicate our routines and procedures utilized to keep staff and students safe at school.

Problem Statement 3: Parents are seeking solutions and support to reduce anxiety and stress in their children/household. **Root Cause:** In addition to supporting students with stress and anxiety at school, we need to support parents through training sessions, academic nights and campus contacts who can assist them in their times of need.

Priority Problem Statements

Problem Statement 1: 3rd Grade student reading levels are not correlating with the reading behaviors at the Masters level causing only 37% of students to score at the Masters level or above on the STAAR Reading Assessment.

Root Cause 1: Kindergarten through 2nd grade need additional support in implementing instructional reading strategies and/or phonics instruction with fidelity to ensure students' reading behaviors were aligned with their actual reading level.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 3rd Grade Emergent Bilingual students in Reading decreased from 60% to 50% at the Meets level, from 30% to 20% at the Masters level from the 2022 to 2023 STAAR Assessment.

Root Cause 2: ESL teachers need additional support in utilizing the English Language Proficiency standards when planning their math lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 4th Grade student reading levels are not correlating with the reading behaviors at the Meets level causing only 77% of students to score at the Meets level or above on the STAAR Reading Assessment.

Root Cause 3: Kindergarten through 3rd grade need additional support in implementing instructional reading strategies and/or phonics instruction with fidelity to ensure students' reading behaviors were aligned with their actual reading level.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 4th Grade Reading Emergent Bilingual students decreased from 92% to 59% at the Meets level from the 2022 to 2023 STAAR Assessment.

Root Cause 4: ESL teachers need additional support utilizing the English Language Proficiency standards when planning their reading lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 3rd Grade Math Emergent Bilingual students STAAR scores decreased from 50% to 10% at the Masters level from the 2022 to 2023 STAAR Assessment.

Root Cause 5: ESL teachers need additional support utilizing the English Language Proficiency standards when planning their reading lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 4th Grade Math Emergent Bilingual students decreased from 62% to 46% at the Masters level from the 2022 to 2023 STAAR Assessment.

Root Cause 6: ESL teachers need additional support utilizing the English Language Proficiency standards when planning their math lessons as well as implementing appropriate accommodations for individual EB students.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission.

Root Cause 7: All campus leaders need to provide more support and assistance to teachers in order for the teachers to feel confident so they are able to capitalize on their leadership talents and potential.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: New to Snyder parents are trying to determine their level of trust for staff and administration.

Root Cause 8: There is a need for parent engagement activities and events to begin building relationships between the home and school.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Parents are concerned about safety protocols on campus.

Root Cause 9: Snyder staff need to consistently communicate our routines and procedures utilized to keep staff and students safe at school.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: 36% of 2nd grade students are not reading on or above grade level by the end of 2nd grade.

Root Cause 10: PreK-2nd grade teachers need additional support implementing specific and individualized instruction specific to phonics and phonemic awareness within Tier I instruction.

Problem Statement 10 Areas: Student Achievement

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
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals



Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd grade students that achieve the Masters level on the 2024 STAAR Reading Assessment from 37% to 40%.

HB3 Goal

Evaluation Data Sources: Running records, benchmark data, common assessments, BAS, mClass, Interim assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development for K-4 teachers on analyzing running records and guided reading anecdotal notes to help increase the teachers ability in challenging higher level learners. Strategy's Expected Result/Impact: All 3rd grade students will increase at the masters level to 40%. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach Problem Statements: Student Achievement 1 Funding Sources: ELA Campus Instructional Coach - State Comp Ed - \$19,382.75	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet monthly with grade level teams to review and monitor student reading level progress to increase the depth and complexity of instruction. Strategy's Expected Result/Impact: All 3rd grade students will increase at the masters level to 40%. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, all grade level ELA teachers Problem Statements: Student Achievement 1 Funding Sources: ELA Campus Instructional Coach - State Comp Ed - \$19,382.75	Formative		
	Dec	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase leveled books to add to the leveled library to provide teachers access to texts that match their students' literacy instructional levels. Strategy's Expected Result/Impact: All 3rd grade students will increase at the masters level to 40%. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, all ELA teachers Problem Statements: Student Achievement 1 Funding Sources: Leveled books - State Comp Ed - \$1,338	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:








Student Achievement
Problem Statement 1: 3rd Grade student reading levels are not correlating with the reading behaviors at the Masters level causing only 37% of students to score at the Masters level or above on the STAAR Reading Assessment. Root Cause: Kindergarten through 2nd grade need additional support in implementing instructional reading strategies and/or phonics instruction with fidelity to ensure students' reading behaviors were aligned with their actual reading level.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd grade Reading EB students that achieve the Meets level on the 2024 STAAR Reading Assessment from 50% to 55% and from 20% to 25% at the Masters level.

Evaluation Data Sources: Running records, benchmark data, common assessments, BAS, mClass

Strategy 1 Details	Formative Reviews		
Strategy 1: The ELA instructional coach will provide staff development to all teachers to incorporate and implement the ELPS into all daily ELA lesson plans and instructional activities. Strategy's Expected Result/Impact: Our EB students will progress in listening, speaking, reading and writing as well as progress in meets and masters on the STAAR assessment. Staff Responsible for Monitoring: Principal, assistant principals, ELA instructional coach, 3rd Grade teachers Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that all EB students have accommodations that are differentiated to their individual needs. Strategy's Expected Result/Impact: Students will have the support needed to improve their English language acquisition. Staff Responsible for Monitoring: Principal, assistant principal, ELA instructional coach, all grade level students. Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the Imagine Learning program for our EB students that would benefit from targeted instruction on reading, writing, listening and speaking. Strategy's Expected Result/Impact: Reading progress, growth in reading, writing, listening, and speaking. Staff Responsible for Monitoring: Principal, assistant principal, teachers Funding Sources: Purchase Imagine learning resource - Title III - \$2,125	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:




Student Achievement
Problem Statement 2: 3rd Grade Emergent Bilingual students in Reading decreased from 60% to 50% at the Meets level, from 30% to 20% at the Masters level from the 2022 to 2023 STAAR Assessment. Root Cause: ESL teachers need additional support in utilizing the English Language Proficiency standards when planning their math lessons as well as implementing appropriate accommodations for individual EB students.


Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of 4th grade students that achieve the Meets level on the 2024 STAAR Reading Assessment from 77% to 80%

Evaluation Data Sources: Running records, benchmark data, common assessments, BAS, mClass, Interim assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development for K-4 teachers on analyzing Running Records and Guided Reading anecdotal notes to help increase the teachers ability in challenging higher level learners. Strategy's Expected Result/Impact: All 4th grade students will increase at the Meets level to 80%. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach Problem Statements: Student Achievement 3 Funding Sources: Campus Instructional Coach - State Comp Ed - \$19,382.75	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet monthly with grade level teams to review and monitor student reading level progress to increase the depth and complexity of instruction. Strategy's Expected Result/Impact: All 4th grade students will increase at the Meets level to 80%. Staff Responsible for Monitoring: Principal, assistant principals, campus reading instructional coach, grade level teachers Problem Statements: Student Achievement 3 Funding Sources: ELA instructional Coach - State Comp Ed - \$19,382.75	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase leveled books to add to the leveled library to provide teachers access to texts that match their students' literacy instructional levels. Strategy's Expected Result/Impact: All 4th grade students will increase at the Meets level to 80%. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, all ELA teachers Problem Statements: Student Achievement 3 Funding Sources: Leveled Books - State Comp Ed - \$1,337.60	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize a tutor to support all 4th grade students in the area of reading. Strategy's Expected Result/Impact: All 4th grade students will increase at the Meets level to 80%. Staff Responsible for Monitoring: Principal, assistant principals, campus reading instructional coach, grade level teachers Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:




Student Achievement
Problem Statement 3: 4th Grade student reading levels are not correlating with the reading behaviors at the Meets level causing only 77% of students to score at the Meets level or above on the STAAR Reading Assessment. Root Cause: Kindergarten through 3rd grade need additional support in implementing instructional reading strategies and/or phonics instruction with fidelity to ensure students' reading behaviors were aligned with their actual reading level.







Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of 4th grade EB Reading students that achieve the Meets level on the 2024 STAAR Reading Assessment from 59% to 64%.

Evaluation Data Sources: Running records, benchmark data, common assessments, BAS, mClass

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet monthly with grade level teams to review and monitor student reading level progress to increase the depth and complexity of instruction. Strategy's Expected Result/Impact: All 4th grade EB reading students will increase at the Meets level to 64%. Staff Responsible for Monitoring: Principal, assistant principals, ELA instructional coach, all grade level ELA teachers Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize substitutes for teachers to have dedicated times to meet as a team and plan higher level learning lessons for small group instruction. Strategy's Expected Result/Impact: High quality lesson planning and increased student growth. Staff Responsible for Monitoring: Principal, assistant principals, ELA instructional coach, grade level teachers Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize our campus ELA coach to work with our ELA teachers on incorporating higher level questioning strategies to facilitate more in-depth discussions during guided reading groups. Strategy's Expected Result/Impact: All 4th grade EB reading students will increase at the Meets level to 64%. Staff Responsible for Monitoring: Principal, assistant principals, ELA instructional coach, 4th grade teachers Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: The ELA instructional coach will provide staff development to all teachers to incorporate and implement the ELPS into all daily ELA lesson plans and instructional activities. Strategy's Expected Result/Impact: Our EB students will progress in listening, speaking, reading and writing as well as progress in Meets and Masters on the STAAR Assessment. Staff Responsible for Monitoring: Principal, assistant principals, ELA instructional coach, 4th grade teachers Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize the Imagine Learning program for our EB students that would benefit from targeted instruction on reading, writing, listening and speaking. Strategy's Expected Result/Impact: Reading progress and growth in reading, writing, listening, and speaking proficiency. Staff Responsible for Monitoring: Principal, assistant principals, classroom teachers Funding Sources: Purchase Imagine learning resource - Title III - \$2,125	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: 4th Grade Reading Emergent Bilingual students decreased from 92% to 59% at the Meets level from the 2022 to 2023 STAAR Assessment. Root Cause: ESL teachers need additional support utilizing the English Language Proficiency standards when planning their reading lessons as well as implementing appropriate accommodations for individual EB students.




Goal 1: Student Achievement and Post-Secondary Success






CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percent of 3rd grade EB students that achieve the Masters level on the 2024 STAAR Math Assessment from 10% to 15%.

HB3 Goal

Evaluation Data Sources: Universal screeners, CFAs, benchmark data, common assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Extend current grade level TEKS to provide more in-depth learning, increasing the teacher's ability to challenge higher level learners. Strategy's Expected Result/Impact: All 3rd grade math students will increase at the Masters level to 45%. Staff Responsible for Monitoring: Principal, assistant principals, math instructional coach, grade level math teachers Problem Statements: Student Achievement 5 Funding Sources: Math Campus Instructional Coach - State Comp Ed - \$19,510.85	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize a tutor to support all 3rd grade students in the area of math. Strategy's Expected Result/Impact: All 3rd grade math students will increase at the Masters level to 45%. Staff Responsible for Monitoring: Principal, assistant principals, math instructional coach, grade level teachers Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus math coach will provide training on how teachers can utilize effective feedback with clearly defined and clearly communicated learning goals in order for students to understand the progression of knowledge they are expected to master and where they are along that progression. Strategy's Expected Result/Impact: Students know their current learning level and can track their progress toward their individual learning goals on formative assessments. Staff Responsible for Monitoring: Principal, assistant principals, math Instructional coach, grade level teachers Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus math coach will assist teachers in preparing tiered anchor stations to ensure that all levels of learning are being supported. Strategy's Expected Result/Impact: All students will progress on formative assessments according to their individual learning level. Staff Responsible for Monitoring: Principal, assistant principals, math instructional coach, grade level teachers Problem Statements: Student Achievement 5 Funding Sources: Math Campus Instructional Coach - State Comp Ed - \$19,510.85	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:




Student Achievement
Problem Statement 5: 3rd Grade Math Emergent Bilingual students STAAR scores decreased from 50% to 10% at the Masters level from the 2022 to 2023 STAAR Assessment. Root Cause: ESL teachers need additional support utilizing the English Language Proficiency standards when planning their reading lessons as well as implementing appropriate accommodations for individual EB students.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 6: Increase the percentage of 4th grade Math EB students that achieve the Masters level on the 2024 STAAR Math Assessment from 46% to 50%.

Evaluation Data Sources: Universal screeners, CFA's, benchmark data, common assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development on extending current grade level TEKS for more in-depth learning to increase the teachers ability in challenging higher level learners. Strategy's Expected Result/Impact: All 4th grade students will increase the Masters level to 57%. Staff Responsible for Monitoring: Principal, assistant principals, math instructional coach, grade level math teachers Problem Statements: Student Achievement 6 Funding Sources: Math Campus Instructional Coach - State Comp Ed - \$19,510.85	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus math coach will provide training on how teachers can utilize effective feedback with clearly defined and clearly communicated learning goals in order for students to understand the progression of knowledge they are expected to master and where they are along that progression. Strategy's Expected Result/Impact: Students know their current learning level and can track their progress toward their individual learning goals on formative assessments. Staff Responsible for Monitoring: Principal, assistant principals, math Instructional coach, grade level teachers Problem Statements: Student Achievement 6 Funding Sources: Math Campus Instructional Coach - State Comp Ed - \$19,510.85	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize a tutor to support all 4th grade students in the area of math. Strategy's Expected Result/Impact: All 4th grade students will increase the Masters level to 57%. Staff Responsible for Monitoring: Principal, assistant principals, math instructional coach, 3rd grade ELA teachers Problem Statements: Student Achievement 6	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Student Achievement






Problem Statement 6: 4th Grade Math Emergent Bilingual students decreased from 62% to 46% at the Masters level from the 2022 to 2023 STAAR Assessment. **Root Cause:** ESL teachers need additional support utilizing the English Language Proficiency standards when planning their math lessons as well as implementing appropriate accommodations for individual EB students.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Campus budget, audit report

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule monthly meeting with both campus secretaries to review financial expenditures and records. Strategy's Expected Result/Impact: Maintain an effective management of the budget. Staff Responsible for Monitoring: Campus secretaries, principal Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:







Culture and Climate
Problem Statement 1: Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission. Root Cause: All campus leaders need to provide more support and assistance to teachers in order for the teachers to feel confident so they are able to capitalize on their leadership talents and potential.

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: To maintain and grow effective leaders by meeting regularly to discuss issues, successes, and ways to develop teachers

Evaluation Data Sources: Campus budget, audit report

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold weekly A-Team meetings to discuss the week ahead regarding schedules, instruction, issues, and classroom visits. Strategy's Expected Result/Impact: Administration will walk through classrooms, both formally and informally, on a regular basis. Staff Responsible for Monitoring: Principal, assistant principal, counselors, instructional coaches Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for teacher leaders to grow and support teachers within their team, within the campus as a whole, and encourage teacher leaders to participate in district level growth opportunities. Strategy's Expected Result/Impact: Increased teacher efficacy and morale and an increased number of Snyder campus and district leaders. Staff Responsible for Monitoring: Principal, assistant principals, counselors, campus instructional coaches Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

Performance Objective 2 Problem Statements:







Culture and Climate
Problem Statement 1: Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission. Root Cause: All campus leaders need to provide more support and assistance to teachers in order for the teachers to feel confident so they are able to capitalize on their leadership talents and potential.

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: Teacher certifications, interview notes, PD reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide classroom observation opportunities for those pursuing educational certificates. Strategy's Expected Result/Impact: Increase the number of candidates applying for teaching positions at our campus. Staff Responsible for Monitoring: Principal, assistant principals, campus teachers Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Attend and recruit qualified applicants from CISD and other job fairs. Strategy's Expected Result/Impact: Quality teachers hired and retained. Staff Responsible for Monitoring: Administration Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: Some teachers feel like their talents are not aligning and being utilized effectively with our campus vision and mission. Root Cause: All campus leaders need to provide more support and assistance to teachers in order for the teachers to feel confident so they are able to capitalize on their leadership talents and potential.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: Parent contacts, meeting agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for families to be engaged in academic and social events. Strategy's Expected Result/Impact: Increased parent participation in both academic and social opportunities. Staff Responsible for Monitoring: Grade level teachers and administration Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:







Parent and Community Engagement
Problem Statement 1: New to Snyder parents are trying to determine their level of trust for staff and administration. Root Cause: There is a need for parent engagement activities and events to begin building relationships between the home and school.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Teacher feedback, parent feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a positive, proactive, instructional approach to classroom management through CHAMPS, and school-wide systems through Foundations. Strategy's Expected Result/Impact: Decrease the number of school discipline referrals and increase the implementation of school-wide procedures. Staff Responsible for Monitoring: Principal, assistant principals, counselors, teachers, Foundations team Problem Statements: Parent and Community Engagement 1	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure the safety of our students and staff on a daily basis during each school day. Strategy's Expected Result/Impact: Staff will be trained by the nurse on how to handle emergencies. Staff Responsible for Monitoring: Principal, assistant principals, counselors, nurse, and clinic aide Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: New to Snyder parents are trying to determine their level of trust for staff and administration. Root Cause: There is a need for parent engagement activities and events to begin building relationships between the home and school.

Parent and Community Engagement
Problem Statement 2: Parents are concerned about safety protocols on campus. Root Cause: Snyder staff need to consistently communicate our routines and procedures utilized to keep staff and students safe at school.

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices for teachers.

Evaluation Data Sources: Technology inventory, lesson plans






Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student opportunities for utilizing technology across the curriculum areas. Strategy's Expected Result/Impact: Increased student achievement through the use of learning management systems; Canvas, Seesaw and utilizing our district coach to provide technology staff developments for teachers. Staff Responsible for Monitoring: Principal, assistant Principals, Campus Instructional Coaches, teachers	Formative		
	Dec	Mar	June
	<div><div>100%</div></div>		
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the proficiency levels for our second language learners in the areas of listening, speaking, reading, and writing. Strategy's Expected Result/Impact: An increase in proficiency levels on TELPAS. Staff Responsible for Monitoring: Principal, assistant principals, instructional coach, and teachers	Formative		
	Dec	Mar	June
	<div><div>100%</div></div>		
<div><div><div><div>0%</div></div>No Progress</div><div><div><div>100%</div></div>Accomplished</div><div><div><div>→</div></div>Continue/Modify</div><div><div><div>✖</div></div>Discontinue</div></div>			

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: To maintain and reach all learners through data driven instruction in small group and whole group instruction

Evaluation Data Sources: Data review meetings, lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Regular Student Support meetings with each teacher every grading period to discuss progress, struggles, and ways to support each student. Strategy's Expected Result/Impact: Meeting the needs of struggling learners as well as how to challenge those who are meeting grade level expectations. Staff Responsible for Monitoring: Principal, instructional coaches, teachers Problem Statements: Student Achievement 7	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 7: 36% of 2nd grade students are not reading on or above grade level by the end of 2nd grade. Root Cause: PreK-2nd grade teachers need additional support implementing specific and individualized instruction specific to phonics and phonemic awareness within Tier I instruction.

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Purchase Imagine learning resource		\$2,125.00
1	4	5	Purchase Imagine learning resource		\$2,125.00
Sub-Total					\$4,250.00
Budgeted Fund Source Amount					\$4,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Campus Instructional Coach		\$19,382.75
1	1	2	ELA Campus Instructional Coach		\$19,382.75
1	1	3	Leveled books		\$1,338.00
1	3	1	Campus Instructional Coach		\$19,382.75
1	3	2	ELA instructional Coach		\$19,382.75
1	3	3	Leveled Books		\$1,337.60
1	5	1	Math Campus Instructional Coach		\$19,510.85
1	5	4	Math Campus Instructional Coach		\$19,510.85
1	6	1	Math Campus Instructional Coach		\$19,510.85
1	6	2	Math Campus Instructional Coach		\$19,510.85
Sub-Total					\$158,250.00
Budgeted Fund Source Amount					\$158,250.00
+/- Difference					\$0.00
Grand Total Budgeted					\$162,500.00
Grand Total Spent					\$162,500.00
+/- Difference					\$0.00