

Snyder Independent School District
Snyder Intermediate
2018-2019 Campus Improvement Plan

The
Leader in Me™

great happens here

Mission Statement

**Snyder Intermediate School provides opportunities to build
lifelong learners and productive citizens.**

Vision

**Snyder Intermediate School
is dedicated to creating a positive, respectful environment
that encourages, supports, and nurtures students,
parents, and staff.**

As a community we will promote academic success and work together to inspire an enjoyment of learning.

Value Statement

1. We believe that... a safe, nurturing and inviting environment is conducive to learning.
2. To be effective in a global society, everyone must understand and respect individuals and cultures.
3. With high expectations, quality services and support, ALL students will have the opportunity to achieve.
4. Through rigorous, relevant instruction and meaningful relationships, teachers will actively engage and motivate students.
5. Students share responsibility for their learning.
6. 21st Century technology integration is essential to teaching and learning.
7. Learning is enhanced when school, family and community establish relationships, share resources, and support mutual goals.

8. Open and honest communication builds supportive relationships that strengthen our school system.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Snyder Intermediate School includes 24 full time teachers, 4 part time teachers, 10 paraprofessionals, 1 counselor, and 2 administrators. The student population is 30% White, 2.2% African American, 64% Hispanic, 1.5% Asian, and 1.9% Two or More. Additionally, the campus serves 67.15% economically disadvantaged students, 11.2% special education students, and 11.68% Limited English Proficient students.

Student Achievement

Student Achievement Summary

Students in 4th grade Reading and Writing performed the lowest on state assessments.

Areas of growth:

4th math: 69% passing to 74% passing

5th science: 66% passing to 71% passing

5th math: 78% passing to 87% passing

Areas of concern:

5th Reading 72% to 70% passing

4th Reading: 48% to 53% passing

4th Writing: 42% to 43% passing

Improvement in scores in the following sub groups is needed: Hispanic, Economically Disadvantaged, Special Education, and ELL.

Number of students performing at advanced level needs to increase.

Teachers tested and reviewed data and correlated with I-Station data for reading interventions.

Student achievement is disaggregated by analyzing scores by students, sub-group, and objective. DMAC will be used to disaggregate data.

Student data is compared from common assessments and benchmark tests.

Student Achievement Strengths

Students and teachers utilized data notebooks to help students set goals and track academic progress.

CLT team and PLCs were centered around student achievement and tracking student performance.

We also implemented growth goals for all students and celebrated students achieving these goals throughout the year.

Data collection was turned in every 6 weeks on 15% of students below the cut score line and 10% of students below the commended cut score line.

We also received a math distinction for the campus.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 4th grade ELA/Writing scores & 5th grade ELA scores are below state average by 10-15%. **Root Cause:** Lack of consistency between primary and intermediate campus, change of teaching staff and levels of experience impacted the overall results

Problem Statement 2: Percent of students achieving masters level scores are not in the top quintile of the state comparison group. **Root Cause:** Lowered student expectations (approaches versus meets or masters) resulted in students personal goals being at the approaches grade level.

Problem Statement 3: Student growth was not in the top quintile of the comparison group, with the special populations group showing limited growth. **Root Cause:** Although the campus had the highest levels of student growth for the district, the lack of progress for special populations due to a system of learned helplessness resulted in the students not meeting or exceeding growth expectations.

School Culture and Climate

School Culture and Climate Summary

Effective communication continues to be a problem.

Parent responses were generally positive about the school.

Parents feel the school is adequately preparing students to be responsible, and to be good citizens.

Students enjoy going to school and parents want to feel more welcome.

School Culture and Climate Strengths

The Intermediate School has a new building and is focusing through the Targeted Improvement Plan on campus culture and scores.

Signage and communication are in both English and Spanish.

Translators have been hired to attend community/parent functions to translate.

The campus has partnered with ACE to help reach parent/community members through more meaningful ways of communication.

RTI behavioral teams are meeting to assist with classroom management and overall campus behavior and routines.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Administrators perform 10 walk-throughs a week with T-TESS and SIOP as a foundation.

Grade level data reports are distributed to teachers during PLCs for data disaggregation on a regular basis.

School recruiter online application process, job listings on district website and specialized websites, participation in job fairs if needed, attractive hiring schedule, stipends, facilities, technology, and staff development opportunities.

Partner/mentor teachers at the same grade level and an extra staff development day for teachers new to the district.

Training with Fundamental Five and 7 Habits ensures that expectations will be continuous in order to improve student achievement.

TAPR, office referral data, and PDAS data drive professional development decisions.

Staff Quality, Recruitment, and Retention Strengths

There is a campus wide focus on building a more positive and enriching campus culture which in turn should make staff feel more supported and help with retention. The CLT is also focusing efforts on improving the culture of the campus through incorporating targeted committees, professional development, and support systems for all staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS RS provides easy access to student expectations and is vertically aligned.

IFDs are utilized in lesson planning.

DMAC is used to disaggregate data by student expectation and demographic groupings.

PLCs disaggregate assessments and spiral review content.

Interventions and tutorials are based on individual student need.

RTI is implemented daily and over 30% of the campus is being served in some capacity through RTI.

Lead4ward is doing training for the ELAR staff. We also have Hester and Sunday ELAR staff as well as ESC 14.

Curriculum, Instruction, and Assessment Strengths

Focus on IFD and curriculum alignment.

PLCs are more targeted for unit planning and lesson planning purposes.

Targeted professional development and instructional strategies.

Staff led professional development.

Parent and Community Engagement

Parent and Community Engagement Summary

Different types of partnerships exist to support families and students.

PTO volunteers assist with book fairs, fundraisers, 7 Habits Spring Fling, field trips, red ribbon week, and purchase of educational needs such as weekly readers and student planner agendas.

The campus partners with Kiwanis Club for the canned food drive, United Way, charitable organizations, Pizza Hut for student achievement recognition and reading incentives, Stripes, Whataburger, and Subway for student achievement recognition. Students honor our Veterans during our annual Veteran's Day recognition luncheon.

Families are invited and encouraged to participate in LPAC meetings, ARD and 504 meetings, SBDM committees, and PTO meetings.

Community members are volunteering to participate in Career Day.

Communication is relayed in English and Spanish and is delivered through email, phone, voice messaging, texts, Facebook, and letters.

We have an annual migrant meeting and Title 1 meeting.

A campus-wide calendar is maintained through the district website.

Parent and Community Engagement Strengths

Family/Community/Parent nights are established with set times once a month.

In alignment with the turnaround Plan, communication and signage are in English and Spanish.

Technology

Technology Summary

There is technology available on campus. Many supplemental programs are available to help address student needs.

There is one lab and two mobile COWs available.

Ipads were purchased to enrich Reading and Math in both grade levels.

Every teacher has a Mac. The majority of teachers have a document camera, laptop, and a smart touch tv with onboard computer.

Technology Strengths

Technology used in the classrooms every day enhances all subjects.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP 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
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Study of best practices

Goals

Revised/Approved: August 10, 2018

Goal 1: Snyder Intermediate will have effective communication throughout the community and school district.

Performance Objective 1: SIS will implement strategies to improve and expand communication between parents and the school to ensure parents are involved in their child's education. Strategies will include parent conferences, progress reports, home visits, parent volunteers, SIS website, Family Access, Skyalert, and PTA. This is also done through ACE. Communication will be provided in both English and Spanish. Parent involvement nights every month in conjunction with ACE.

Evaluation Data Source(s) 1: increased parent involvement

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) To involve parents through multiple venues listed above.	Administrators, teachers, CLT	Parent Sign In Sheets as well as student achievement increases.				
Funding Sources: General Fund - 1000.00						

Goal 1: Snyder Intermediate will have effective communication throughout the community and school district.

Performance Objective 2: Phone calls and letters will be used to communicate with parents at different stages concerning individual students with attendance problems.

Evaluation Data Source(s) 2: increased attendance rate

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Calling and sending letters home to parents in regards to attendance.</p>	<p>Administrators, teachers, attendance clerks, drop-out prevention staff</p> <p>Funding Sources: General Fund - 30000.00</p>	<p>increased attendance rate</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Snyder Intermediate will have effective communication throughout the community and school district.

Performance Objective 3: Leadership notebooks will be used to communicate about student achievement during student led parent conferences.

Evaluation Data Source(s) 3: review of leadership notebooks, parent conference attendance logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Reviewing leadership notebooks, attendance logs, student achievement	classroom teachers	updated notebooks, attendance, and student achievement.				
Funding Sources: General Fund - 3000.00						

Goal 1: Snyder Intermediate will have effective communication throughout the community and school district.

Performance Objective 4: To ensure that communication is effective with parents of English Language Learners, SIS will provide communication in English and Spanish and will have an interpreter available in the front office. ACE also provides interpreters for all of the monthly parent night activities.

Evaluation Data Source(s) 4: communication with ELL parents

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Communicating in both languages.	administration, ESL and Bilingual teachers	student achievement of ELL learners				
Funding Sources: General Fund - 1000.00						

Goal 1: Snyder Intermediate will have effective communication throughout the community and school district.

Performance Objective 5: Parents will be partners in the planning, implementation, and evaluation of the Title I program.

Evaluation Data Source(s) 5: sign-in sheets, agendas

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 6 1) Parents will be partners in Title 1 program.	administrators	sign-in sheets, agendas				

Goal 1: Snyder Intermediate will have effective communication throughout the community and school district.

Performance Objective 6: Students will be given information and have opportunities to learn about college, careers, and post high school training through participation in career day. ACE will also offer career readiness and STEAM activities through the after school program.

Evaluation Data Source(s) 6: student participation, volunteer participation in career day, guidance lessons

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 3 CSF 6 1) Student participation in career day.	counselor, administrators, teachers, ACE site facilitator	student participation, volunteer participation in career day, guidance lessons				
Funding Sources: General Fund - 1000.00						

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 1: Leadership notebooks will be used to communicate about student achievement during student led parent conferences.

Evaluation Data Source(s) 1: review of leadership notebooks, parent conference attendance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) review of leadership notebooks, parent conference attendance	classroom teachers	student achievement				
Funding Sources: General Fund - 3000.00						

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 2: Teachers will have a minimum of one parent/teacher conference per parent per semester and at least one of these conferences must be student led.

Evaluation Data Source(s) 2: parent conference attendance

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Parent/Teacher/Student Conferences	classroom teachers	Student achievement. Documentation of conferences.				

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 3: SIS will follow safety procedures by having all visitors sign in and wear visitor tags, and will conduct fire, earthquake, containment, and tornado drills.

Evaluation Data Source(s) 3: documentation of drills and visitor logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Visitor sign in/badges, and emergency preparedness drills.	administrators, front office staff, ACE	documentation of drills and visitor logs				

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 4: SIS will encourage volunteers to work with students and will ensure safety of students with background checks and requirement of proper identification. ACE also has community tutors that come in and support students throughout the school year.

Evaluation Data Source(s) 4: visitor logs

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Volunteers and proper identification.	Administration, office staff	visitor logs				

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 5: SIS will participate in community fundraisers such as United Way and the Canned Food Drive to teach students how to become productive citizens of the community.

Evaluation Data Source(s) 5: fundraising collections

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) Community fundraisers United Way and Canned Food Drive</p>	Administration, classroom teachers, ACE	fundraising collections				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 6: Gifted and talented students will participate in a GT night

Evaluation Data Source(s) 6: Visit logs, number of gifted and talented students participating in GT night

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) GT campus science fair	GT teachers, administration, GT coordinator	Visit logs, number of gifted and talented students participating in science fair				

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 7: Students will participate in Red Ribbon Week to support drug free activities and encourage good choices.

Evaluation Data Source(s) 7: student participation

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 3 CSF 6 1) Student participation in Red Ribbon Week.	classroom teachers, counselor, administrators	student participation				
Funding Sources: General Fund - 1000.00, PTO - 500.00						

Goal 2: Snyder Intermediate will have a relationship of trust with students, staff, families, and the community.

Performance Objective 8: Students will participate in honoring our local veterans during the Veterans' Day luncheon.

Evaluation Data Source(s) 8: student participation, community participation

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Student participation in Veterans' Day.	administrators, counselor	student participation, community participation				

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 1: Students will be assigned classroom and campus-wide jobs to encourage responsibility and ownership.

Evaluation Data Source(s) 1: student achievement, job assignments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Classroom and campus-wide jobs	classroom teachers, counselor, administrators	student achievement and job assignments				

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 2: Common assessments will be given for 4th grade reading, 4th grade math, 5th grade reading, 5th grade math, and 5th grade science. Data will be disaggregated in PLCs and content spiraled back in for review.

Evaluation Data Source(s) 2: STAAR and common assessments. PLC agenda and sign in sheets.

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 1) Common assessments, data disaggregation.	classroom teachers, administrators	STAAR and common assessments. PLC agenda and sign in sheets.				
Funding Sources: General Fund - 5000.00						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 3: Student data will be used to group students to provide differentiated instruction and intervention both during classroom instruction and during intervention/enrichment time. Differentiation will service G/T, Migrant, Dyslexia, ELL, and Special Education.

Evaluation Data Source(s) 3: STAAR and common assessments.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>1) Differentiated instruction, intervention, and special populations.</p>	<p>classroom teachers, Reading Intervention teacher, administrator, inclusion teachers, Dyslexia teachers, Migrant Coordinator, G/T teachers, Bilingual/ESL teachers, ACE</p>	<p>STAAR and common assessments</p>				
<p>Funding Sources: General Fund - 21500.00, Special Ed Funds - 120000.00, State Comp. Ed. - 100000.00, Title I, Part A - 27500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 4: Grade Level Professional Learning Communities (PLCs) will meet weekly to discuss curriculum issues, conduct professional development, and plan instruction.

Evaluation Data Source(s) 4: STAAR and common assessments. PLC agenda and sign-in sheets

Summative Evaluation 4:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 1) PLC to discuss curriculum, pd, and instruction.	classroom teachers, administration, ACE	STAAR and common assessments				

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 5: To address the performance of English Language Learners, students will receive instruction using strategies for the Gomez and Gomez Dual Enrichment Model.

Evaluation Data Source(s) 5: STAAR and common assessments

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>1) ELL students with Gomez and Gomez Model and strategies.</p>	Bilingual teachers, ESL teachers, administrators	STAAR and common assessments				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 6: Non-negotiables for reading, math, and science classrooms will be implemented to ensure small group instruction, and work stations are implemented.

Evaluation Data Source(s) 6: STAAR and common assessments

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Non-negotiables for math, reading, science classrooms for small group and work stations.	Teachers, Reading Intervention teacher, Math Intervention teacher	STAAR and common assessments				

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 7: Staff development will be offered to teachers throughout the school year. Research based staff development will be chosen based on needs determined through assessment results, walk-through and observation data, and student needs. On-going staff development will include balanced literacy, SIOP, and data disaggregation.

Evaluation Data Source(s) 7: T-TESS, data from assessments

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 5 1) Staff development and research based strategies.	classroom teachers, administrator, ACE	STAAR and common assessments				
Funding Sources: General Fund - 5000.00, Title I, Part A - 10000.00						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 8: Migrant Students will be identified and monitored at the time of enrollment. Migrant students will receive academic tutoring and the Migrant Action Plan will be followed.

Evaluation Data Source(s) 8: enrollment documentation, tutoring logs, STAAR and common assessments

Summative Evaluation 8:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) Migrant students academic tutoring and Migrant action plan.	Administration, Migrant Coordinator	enrollment documentation, tutoring logs, common assessments, STAAR assessments Funding Sources: Title I, Part A - 60000.00				

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 9: SIS will coordinate with the ACE program to meet student needs through tutorial sessions and after school programs that extend their learning.

Evaluation Data Source(s) 9: ACE participation, STAAR and common assessments

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Coordinate with ACE to meet student needs.</p>	<p>Administration, classroom teachers, ACE site facilitator</p>	<p>ACE participation, STAAR and common assessments</p>				
<p>Funding Sources: ACE - After School Centers on Education - 300000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 10: SIS will integrate appropriate technology to increase student achievement.

Evaluation Data Source(s) 10: lesson plans, STAAR assessments

Summative Evaluation 10:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Integration of technology to increase student achievement.	classroom teachers, computer teachers/aides, ACE	STAAR assessments, lesson plans				
Funding Sources: General Fund - 50000.00, Title I Focus Grant - 100000.00, Title I, Part A - 3500.00						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 11: Year 2 Goal: SISD average student all test all students score will be 65% and up from 60% in 2020. 90% of SIS students will achieve expected grade level growth in reading and math with 70% of the special education students achieving a years worth of growth.

Evaluation Data Source(s) 11: Unit Assessments, Benchmarks, I-Ready, RTI, SPED, monthly reports and data disaggregation through PLC's.

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Interventions: ACE tutorial support RtI for red and bottom blue students iready data to customize instruction for all students Special ed students will receive access to iready curriculum with plans based on academic need Increased support for ELA teachers in planning and utilization of resources Addition of iready to SIS campus CLT to discuss options to encourage student incentive for academic success</p>	CLT, SPED staff, Teachers, Admin, ACE, RTI	90% of students will achieve expected grade level growth in reading and math with 70% of the special education students achieving a years worth of growth.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 12: Year 2 Goal: SISD Student's average in "Met Progress" growth measure in reading and math will improve from a 2018 STAAR scores of 55% to 70% by 2020.

SIS ELAR overall performance will increase from 53% to 70%. This will be in conjunction with Objective 12 and bring students to the overall desired result.

Evaluation Data Source(s) 12: Targeted PLCs, Data Disaggregation of Unit Assessments and Benchmark data, STAAR assessment, I-Ready, RTI, and SPED reports.

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Interventions: iready, PEG, TWA, Reading Academy, Lead4ward PLC training, ESC14 ELAR trainings Use of planbook and lead4ward documents to plan effective unit and daily plans Coaching conversations with campus administration to help teachers achieve goals</p>	Admin, CLT, ACE, RTI	ELAR overall performance will increase from 55% to 70%.				







Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 13: Year 2 Goal: SISD average student all test "meets" grade level score will be 47% and up from 40% in 2018; 90% of graduating seniors will be identified as college and career ready.

SIS Each grade level and tested subjects will achieve quintile 1 results as compared to the state designated comparison groups in percent of students reaching masters level performance with 30% of 4th graders performing at the masters level in reading, 20% in writing and 40% in math. Thirty-five percent of 5th graders will perform at the masters level in math, reading, and science.

Evaluation Data Source(s) 13: Unit Assessments, Tutorials, Benchmark Data, STAAR assessment, I-Ready, RTI, SPED

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Interventions: 1. Afterschool tutorials targeting higher level thinking skills for green students 2. Lesson plans will reflect pre-planned higher order thinking and questions 3. Walk-throughs will show higher level thinking skills and activities targeting student understanding at the masters level</p>	Admin, CLT, ACE, Teachers	Each grade level and tested subjects will achieve quintile 1 results as compared to the state designated comparison groups in percent of students reaching masters level performance with 25% of 4th graders performing at the masters level in reading, 9% in writing and 25% in math. Twenty-five percent of 5th graders will perform at the masters level in math, reading, and science.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Snyder Intermediate will have a learning environment that supports student success and high standards of accountability.

Performance Objective 14: Students will have personalized goals set and will have data notebooks that track their progress on unit assessments. Data will be disaggregated to determine percentage of students meeting goals in order to show a years worth of growth in all subjects.

Evaluation Data Source(s) 14: unit assessments, goal getter sheets, data notebooks

Summative Evaluation 14:

Goal 4: Snyder Intermediate will have procedures in place to measure and monitor factors that impact the district's financial condition.

Performance Objective 1: SIS will conduct ongoing program evaluations to determine effectiveness and efficiency.

Evaluation Data Source(s) 1: participation and student performance, budget expenditures

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Ongoing program evaluations for effectiveness and efficiency.	Administration	participation and student performance, budget expenditures				

Goal 4: Snyder Intermediate will have procedures in place to measure and monitor factors that impact the district's financial condition.

Performance Objective 2: SIS will conduct ongoing evaluation of staffing to ensure all positions are filled with highly qualified teachers and that all positions are meeting needs of the campus.

Evaluation Data Source(s) 2: Budget expenditures, staffing

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 2 CSF 4 1) Evolution of staffing for highly qualified and that all positions meet the campus needs.	Administration	Budget expenditures, staffing				
Funding Sources: General Fund - 50000.00						

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 1: Students will be recognized for perfect attendance, honor roll and leadership traits.

Evaluation Data Source(s) 1: PEIMS reports, student achievement, attendance reports

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 3 1) Student recognition for attendance, honor roll, leadership.	classroom teachers, office staff, administrators	PEIMS reports, student achievement, attendance reports				
Funding Sources: General Fund - 2000.00						

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 2: Students will have classroom and campus jobs to increase student success and build leadership skills.

Evaluation Data Source(s) 2: student achievement, student discipline, job assignments

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) Students have classroom and campus jobs that increase success and build leadership skills.</p>	<p>classroom teachers, administrators, counselor, ACE</p>	<p>student achievement, student discipline, job assignments</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 3: Positive behavior team meetings will be held throughout the school year to set goals, establish procedures, review data, and address campus safety and discipline issues.

Evaluation Data Source(s) 3: student discipline referrals, team agendas, minutes

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) Positive behavior meetings throughout the year. We will set goals, procedures, data, address safety and discipline issues.</p>	Administrators, RTI behavioral team	student discipline referrals, team agendas, minutes				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 4: Class Dojo will be used for student incentives for positive behavior. Tiger tickets will be utilized and students will turn into the front office. Positive parent phone calls will be made by front office personnel.

Evaluation Data Source(s) 4: discipline referrals, student participation

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 3 1) Dojo for positive rewards and reinforcing positive behavior.	administrators, classroom teachers, ACE	discipline referrals, student participation				

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 5: Students and staff will participate in a positive behavior program, "Have you filled a bucket today?", encouraging participants to express kindness, appreciation, and love on a daily basis.

Evaluation Data Source(s) 5: discipline referrals, student and staff participation

Summative Evaluation 5:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
Critical Success Factors CSF 3 1) Student and staff participation in Bucket Filling.	administrators, counselor, classroom teachers, ACE	discipline referrals, student and staff participation				

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 6: Students will participate in guided lessons integrating 7 habits, self-esteem, problem-solving, bullying, and grade-level appropriate topics.

Evaluation Data Source(s) 6: discipline referrals, student participation

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) Students participate in 7 habits lessons incorporating self-esteem, problem-solving, bullying, and grade-level appropriate topics</p>	classroom teacher, counselor, ACE	discipline referrals, student participation				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Snyder Intermediate will have a positive climate that promotes high expectations for all students, staff, families, and the community.

Performance Objective 7: A 5th grade show choir will perform for various community organizations and events.

Evaluation Data Source(s) 7: student participation, community participation

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 5th grade show choir performs at community organizations and events.	music teacher, administrators	student participation, community participation				

Campus Funding Summary

ACE - After School Centers on Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	9	1	ACE program		\$300,000.00
Sub-Total					\$300,000.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies for letters to parents		\$1,000.00
1	2	1	supplies for attendance letters, salary for attendance clerk and drop-out prevention staff		\$30,000.00
1	3	1	supplies for leadership notebooks		\$3,000.00
1	4	1	supplies for letters to parents		\$1,000.00
1	6	1	counselor supplies		\$1,000.00
2	1	1	supplies for leadership notebooks		\$3,000.00
2	7	1	Red Ribbon Week promotional supplies		\$1,000.00
3	2	1	TEKS RS, DMAC		\$5,000.00
3	3	1	DMAC, TEKS RS		\$1,000.00
3	3	1	Guided Reading Library		\$20,000.00
3	3	1	G/T supplies		\$500.00
3	7	1	Staff Development		\$5,000.00
3	10	1	COWS for assessment and intervention		\$50,000.00
4	2	1	special program stipends to attract and retain highly qualified teachers		\$50,000.00
5	1	1	awards		\$2,000.00
Sub-Total					\$173,500.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

3	3	1	Reading Intervention teacher and reading aides		\$5,000.00
3	3	1	Migrant Coordinator		\$20,000.00
3	3	1	Gomez and Gomez training		\$1,000.00
3	3	1	supplies for bilingual teachers		\$500.00
3	3	1	Spanish materials for the Guided Reading Library		\$1,000.00
3	7	1	Staff Development		\$10,000.00
3	8	1	Migrant Coordinator		\$50,000.00
3	8	1	Migrant supplies		\$10,000.00
3	10	1	STEMSCOPES		\$3,500.00
Sub-Total					\$101,000.00
Special Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Special Program teachers and inclusion aides		\$120,000.00
Sub-Total					\$120,000.00
State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	paraprofessionals		\$100,000.00
Sub-Total					\$100,000.00
PTO					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	Red Ribbon Week promotional supplies		\$500.00
Sub-Total					\$500.00
Title I Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	10	1	IPAD carts for each pod		\$100,000.00
Sub-Total					\$100,000.00
Grand Total					\$895,000.00