



Snyder ISD
Academic
Plan

SISD Academic Plan

The Snyder Independent School District is committed to providing an exceptional education program through a collaborative effort involving parents, students, school district and the Board of Trustees. Snyder ISD supports four campuses: Snyder High School, Snyder Junior High School, Snyder Intermediate School, and Snyder Primary School.

In alignment with the mission, vision, and beliefs of the district, this Academic Plan is for designing and implementing a curriculum and instructional program that ensures that Snyder ISD students, as they progress through the teaching and learning system, will achieve and exceed national, state, and local standards of excellence upon graduation.

Purpose

The Snyder ISD Academic Plan enables the organization to obtain the educational and economic benefits of a coordinated and focused program for students. The plan also provides a strong directional focus for instruction to facilitate the design, delivery, and assessment of the curriculum. In essence, the academic plan provides the structure to ensure quality of the curriculum and instructional process. Thus guidelines and procedures have been developed to create the expectation for developing well-articulated curriculum documents that contain aligned assessment. Ultimately, the academic plan conveys the intent of district leadership and provides guidance for the development, scope, alignment, and evaluation of curriculum.

Curriculum Philosophy

The purpose of education is primarily the development of skills, knowledge, processes, and attitudes necessary for the student to be successful and competitive as a productive citizen in a dynamic global society. Education also recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's innate abilities and talents.

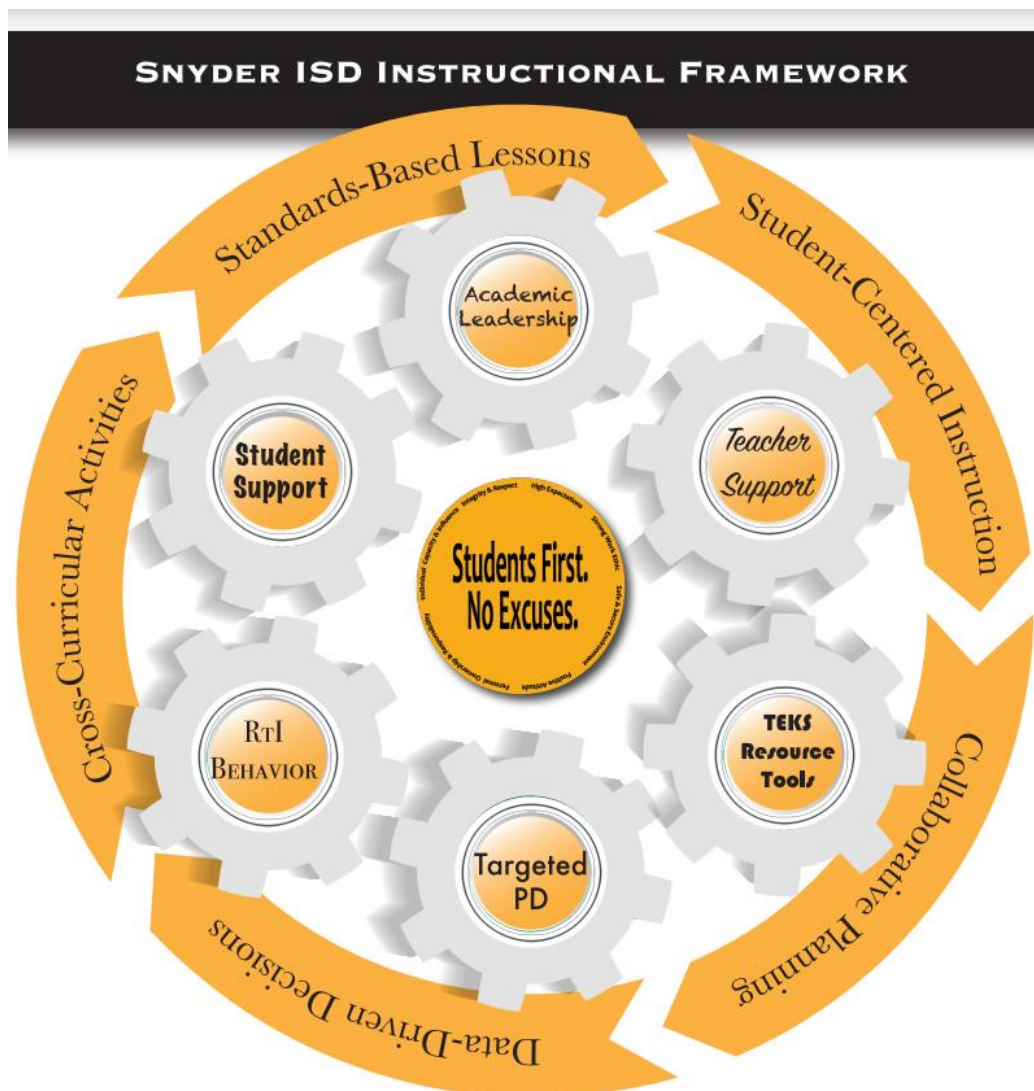
In order to ensure that graduates of the Snyder Independent School District possess the skills and knowledge to have successful experiences in higher education, technical schools, or in the workplace, a curriculum and instruction model with measurable results for student learning has been designed and implemented throughout the system. Meeting high performance standards is accomplished by adhering to the Snyder ISD Curriculum and Instruction Beliefs.

Snyder ISD

Curriculum and Instruction Beliefs

(Developed by SISD Campus Leadership Teams and Administrators)

- Curriculum should be designed to foster growth based on individual student needs.
- Students need to be encouraged to be successful and for instruction to be effective.
- Curriculum and instruction should adapt to meet student needs, the beliefs and values of the community, and to make the most effective use of resources.
- Curriculum should be designed with the Texas Essential Knowledge and Skills as the foundation to ensure alignment and a natural progression of learning.
- Curriculum should facilitate connections and lead to success in academics and in life.
- All students in Snyder ISD can and will learn.



Curriculum

This section presents management principles for the development of the written, taught, and assessed curriculum and guides staff in its delivery.

Key Points

- Board policy directs teachers to teach the curriculum and for administrators to monitor the delivery of the curriculum to ensure optimal use of curriculum materials and instructional time.
- Curriculum management principles are used to guide the curriculum management process, the instructional delivery of curriculum, and the assessment program to ensure quality control of the system.
- The district will use aligned curriculum and common, TEKS-based assessment to evaluate the overall effectiveness of the curriculum producing desired student achievement results.
- Guidelines for curriculum management provide quality control of the curriculum and instructional process.



Snyder ISD

Components of a
Guaranteed, Viable Curriculum



| State Standards | Curriculum | | Assessment | Instruction | |
|--|---|---|---|--|---|
| Texas Essential Knowledge and Skills (TEKS) | Vertical Alignment (VAD) and TEKS Clarification Document | Year at a Glance (YAG) and TEKS Verification Document | Instructional Focus Document (IFD) | Performance Indicators and Unit Tests | Exemplar (Model) Lessons |
| <ul style="list-style-type: none">State standards approved and updated by the State Board of Education (SBOE)What students in Texas should know and be able to doTEKS development and implementation supported by Texas Education Agency (TEA) | <ul style="list-style-type: none">SCOPEOutlines what is taught (standards)Adds specificity as appropriateHighlights Readiness and Supporting StandardsProvides content-level accuracy and depthAssists educators in assessing potential gaps in students' understanding, so that appropriate intervention may be planned. | <ul style="list-style-type: none">SEQUENCERecommends order and bundling of standards into units of instructionSuggests days for instruction, allowing for "open days" for additional support/practice/assessmentEnsures standards on the YAG and TEKS Verification Document are taught before state assessment occurs | <ul style="list-style-type: none">Provides a bridge between curriculum, assessment, and instructionBundles student expectations into units of instructionProvides a rationale for bundling of certain TEKS (SEs)Highlights Performance IndicatorsProvides major concepts for the unitProvides Key Understandings – "big ideas" for student expectations in the unit of study | <p>Performance Indicator</p> <ul style="list-style-type: none">Offers evidence of student attainment of, and/or progression toward, identified standards. <p>Unit Test</p> <ul style="list-style-type: none">Provides a collection of test items that assesses the specified student expectations as noted on the Instructional Focus Document | <ul style="list-style-type: none">Highlights required rigor of SEsDeveloped in the SE Model for Math, Science, and Social StudiesDeveloped in a balanced approach to literacy in ELAR and SLAROrganizes instructional procedures/content to help students move toward success on Performance IndicatorsAllows for integration of district-approved, district-developed, and state-adopted instructional materials |
| <p>Teachers use the TEKS to:</p> <ul style="list-style-type: none">Provide instruction to students in accordance with Texas Administrative Code (19 Tex. Admin. Code § 74.1) | <p>Teachers use the VADs & TEKS Clarification Documents to:</p> <ul style="list-style-type: none">Gain clarity regarding their responsibility for student learning in the grade/courseVertically track the depth and complexity of a standard through grade levelsSelect instructional resources and materials that are aligned with the specified standards | <p>Teachers use the YAGs and TVDs to:</p> <ul style="list-style-type: none">Plan high-quality instructionView the standards taught within the year in a single snapshotWork with peers to share and allocate instructional resourcesMonitor their own pacingAlign to the district calendarCustomize sequencing as appropriate | <p>Teachers use the IFDs to:</p> <ul style="list-style-type: none">Measure student learning of the bundled standards (SEs) through Performance IndicatorsDetermine what content should be taught in each grading periodMaintain focus on standards while planning and implementing instructionCustomize instruction as appropriate | <p>Teachers use the assessment components to:</p> <ul style="list-style-type: none">Determine the acquisition and mastery of the standards (SEs)Determine the ability of students to apply the learning in a new contextDetermine which students need intervention and accelerated instruction | <p>Teachers use the lessons to:</p> <ul style="list-style-type: none">Plan high quality instructionEnsure that instruction, assessment, and curriculum standards are fully alignedEngage students in an active learning processCustomize instruction or design original lessons inspired by the exemplar lessons |
| District Implementation Plan | | | | | |
| <p>Required by Law</p> <ul style="list-style-type: none">Texas Administrative CodeTexas Education Code | <p>Local Decision</p> <ul style="list-style-type: none">Student needsDistrict goals | <p>Local Decision</p> <ul style="list-style-type: none">Student needsDistrict goals | <p>Local Decision</p> <ul style="list-style-type: none">Student needsDistrict goals | <p>Local Decision</p> <ul style="list-style-type: none">Student needsDistrict goals | <p>Local Decision</p> <ul style="list-style-type: none">Student needsDistrict goals |

Curriculum Defined

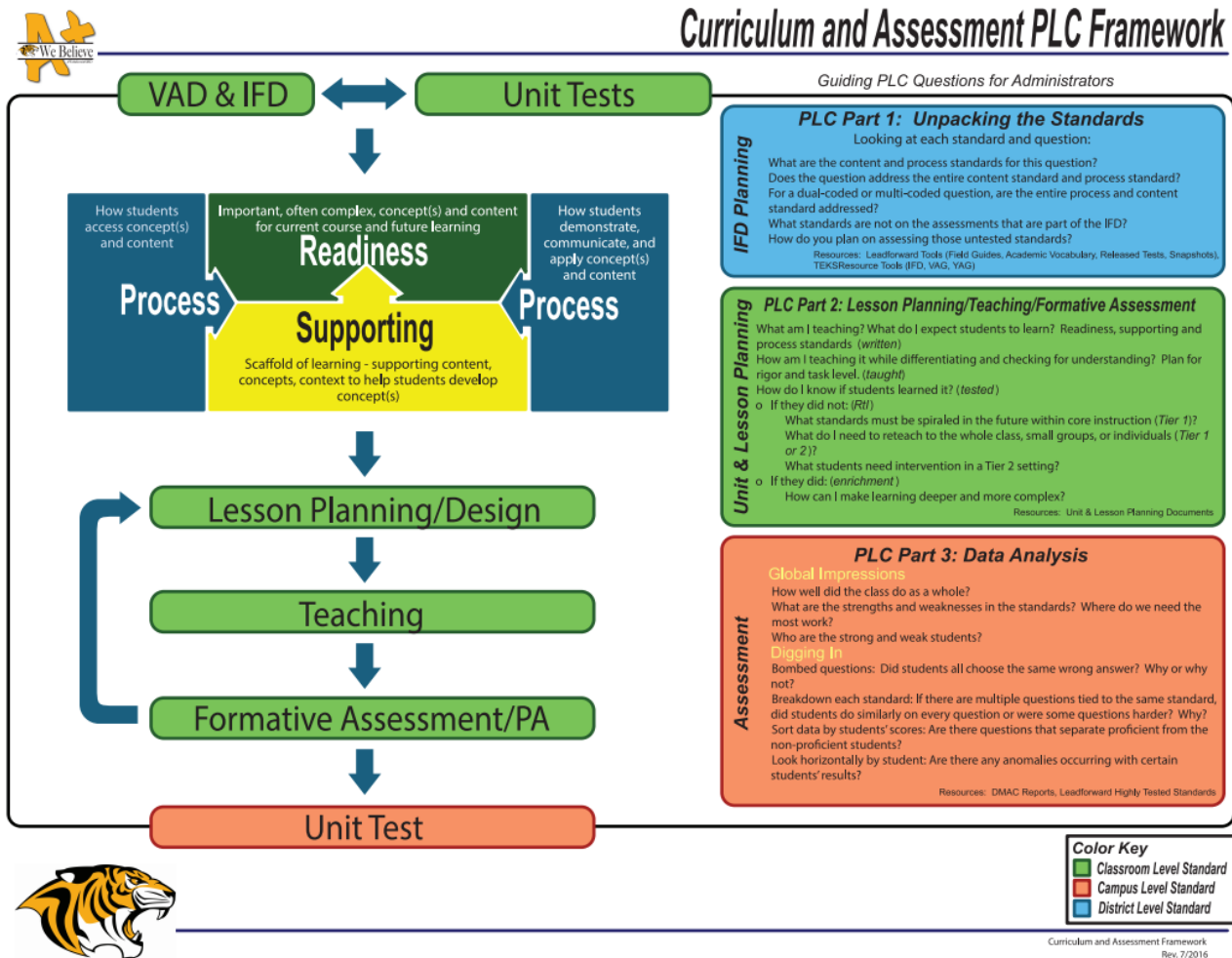
Curriculum Alignment is the degree to which the written, taught, and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, professional learning, strategies, structures, facilities, and budgeting. If there is alignment of the curriculum, there is systematic connectedness, both vertically and horizontally.

Written Curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to district developed assessments, suggested timeframes, examples of structures and strategies, aligned resources, correlations to TEKS.

Taught Curriculum refers to the delivery of the written curriculum (instruction). Teachers are required to develop lesson plans which include a lesson frame, objective, standards, ELPS, and a closing/formative assessment. Teachers are encouraged to use principles of project-based learning to promote 21st century learning that focuses on collaboration, communication, creativity, and critical thinking.

Tested Curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward master of the written curriculum. In keeping with the District's mission of providing exceptional learning experience and to achieve academic excellence for all students, we hold ourselves accountable for student achievement.

Continuous Improvement Model



Curriculum Management Principles

- Curriculum development is dynamic and includes processes for the management, development, and delivery of curriculum. It is anticipatory in nature involving vertical teams that include teachers, principals, curriculum specialists, and content experts.
- Curriculum is developed to ensure that students from teacher to teacher and from school to school have the opportunity to learn the same core of significant objectives within a grade level.
- Standards and student expectations for curriculum development are based upon TEKS and provide a framework for the student objectives that are aligned vertically and horizontally.
- Curriculum is accessible, and manageable for formative and summative assessment at the district, campus, classroom, and individual student level.

Instructional Management Principles

- Classroom instruction must include all skills and content required by the aligned scope and sequence.
- Teachers are encouraged to use flexibility and creativity in planning for learning using the scope and sequence, which is non-negotiable. Selection of instructional resources must adhere to a review process to ensure alignment to the curriculum.
- Professional learning is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum.
- Grade level and content areas should use Professional Learning Communities to collaboratively plan units based on instructional focus documents found in the TEKS resource.

Assessment Management Principles

- Student assessment provides data that is used to:
 - Guide teachers' lesson designs and instruction at appropriate levels of cognition
 - Plan for student learning
 - Direct continuous district/campus improvement
 - Modify curriculum delivery
 - Make programmatic decisions
 - Communicate student performance progress to parents
- The district curriculum will be assessed in order to evaluate its overall effectiveness and its capacity to produce desired student achievement results. This will be achieved through the use of aligned curriculum and common assessments.
- Assessment data and teacher evaluation data are used as the basis for quality control of the system.

Curriculum Expectations

- All curriculum developed will use standards, goals, objectives, and contain district defined components.
- Curriculum will be managed through the delivery
 - monitoring lesson design and delivery
 - analysis of student assessment data
 - observations of teaching
 - gathering input from teachers
 - providing quality time for teachers to collaborate about the teaching and learning process through collaborative unit planning
 - annual Comprehensive Needs Assessment
 - technology support

Automated Management Systems

- TEKS Resource System is a curriculum management system based on the Texas Essential Knowledge and Skills (TEKS) which are the standards established by the state outlining what each grade/course is expected to cover and each student should know and be able to do.
- TEKS Resource System is the system teachers use to access high quality curriculum components and plan lessons to help students meet rigorous state standards, and to prepare students for rigorous state testing. Snyder ISD teachers are required to use the vertical alignment documents, TEKS verification documents, and the instructional focus documents. These documents are critical to providing a consistent curriculum to reduce gaps in instruction.
- DMAC is the system SISD uses for data collection, assessment testing, and state testing. Teachers use DMAC, TEKS Resource, and STAAR released tests to create benchmark tests and common assessment tests. Teachers are required to use common unit assessments to evaluate how students are progressing through the curriculum. Teachers meet with their grade levels and departments during Professional Learning Communities (PLCs) to design lessons that address the information that is derived from these assessments.
- Snyder ISD gives teachers the flexibility to use their professional judgment to evaluate instructional materials to determine how those materials best fit into their classroom. Teachers review multiple activities and instructional materials to determine how to best meet the needs of the students they teach.
- Most teachers still utilize some form of a textbook and also pull resources from multiple sources. Single resources, such as textbooks, do not cover all of the state standards. Snyder ISD teachers utilize quality instructional materials from a variety of sources.

Monitoring Student Progress

SISD utilizes several methods for monitoring student progress. At grades 1-12, common assessments are the primary method for assessment and instructional decision-making. At grades PK-5, iStation is the primary method for providing prescriptive reading interventions and to monitor reading progress. IXL and Mentoring Minds are primary resources for math and ELAR (English/Language Arts/Reading) instruction. Grades 6-8 also use iStation to provide services in RTI (Response to Intervention). Grades 9-12 use APEX reading and IXL math for additional instructional support. Campuses monitor student progress through campus score cards, common assessments, and monthly iStation assessments.

Roles and Responsibilities

Curriculum development and implementation result when all stakeholders know and understand their particular roles and responsibilities. In this section of the Academic plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

Board of Trustees

- Adopts policy to direct and support ongoing curriculum development and evaluation
- Approves a budget that provides for the development, implementation, and training needed to effectively design and deliver the curriculum
- Approves course offerings that meet curricular needs and requirements
- Demonstrates an understanding of the academic plan and articulates how they support curriculum work

Superintendent

- Implements the policy of the Board
- Hires central staff to develop, assess, and manage curriculum
- Recommends a budget to support curriculum design and delivery
- Requires that administrative regulations are developed
- Ensures that there is a continuous focus on improving student academic performance
- Is responsible for system coherence and capacity
- Promotes goal-oriented performance and supports the achievement of campus performance objectives

Central Administrative Staff

- Directs curriculum services to meet students' needs
- Plans, implements and evaluates instructional programs, learning objectives, instructional strategies, and assessment techniques with campus academic leaders (CALs), teachers, and principals
- Applies research and data to improve the content, sequence, and outcomes of the teaching-learning process
- Develops curriculum management regulations, guidelines, and functions
- Prepares and administers the curriculum budget
- Recommends staff to be hired
- Organizes and facilitates committees to review the curriculum
- Provides effective staff development activities
- Provides support to principals in their role of implementing and managing the curriculum on their campus
- Ensures the use of technology in the teaching-learning process

Financial Officer

- Evaluates accounting procedures, systems, and controls in the curriculum department
- Recommends improvements in the design, implementation, and maintenance of curriculum materials
- Reviews and approves all purchase orders and check request and maintain control of budget by verifying availability of curriculum funds
- Works with district personnel to project student enrollment, staffing needs and curriculum needs

Campus Principal

- Serves as the instructional leader and is responsible for implementing and monitoring the delivery of the curriculum and instructional processes
- Translates the importance of curriculum delivery on a daily basis
- Develops a working knowledge of the curriculum for all subjects/courses
- Defines expectations for staff performance with regard to instructional strategies
- Observes employee performances, records observations, and conducts evaluation conferences
- Interviews and conferences with individual teachers and/or professional learning communities
- Ensures that PLCs are working together to infuse instructional practices for optimum student achievement
- Meets with campus/district curriculum and instructional staff
- Provides campus-based professional learning
- Provides opportunities for teachers to discuss and share ideas and strategies through professional learning communities
- Participates in professional learning offerings to effectively carry out instructional leadership responsibilities
- Helps parents to understand their role in supporting learning for their children
- Demonstrates an understanding of the academic plan and articulates how their work supports the curriculum vision
- Monitors lesson planning

Campus Leadership Team

- Organizes the PLC and establishes the timeline for the PLC meetings
- Ensures members of the PLC are present and participating in the collaborative process
- Facilitates discussions, goal setting, data analysis, and decision making within the PLC
- Ensures that data is available for PLC meetings and that all members are utilizing the data in making plans for interventions and plans to modify instruction
- Serve as a resource/mentor for struggling teachers within the PLC
- Communicates between PLC members, campus administration, and district administration to ensure all parties understand the issues that impact the PLC
- Ensure instructional practices are infused for optimum student achievement
- Complete PLC reporting requirements
- Reviews data monthly and monitors implementation and needed adjustments to planned interventions to meet quarterly goals

Teachers

- Effectively teach the written curriculum
- Plan and prepare classroom instruction by creating lesson plans
- Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations
- Determine student mastery by using a variety of formative and summative assessments, including common assessments, district, state, and national assessments. Project based instruction can be used to evaluate mastery.
- Collaborate through professional learning communities
- Involve students in the learning process through the use of strategies and structures
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff
- Encourage parents to support student learning
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership
- Demonstrate an understanding of the curriculum alignment process
- Use technology to strengthen the teaching/learning process
- Submit unit and lesson plans using required templates designated by campus principal

Students

- Recognize the importance of their active participation in the learning and assessment process
- Understand and articulate their learning strengths and needs
- Articulate the learning objectives within a required unit of study
- Come to class with all the necessary learning tools
- Actively participate in the learning process
- Meet or exceed learning requirements based on the district curriculum
- Recognize the impact their behavior has on their own learning and the learning of others
- Set goals for their own learning and aspire to meet the criteria of the Graduate Portrait

Parents

- Partner with teachers
- Establish high expectations for learning and nurturing the desire to be a life-long learner
- Are actively involved in their student's education by
 - Knowing their student(s) teachers
 - Attending meetings that provide parents with information about the school
 - Attending parent/teacher conferences
 - Keeping up with student's progress, report cards, and test data
 - Making certain that their student completes homework assignments, and that their student goes to class prepared for learning with all the necessary learning tools

- Help their student develop good study habits
- Support school policies including the discipline management plan
- Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Make every effort to address the physical, emotional, and health care needs of their student.