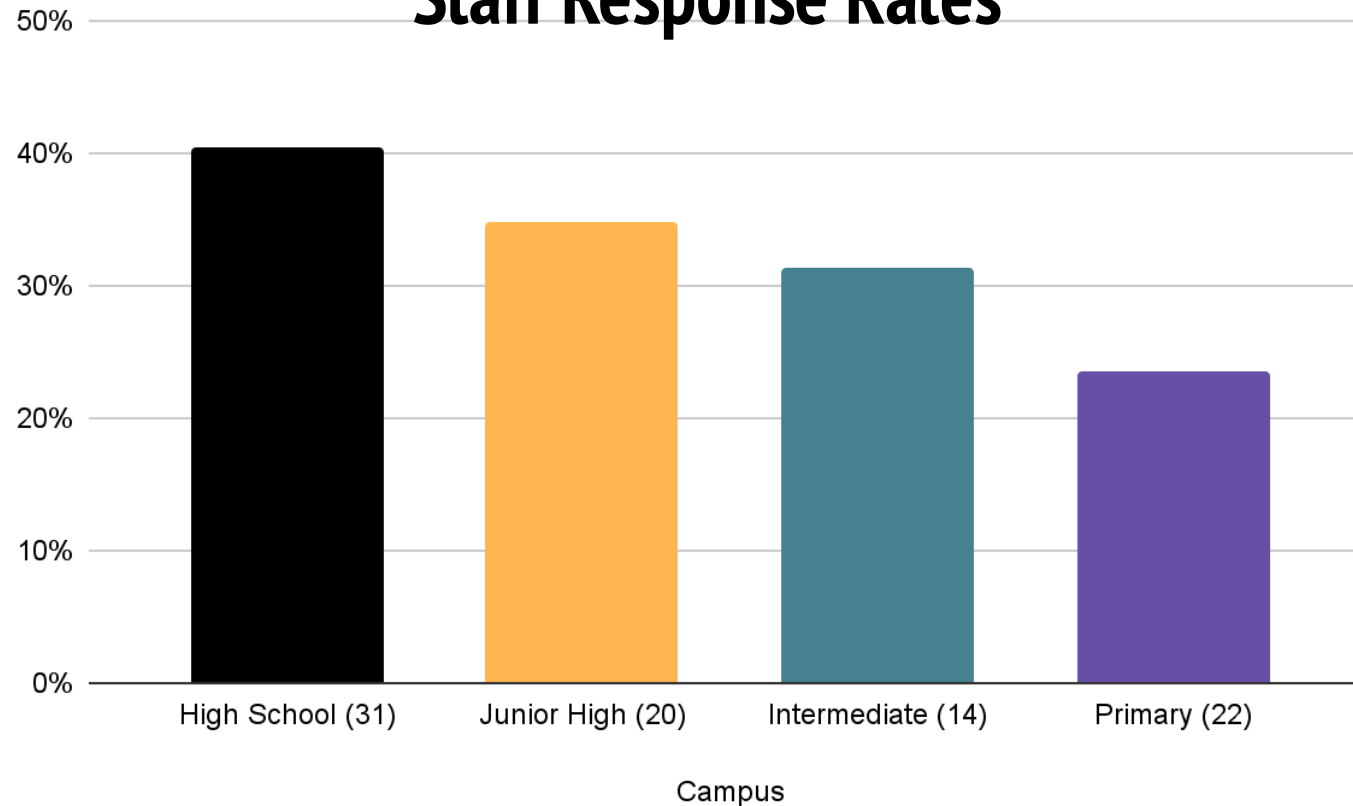# 24-25 End-of-Year Reflection Survey Trends

Survey Information / Stats:

- Response Rate = 26% overall
- Sent to "all staff" on May 13th from Mr. Rauch
- Follow-up sent to "all staff" on May 19th from Dr. Gore
- 91 total responses, 4 multi-campus staff

Staff Response Rates

Questions Asked on Survey

1. What improvements can be made for **district administration**?
2. What improvements can be made for your **campus administration**?
3. What can be **improved** for your **campus** next year?
4. What improvements are needed in **instruction** or high-quality instructional materials (HQIM)?
5. What can we improve related to **professional learning communities** (PLCs) and professional development?
6. What challenges did you see in **special education** support and services?
7. What staffing or **personnel** processes can be improved?
8. What could be improved with **testing** coordination, testing calendar, and testing support?
9. How can we improve within **maintenance** and **operations**?
10. How can we improve **communications**?
11. What **safety** protocols and procedures can be improved?
12. What can be improved with **technology** in your classrooms?
13. How can the **finance** / **payroll** processes improve?
14. What was a **highlight** of your year?
15. What is one professional or campus **goal** you have for next year?
16. Any other **feedback** you'd like to share?

What improvements can be made for district administration?

1. Improve Communication, Transparency, and Responsiveness

- Frustration with delayed or absent **responses** to emails and concerns.
- Teachers often feel *uninformed or "the last to know"* about **decisions that directly affect** their classrooms.
- A call for more **transparency** in decision-making and the rationale ("the why") behind district actions.
- *Examples: "It takes too long for ideas/suggestions to get up and down the chain of command." "We were just told what was happening and that we had to comply."*

2. Build Trust Through Visibility, Support, and Listening

- A strong desire for **district admin to be more visible** at campuses beyond just high-stakes visits (e.g., TEA or board-related).
- Teachers want **leadership that listens**, values their expertise, and trusts them to do their jobs..
- *Examples: "Trusting your staff to do what they've been trained to do." "District leaders need to understand each campuses strengths and weaknesses and give straightforward support."*

3. Prioritize Stability, Retention, and Recognition of Staff

- Concerns over **high turnover** of key leaders and loss of institutional knowledge.
- Veteran staff feel underappreciated compared to newer hires.
- Requests for **fair and meaningful employee recognition** programs.
- A belief that **growing and retaining "homegrown" talent** should be a key focus.
- *Examples: "Retention of experienced, quality administrators must be a priority." "Veteran educators felt overlooked... they have the potential to be among our greatest assets.*

What improvements can be made in campus administration?

1. Consistency in Discipline and Student Behavior Management

- Respondents repeatedly emphasized the need for **fair, timely, and consistent enforcement of discipline**.
- Concerns include delayed or insufficient follow-through on referrals, lack of support for teachers with disruptive students, and inconsistent consequences across administrators.
- *Examples: "Discipline needs to be handled in a timely manner." "Consistency in discipline. Follow up with teachers when we email you about a situation."*

2. Improved Communication and Planning

- Staff want **clearer, more proactive, and transparent communication** from administrators.
- Issues cited include last-minute information, lack of follow-up, unclear expectations, and not feeling informed or included in decision-making.
- *Examples: "Less last-minute information. Share dates well ahead of schedule." "Better communication of expectations to staff."*

3. Administrative Stability, Visibility, and Support

- Many responses reflect a need for **stable, supported, and engaged leadership**, especially given the number of new administrators.
- Requests include more visibility in classrooms and hallways, clearer delegation of roles, and systems to support transitions.
- *Examples: "I hope that they keep working on what they have been to continue making these strides." "We need the presence of principals or assistant principals during drop-off, pick-up duties and cafeteria."*

What improvements can be made on your campus for next year?

1. Discipline and Behavior Management

- **Clear, consistent enforcement** of behavior expectations across classrooms and campuses.
- Timely responses to discipline issues.
- Better systems (e.g., behavior contracts, PBIS improvements).
- Greater staff support from administrators when managing disruptive students.
- *Examples: "Discipline being handled in a timely manner is huge." "We need to be more consistent with discipline and follow-through to help create a focused environment."*

2. Communication and Leadership

- **Inconsistent communication** from campus administrators.
- Lack of clarity and follow-through on expectations and procedures.
- Need for **stronger leadership** to enforce guidelines and build trust.
- Suggestions included better admin-staff dialogue, procedure training for new staff, and consistent leadership behavior.
- *Examples: "Communication between admin and staff and support with major behaviors (consistent)." "Better communication from administrators."*

3. Staff Morale, Culture, and Campus Environment

- **Morale-boosting activities, team-building**, and campus pride initiatives.
- Improvements in **staff retention and hiring**, including support for new teachers and dependable substitutes.
- Calls to reduce toxicity (e.g., gossip, lack of appreciation).
- *Examples: "I'd like an increased morale at work…happy teachers create a fun environment." "Bring teachers closer together through team-building activities."*

What improvements can be made to our high-quality instructional materials (HQIM)?

1. Need for Targeted and Ongoing Training

- New or unfamiliar programs (e.g., Blocksi, AI tools, Google Classroom)
- Tier 2 and Tier 3 instructional support within the HQIM framework
- Training for **new teachers** and **instructional coaches** was also frequently mentioned
- *Examples: "Think more training for HQIM would be beneficial." "New teachers need extensive training on how to effectively implement HQIM in Amplify."*

2. Time and Flexibility to Internalize and Adapt HQIM

- Teachers repeatedly expressed a desire for **more time to plan**, internalize, and adapt materials to meet students' diverse needs—especially for:
    a. Students with learning gaps
    b. SPED populations
    c. Below-grade-level readers or mathematicians
- Flexibility was seen as key to enhancing engagement without sacrificing the fidelity of implementation.
- *Examples: "Time for teachers to internalize the lessons and grapple with the HQIM components." "Teachers need flexibility to adapt materials... while still maintaining fidelity."*

3. Consistency, Collaboration, and Alignment

- Several responses called out the importance of **cross-campus alignment**, **shared curriculum planning**, and **teacher collaboration** to ensure:
    a. Common expectations
    b. Effective resource sharing
    c. Coherent instructional delivery
- *Examples: "Consistency with teaching HQIM across campus." "Continued communication between teachers using the materials and what is working or needs to be adjusted."*

What improvements can be made to Professional Learning Communities?

1. Increase Relevance and Customization of Professional Development

- **Content-specific** (e.g., tailored to subjects like CTE, SPED, GT, or bilingual/dual language),
- **Role-specific** (new teachers vs. experienced, classroom teachers vs. non-instructional staff),
- **Practical and actionable**, focusing on strategies like classroom management, student engagement, data usage, and technology integration,
- **More engaging**, avoiding redundant sessions and generic information that could be communicated through email.
- *Examples: "Most PD doesn't relate to CTE. We need PD related to certifications, CCMR, WBL." "I want to have PD that pushes me to be a better teacher... not sit through the same sessions we've had for 10 years."*

2. Focus PLC Time on High-Impact Collaboration

- Shifting focus from completing agendas to **true collaboration** (e.g., sharing ideas, discussing student data, and solving problems),
- Prioritizing **lesson planning, internalization, and use of instructional materials**, particularly HQIM,
- Promoting **vertical alignment** and **cross-campus or department-wide collaboration**.
- *Examples: "Use PLCs for real planning, not just completing tasks." "Department-wide PLCs once a month would improve the overall team."*

3. Improve Communication, Leadership, and Support Structures

- **Leadership support** (e.g., unclear roles, untrained leads, or admin avoiding hard conversations),
- **Follow-through and feedback**, especially on protocols, decisions, or PD effectiveness,
- **Communication across PLC groups**, especially when changes are made.
- *Examples: "If we are given a chain of command, make sure it is carried out." "One PLC group hears about changes, but the other doesn't."*

What improvements could be made in the Special Education department?

1. Chronic Staffing Shortages Are Undermining Support Quality

- Repeated concerns about not having enough special education teachers, paraprofessionals, or inclusion aides to serve students adequately.
- **Consequences**:
  - Aides being pulled to substitute, reducing service time.
  - Overcrowded inclusion classes with inadequate support.
  - Missed or insufficient support minutes tied directly to academic performance.
- *Examples: "Too many students and not enough support and services." "Inclusion aides were always being pulled to sub."*

2. Lack of Training, Communication, and Clarity of Roles

- New and existing staff (including inclusion teachers) feel undertrained or unclear on responsibilities.
- Communication gaps between case managers, general ed teachers, and special ed staff.
- General ed teachers feel unprepared to implement accommodations or support inclusion effectively.
- **Consequences**:
  - Misalignment in ARD meetings.
  - Missed documentation timelines and confusion around accommodations.
- *Examples: "I would've appreciated better training at the beginning of school." "Better understanding of expectations within inclusion classes would be beneficial."*

What staffing or personnel processes can be improved?

1. Stronger Onboarding, Training, and Support for New and Existing Staff

- Many responses reflect a **need for better onboarding**, especially for mid-year hires and substitutes.
- Structured **mentorship programs**, especially for new and struggling teachers.
- Better **campus-level support**, especially for paraprofessionals and long-term substitutes.
- *Examples: "Improving onboarding for new staff is a big area of need." "New staff that comes in mid-year should have all of the beginning of year trainings teachers receive."*

2. Staffing Levels, Retention, and Recruitment Concerns

- Desire for **certified and properly trained teachers** rather than filling positions with under qualified individuals.
- Multiple references to **high turnover**, lack of stability, and the toll it takes on campus culture and student learning.
- *Examples: "Every campus is short-staffed, and the turnover this year has been the worst I've seen." "Subs are in desperate need as well as aides."*

3. Culture of Fairness, Communication, and Strategic Hiring

- Calls for **greater staff input** and more transparent communication.
- Need for **campus leadership stability and responsiveness**, especially around questions or concerns.
- A desire for a **collaborative, respectful, and supportive work culture**.
- Examples: *"Make sure to hire the most qualified/best fit, not just the friends and family that apply." "Staff should show respect for every*

What processes can be improved with testing coordination, testing calendar, and testing support?

1. Overload and Scheduling of Testing

- Many staff members noted that **too much testing** is crammed into short windows, especially between spring break and early May. This causes **student burnout**, **loss of instructional time**, and **lowered motivation**, particularly for MAP assessments following STAAR.
- **Reducing the volume** of assessments (especially MAP MOY and EOY).
- Ensuring **testing windows and calendars are published earlier** to allow better planning and reduce disruption.

2. Clarity, Communication, and Consistency

- Respondents emphasized the need for **clearer, earlier, and more consistent communication** regarding: testing schedules, room assignments, staff roles, procedures and expectations.
- Many requested that **training be more thorough** and occur during **inservice time** so all staff are fully prepared.
- Several pointed out that **last-minute changes** and **inconsistent procedures** across campuses or tests (e.g., MAP vs. STAAR) cause confusion and inefficiency.

3. Testing Environment and Personnel

- Multiple staff members highlighted concerns with **testing conditions**, including: grouping, coverage, and environment (e.g., testing in the band hall or chaotic rooms).
- Testing to happen in **familiar rooms with teachers students know**, to reduce anxiety and behavioral issues.

How can we improve maintenance and operations?

1. Communication and Work Order Follow-Up

- **Improved communication** on the **status of maintenance work orders** (e.g., confirmation of receipt, timelines, or completion). **Transparency** in the system (e.g., campus administrators being able to see all work orders).
- More **frequent updates** to avoid uncertainty or overlap.
- Examples: "Work order processes would benefit from more frequent follow-ups and timely status updates." "Improved communications—we turn in tickets and hear nothing."

2. Custodial and Cleanliness Concerns

While many praised the custodial staff's efforts, concerns were consistently raised about:

- **Classroom cleanliness** (e.g., dusting, vacuuming, and deep cleaning).
- **High-traffic areas** (e.g., stairwells, gyms, bathrooms) being **neglected or inconsistently cleaned**.
- **Timing of cleaning**, with interruptions during instructional or planning time.

3. Infrastructure and Preventative Maintenance

- **Routine and preventative maintenance** for HVAC systems, sidewalks, playgrounds, and courtyards.
- **Faster or more consistent repairs** to issues like temperature fluctuations, mold concerns, tree trimming, and broken infrastructure.
- **Adequate staffing and funding** to support long-term upkeep.
- Examples: "Do beginning, middle, and end of year maintenance checks."

How can we improve communications?

1. District-Level Communication is Strong, but Campus-Level Communication Needs Improvement

Many respondents praised **district-wide communication**, citing timely updates, ParentSquare, and social media. However, several noted that **campus-level communication** often breaks down. Staff mentioned:

- Learning about events from students or the community first.
- A lack of clarity and consistency from campus administrators.
- *Examples: "Communication on campus is struggling. Many times the students will know things before I do."*

2. Timing, Clarity, and Volume of Messages Matter

Staff expressed the need for **earlier, more consistent, and less overwhelming communication**. Specific feedback included:

- Last-minute emails/events causing stress.
- Too many ParentSquare messages arriving at once.
- *Examples: "More information, but consolidated into fewer emails." "Too many ParentSquares at the same time on Sunday...could we space it out?"*

3. Communication Should Be More Inclusive and Transparent Across Roles

Several responses pointed to **gaps in who gets communicated with and when**, especially across departments (transportation, substitutes, front office) and in situations where only select individuals are informed.

- A desire for **equity in who gets updates**.
- Emphasis on **transparency** to reduce rumors and hearsay.
- Calls for **clearer expectations** and **more staff input**.

What safety and security protocols can be improved?

1. Inconsistent or Ineffective Communication Systems

Many staff expressed concern about communication breakdowns during emergencies, particularly with:

- **Panic alert apps** being unreliable, delayed, or prone to accidental activation.
- **Intercom systems** not functioning in all classrooms or areas.
- **Cell service/WiFi dead zones** making digital communication difficult, especially for receiving alerts.
- **Lack of clarity** about lockdown/hold initiation and all-clear procedures, both on and off campus.

2. Need for Comprehensive and Inclusive Emergency Procedures

- **Scheduled regularly and varied throughout the year** (not all clustered together).
- **Clearly defined and communicated**, especially regarding lockdowns, fight responses, cafeteria/gym procedures.
- **Inclusive of all staff roles** – custodial, cafeteria, office, etc.
- **Extended to student education**, empowering them with options beyond "hide and be quiet."

3. Infrastructure and Supervision Gaps

- **Too many unsecured entrances/exits**, especially at the high school.
- **Camera blind spots and outdated or nonfunctional surveillance**.
- **Limited SRO presence or visibility during the day** (SRO mostly at JH and HS)
- **Need for better door hardware, alarms, and fencing**, especially for before/after-school access.
- **General facility issues**, such as tripping hazards and radio coverage gaps

What can be improved with technology?

1. Need for Updated and Reliable Devices and Equipment:

- Many respondents mentioned that Chromebooks and other student devices are old, worn out, or slow, causing functional issues.
- There is a strong call for replacing or upgrading student laptops, projectors, smartboards (specifically replacing Promethean boards), and other classroom technology like printers and speakers.

2. Improved Infrastructure and Connectivity:

- Several teachers reported unstable or weak WiFi connections affecting student work and research.
- There were also requests for better classroom charging solutions (chargers, power strips, or desks with electrical ports), more reliable internet bandwidth, and functional intercom and speaker systems for communication and safety.

3. Professional Development and Training Needs:

- Multiple responses highlighted the need for training on how to use new technology effectively (smartboards, projectors, Blocksi monitoring software, etc.).
- Teachers want support so they can better integrate and manage the technology, including classroom mobility tools (e.g., teacher iPads) to avoid being tied to the front of the room.
- *Examples: "Training for the boards that were installed in our classrooms that were installed and we have had to figure out on our own." "I would like to be able to have the freedom to walk around the room during my lessons and not have to stand at the front of the room, therefore the technology that provides that opportunity for me."*

What processes could be improved in the finance / payroll department?

1. Desire for Greater Transparency and Clarity in Budgeting and Financial Procedures

- *"Be open with the departments about the amount of money that they have to spend on materials."*
- *"Transparency especially with respect to amounts allocated to specific departments each year. I never really know how much money I can spend per my department."*
- *"There is some confusion on this process for us.."*

2. Need to Streamline Processes and Reduce Burden on Staff

- *"Less paperwork to fill out. Put everything in one paper."*
- *"There are a lot of steps between a purchase order from a teacher to actually getting the items requested."*
- *"Adding vendors needs to be simplified… due to the length of the vendor packet it was never filled out and returned."*
- *"Teacher/sponsors are made to have businesses fill out vendor packets instead of the business office handling that themselves."*

3. Requests for Fairness, Support, and Flexibility in Financial Systems

- *"There should be some leniency, some grace, before teachers and coaches get stuff taken from their paycheck when we already don't make enough as it is."*
- *"Why are there random times during the year that the business office does not accept POs or travel requests?"*
- *"We recommend increasing the meal stipends for students participating in extracurricular activities. The current rates do not align with inflationary adjustments."*
- *"WTC Dual Credit could benefit from classroom calculators for Math & Science… some programs with no budget."*

What is a highlight from the year?

1. Student Academic Growth

2. Teacher and Staff Recognition & Growth

3. Impact of TIA (Teacher Incentive Allotment)

4. Positive Campus Leadership

5. Student Connections and Relationships

6. Teamwork and Collaboration

7. Resilience Through Challenge

8. Athletic and Extracurricular Success

9. Community and District Initiatives

10. Personal Fulfillment and Purpose

What is one professional or campus goal for next year?

1. **Student Growth & Achievement:** Many respondents want to improve student performance, especially on MAP and STAAR assessments, and show measurable academic growth.
2. **Certification & Professional Advancement:** A large number of staff members want to become certified, complete degrees, or advance toward leadership roles.
3. **Student Engagement & Instructional Strategies:** Teachers aim to create more interactive lessons, incorporate new strategies, and increase daily engagement.
4. **Classroom & Campus Culture:** Goals include improving behavior systems (like PBIS), enhancing school spirit, and creating respectful, joyful learning environments.
5. **Consistency & Structure:** Calls for consistent discipline, staffing, administration, and communication across the district were common.
6. **Teacher Coaching & Support:** Several leaders want to implement coaching cycles and mentoring systems for teachers, especially new staff.
7. **Parent Involvement & Communication:** Respondents want to strengthen relationships with families and improve outreach and clarity.
8. **Mental Health & Work-Life Balance:** Multiple staff members expressed a desire to focus on self-care, reduce stress, and maintain healthy balance.
9. **Professional Development & Training:** Goals include attending more PD sessions, learning new tech tools, improving organization, and staying on top of curriculum changes (like new TEKS).
10. **Campus Initiatives & Innovation:** Staff are excited to build or grow programs like school newspapers, Leader in Me, culture committees, SEL integration, and certification programs for students.

Is there anything else you'd like to share?

Positive Sentiment & Optimism

- Many respondents expressed gratitude and pride in Snyder ISD's direction and leadership.
- Comments praised district-wide improvement, momentum, and efforts to support students and staff.
- Several mentioned being hopeful or excited for the future, especially following recent changes.
- *Examples: "Great work Snyder. I look forward to seeing the growth." "I love our school district!" "I think we are heading in the right direction."*

Concerns About Retention & Morale

- Multiple comments noted high turnover and loss of strong staff, particularly at SJHS.
- Some respondents shared worries about burnout, lack of recognition, and emotional strain.
- A desire for more visible, consistent district-level appreciation was common.
- *Examples: "Too many qualified teachers...are leaving." "Leadership must acknowledge and act to preserve the community we value."*

Support for Paraprofessionals

- There were repeated, passionate calls for better treatment of paraprofessionals:
- Examples: *"Pay raises to match cost of living." "Greater trust and professional respect."*

Questions?