

Snyder Independent School District



2026-2027 District Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Goals	7
Goal 1 : Student Growth and Academic Success District Goal Every student will rec...	8
Goal 2 : Goal 2: Staff : Instructional Capacity and Talent Development Every emplo...	10
Goal 3 : Goal 3: Leadership Capacity and Performance Management Snyder ISD wi...	12
Goal 4 : Goal 4: Stakeholders Student, Staff, Family, and Community Engagement ...	14
Goal 5 : Goal 5: Stewardship Talent, Systems, and Resource Alignment Snyder ISD ...	16
Assurances	18



Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

Snyder ISD serves a diverse PK–12 student population with a large percentage of students who are economically disadvantaged, as well as students receiving special education services, emergent bilingual services, and other targeted supports. The district serves students from a variety of racial, cultural, and socioeconomic backgrounds, with Hispanic students representing the largest student group.

These demographics highlight the need for strong, consistent Tier 1 instruction in every classroom, timely intervention and enrichment, effective language and special education supports, and intentional monitoring of individual student growth. Snyder ISD must continue to ensure that instructional systems, staffing, professional learning, and resources are aligned to the needs of all student groups so that demographic factors do not predict student outcomes.

Strengths

Demographic Strengths

Snyder ISD demonstrated improvement across all accountability domains in 2025–2026. Closing the Gaps increased from **57 to 65** districtwide, and Snyder Junior High increased from **49 to 69**, a 20-point gain. Snyder Intermediate also improved in every accountability domain. These results show positive growth across campuses and student groups and provide a strong foundation for continued improvement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Despite gains in several accountability areas, student achievement and growth remain inconsistent across campuses and student groups. .	Instructional, intervention, and progress-monitoring systems are not yet implemented consistently enough to ensure all students receive the support needed to meet grade-level expectations.

★ = Priority



Goals

Goal 1

Student Growth and Academic Success

District Goal

Every student will receive high-quality, grade-level instruction and the differentiated support, intervention, acceleration, and enrichment necessary to demonstrate academic growth and readiness for the next level.

Last year's DIP identified inconsistent use of formative data, intervention delivery, and instructional alignment as contributing factors to inconsistent student growth.

Performance Objective 1 High Priority

Performance Objective 1: Academic Growth:

During 2026-2027, Snyder ISD will increase the percentage of students demonstrating expected academic growth in reading and mathematics, with progress monitored through district formative assessments, benchmarks, STAAR, and Domain 2A measures

Evaluation Data Source: District formative assessments, benchmarks, STAAR, and Domain 2A Measures

Strategy 1

Strategy 1: Data Analysis and Adjusted Instructional Action

Snyder ISD will implement a districtwide data-driven instructional cycle in which student evidence results in timely instructional action and reassessment.

Strategy's Expected Result/Impact: Student-level academic data will be analyzed at least every three weeks.

100% of formal data cycles will result in a documented instructional action, owner, timeline, and reassessment plan.

Campus teams will monitor performance by student, standard, classroom, grade level, and student group.

Students not demonstrating expected progress will receive documented reteach, intervention, acceleration, enrichment, or other appropriate instructional response.

Campuses will monitor intervention effectiveness through reassessment and progress monitoring. BOY, MOY, EOY, STAAR, and accountability data will serve as formal district performance checkpoints.

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Assistant Principals, Instructional Coaches, Assessment Coordinator, PLC Leads

Formative Reviews

December

February

April

June

Strategy 2 Results Driven Accountability

Strategy 1: Data Analysis and Adjusted Instructional Action
Snyder ISD will implement a districtwide data-driven instructional cycle in which student evidence results in timely instructional action and reassessment.

Strategy's Expected Result/Impact: More students will demonstrate expected or accelerated growth in reading and mathematics as student data consistently results in timely reteach, intervention, acceleration, enrichment, and reassessment

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Assistant Principals, Instructional Coaches, Assessment Coordinator, PLC Leads

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 2 High Priority

Performance Objective 2: High-Quality Tier 1 Instruction
Throughout 2026-2027, all campuses will implement Snyder ISD Tight academic expectations for curriculum, PLCs, data analysis, assessment, and instructional monitoring.

Evaluation Data Source: HQIM/internalization artifacts, pacing documentation, walkthroughs, instructional rounds, assessment data, student work

Strategy 1

Strategy 1: Tight/Loose Academic Systems
The district will maintain clear instructional non-negotiables while allowing campuses flexibility in implementation decisions that do not compromise instructional quality.

Strategy's Expected Result/Impact: Districtwide coherence without eliminating campus ownership or responsiveness to student need.

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Assistant Principals, Instructional Coaches, PLC Leads

Formative Reviews

DecemberFebruaryAprilJune

Goal 2

Goal 2: Staff : Instructional Capacity and Talent Development
Every employee will contribute to a culture of collaboration, continuous improvement, and high expectations through meaningful coaching, feedback, professional learning, and support.

Last year's DIP established district instructional frameworks and trained instructional leaders in TIL Materials Internalization, Get Better Faster, and coaching cycles. The district also identified the need for stronger support because more than 45% of teachers had between one and five years of experience. The 2026-27 emphasis will therefore shift from training people on the systems to measuring whether the systems improve practice.

Performance Objective 1 High Priority

Performance Objective 1: Instructional Coaching

Throughout 2026-2027, 100% of teachers will receive observation and actionable instructional feedback at least biweekly, with differentiated levels of support based on teacher and student evidence.

Strategy 1

Strategy 1: Coaching That Changes Practice

Instructional coaching will use evidence from classroom observation, student work, assessment data, HQIM implementation, and previous coaching progress to identify high-leverage instructional action steps.

Strategy's Expected Result/Impact: Regular coaching and follow-up will result in measurable improvements in teacher practice, stronger implementation of district instructional expectations, and improved student learning.

Staff Responsible for Monitoring: Staff Responsible: Assistant Superintendent, Principals, Assistant Principals, Instructional Coaches

Formative Reviews

December

February

April

June

Performance Objective 2

Performance Objective 2: Job-Embedded Professional Learning

Throughout 2026-2027, professional learning will be differentiated according to evidence of student and adult need, with follow-up monitoring to determine implementation.

Strategy 1 **Equity Plan**

Strategy 1: Professional Learning Connected to Practice
District and campus leaders will review coaching, walkthrough, PLC, and student data at least each six weeks to identify professional learning needs.
Professional learning will be differentiated by role, experience, content, campus, or identified need.
PLCs, modeling, rehearsal, observation, coaching, and collaborative planning will serve as primary job-embedded professional learning structures.
Follow-up evidence will be collected to determine whether professional learning resulted in implementation.

Strategy's Expected Result/Impact: Professional learning will result in observable changes in classroom practice because support is based on identified student and teacher needs and monitored for implementation.

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Instructional Coaches, Directors/Coordinators

Formative Reviews

December	February	April	June
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Goal 3

Goal 3: Leadership Capacity and Performance Management
Snyder ISD will develop leaders who consistently analyze evidence, prioritize the highest-leverage problems, develop staff, monitor implementation, and take responsibility for student outcomes.

Last year's DIP identified variability in principal experience and leadership capacity as a districtwide challenge and established leadership competencies, role clarity, and recurring leadership development.

The 2026-27 priority is execution and impact.

Performance Objective 1 High Priority

Performance Objective 1: Principal Development and District Oversight

Throughout 2026-2027, the Assistant Superintendent will implement a recurring principal-management and performance-management system for every campus, with intensified support for campuses based on accountability status and demonstrated need.

Evaluation Data Source: Principal-manager coaching documentation, campus dashboards, CIP/TIP/TAP trackers, walkthrough data, coaching trackers, student outcomes

Strategy 1

Strategy 1: Principal-Manager Coaching

The Assistant Superintendent will meet with each principal at least twice monthly for goal-aligned coaching and performance management.

Reviews will include student outcomes, CIP/TIP/TAP milestones as applicable, PLC implementation, walkthrough trends, coaching quality, teacher development, HQIM implementation, intervention effectiveness, special population performance, and campus priorities.

Each review will result in documented priority actions, ownership, timelines, evidence, and follow-up.

Principal support will be differentiated according to campus need, leader experience, and accountability status.

Assistant principals will participate in monthly leadership development aligned to district instructional and operational priorities.

Strategy's Expected Result/Impact: Principals will demonstrate stronger instructional leadership, more consistent follow-through, and increased ability to identify priorities, develop staff, monitor implementation, and respond to student outcomes.

Staff Responsible for Monitoring: Assistant Superintendent, Principals

Formative Reviews

Performance Objective 2 High Priority

Performance Objective 2: Districtwide Implementation Monitoring
Throughout 2026-2027, Snyder ISD will maintain a common performance-management system to determine whether district priorities are being implemented and whether implementation is producing improved outcomes.

Evaluation Data Source: Implementation: Did we do it?
Quality: Did we do it well?
Impact: Did adult practice change?
Outcome: Did student results improve?

Strategy 1

Strategy 1: Strategic Plan Performance Management
Campus leadership teams will monitor academic implementation weekly.
Assistant Superintendent/principal reviews will occur at least twice monthly.
District instructional rounds will occur monthly.
Strategic Plan/CIP implementation will be formally reviewed quarterly.
District leadership will conduct formal mid-year and end-of-year step-backs comparing implementation measures to student outcomes.
Major strategies will be classified as Continue | Strengthen | Adjust | Discontinue.

Strategy's Expected Result/Impact: District and campus leaders will identify implementation gaps earlier, respond with targeted action, and make timely decisions to continue, strengthen, adjust, or discontinue strategies based on evidence of impact

Staff Responsible for Monitoring: Assistant Superintendent, Principals

Formative Reviews

Goal 4

Goal 4: Stakeholders

Student, Staff, Family, and Community Engagement

Snyder ISD will strengthen relationships, communication, engagement, and belonging so students and staff experience schools that are safe, welcoming, responsive, and connected to the community.

Performance Objective 1

Performance Objective 1: Student Culture and Readiness to Learn

During 2026-2027, campuses will use behavior, attendance, belonging, and engagement evidence to identify and respond to barriers to student learning.

Evaluation Data Source: Minga, attendance, discipline, MTSS, student survey, student leadership and recognition data

Strategy 1

Strategy 1: Consistent Student Support Systems

Campuses will implement district Tight expectations for discipline, safety, MTSS, and required student-support processes.

PBIS/Minga and behavior trends will be reviewed at least every three weeks.

Attendance, discipline, tardies, classroom removals, and recurring concerns will be reviewed monthly.

Identified trends will result in documented action and follow-up.

Student leadership, recognition, voice, and belonging indicators will be reviewed each six weeks.

Campus-level PBIS incentives and recognition structures remain Loose, allowing campuses to respond to student age, need, and context.

This intentionally addresses a concern identified in the prior DIP: inconsistent discipline expectations and implementation across campuses.

Strategy's Expected Result/Impact: Campuses will demonstrate greater consistency in student expectations and supports, resulting in improved attendance, reduced recurring behavior concerns, increased student belonging, and more instructional time available for learning.

Staff Responsible for Monitoring: Director of Student Services, Principals, Assistant Principals, Counselors, Campus PBIS/MTSS Teams

Formative Reviews

December

February

April

June

Performance Objective 2

Performance Objective 2: Stakeholder Voice and Engagement

Throughout 2026-2027, Snyder ISD will systematically collect, analyze, and respond to student, staff,

family, and community feedback.

Evaluation Data Source: Surveys, ambassador meeting documentation, engagement data, communication artifacts, Strategic Plan tracker

Strategy 1

Strategy 1: Listen, Respond, Communicate
Student and staff feedback will be reviewed through established district survey cycles.
Student and Teacher Ambassador groups will provide recurring qualitative feedback.
Family/community engagement evidence will be reviewed through district Strategic Plan monitoring.
District leadership will communicate significant actions taken in response to stakeholder feedback.
Campus and district improvement decisions will incorporate stakeholder evidence when appropriate.

Strategy's Expected Result/Impact: Stakeholders will have meaningful opportunities to provide input, and district leadership will demonstrate how feedback informs decisions.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals, Communications/Community Engagement staff

Formative Reviews

December

February

April

June

Goal 5

Goal 5: Stewardship

Talent, Systems, and Resource Alignment

Snyder ISD will align people, time, systems, and financial resources to the priorities most likely to improve student outcomes.

Performance Objective 1

Performance Objective 1: Talent Development and Retention

During 2026-2027, Snyder ISD will strengthen recruitment, onboarding, development, certification support, and retention systems, with particular attention to early-career educators and hard-to-staff positions.

The prior DIP identified teacher turnover, early-career staffing, inconsistent onboarding, mentorship, and access to job-embedded learning as continuing challenges.

Evaluation Data Source: Staffing data, certification data, retention data, mentoring records, recruitment pipeline data, staff feedback

Strategy 1

Strategy 1: Staff Recruitment, Development, and Retention

Maintain district new-teacher onboarding and mentoring.

Monitor teacher certification and staffing needs.

Continue Grow Your Own and educator pipeline partnerships.

Conduct stay/exit feedback and use findings to identify system improvements.

Provide differentiated support to campuses experiencing staffing instability.

Monitor retention and staffing trends through Strategic Plan performance management.

Last year's DIP began this work through Grow Your Own partnerships and a recruitment/growth/retention plan.

Staff Responsible for Monitoring: Director of Human Resources, Assistant Superintendent, Principals

Formative Reviews

December

February

April

June

Performance Objective 2

Performance Objective 2: Resource Alignment

Throughout 2026-2027, district staffing, schedules, professional learning, instructional resources, and financial decisions will be evaluated for alignment to the Strategic Plan and demonstrated student need.

Evaluation Data Source: Budget, staffing allocations, master schedules, professional learning investments, Strategic Plan tracker, campus improvement evidence

Strategy 1

Strategy 1: Strategic Stewardship
District leadership will prioritize resources that directly support:
high-quality Tier 1 instruction;
instructional coaching;
intervention and acceleration;
leadership capacity;
student and staff safety;
staffing stability; and
Strategic Plan implementation.
Campus flexibility will be preserved where districtwide standardization does not materially improve student outcomes.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Finance, Director of Human Resources, Cabinet

Formative Reviews

December

February

April

June



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance