

Snyder Primary
2026–2027 Local Improvement Plan
Grades Served: Pre-kindergarten–Grade 3

Purpose

Snyder Primary School will implement a focused school improvement strategy designed to strengthen student achievement through disciplined use of student data, high-quality instructional coaching, consistent implementation of high-quality instructional materials, and aligned leadership monitoring.

The campus improvement strategy is intentionally aligned to the Texas Education Agency Effective Schools Framework, the Effective District Framework, Snyder ISD's Strategic Plan, and the Snyder ISD 2026–2027 Tight/Loose Playbook.

The campus will prioritize four mutually reinforcing areas of work:

1. Data Analysis and Instructional Action
2. Instructional Coaching and Feedback
3. High-Quality Tier 1 Instruction
4. Leadership Alignment and Performance Management

These priorities are intended to strengthen the connection between student learning evidence, instructional decision-making, teacher development, and student outcomes.

Campus Problem Statement

Student achievement at Snyder Primary is not yet meeting district and state expectations.

The campus has established several foundational instructional systems, including implementation of Bluebonnet Learning, professional learning communities, instructional coaching, assessment cycles, walkthroughs, and district instructional rounds. However, these systems must be implemented with greater consistency and coherence to ensure that they result in measurable improvement in classroom practice and student outcomes.

The campus has identified two primary areas requiring increased attention.

First, student performance data must consistently result in specific instructional action. Data analysis must extend beyond identifying areas of strength and concern and must result in



clearly defined instructional responses, assigned ownership, implementation timelines, and follow-up measures.

Second, classroom observation and instructional coaching must result in measurable changes in teacher practice. Coaching cycles must include identification of a high-leverage instructional action step, teacher practice or implementation, follow-up observation, and evidence of progress.

Accordingly, Snyder Primary will strengthen the connection between:

Student Data → Instructional Action → Coaching → Improved Instruction → Student Growth

25-26 Final Accountability Ratings

	Domain 1 (Student Achievement)		Domain 2A (Academic Growth)		Domain 2B (Relative Performance)		Domain 3 (Closing the Gaps)		A-F
	24-25 Actual	25-26 Final	24-25 Actual	25-26 Final	24-25 Actual	25-26 Final	24-25 Actual	25-26 Final	25-26 Final
SPS	73%	65%	N/A	N/A	80%	69%	80%	61%	67 (-14)
SIS	65%	69%	58%	62%	67%	72%	59%	63%	69 (+4)
SJH	57%	57%	54%	58%	56%	57%	49%	69%	59 / 61 (+6)
SHS	81%	87%	65%	65%	79%	86%	56%	65%	80 (+6)
SISD	70%	73%	60%	62%	70%	73%	57%	65%	71 (+5)

Alignment to the Snyder ISD Strategic Plan

The Snyder ISD Strategic Plan establishes the expectation that students receive strong, grade-level teaching every day and receive additional support when they struggle and additional challenge when they excel.

The plan also prioritizes leadership development, regular instructional coaching, practical professional learning, teacher collaboration, and intentional monitoring of student progress.

The Snyder Primary Targeted Improvement Plan directly supports these priorities through the following alignment:

Students

Snyder Primary will ensure that students:

- receive rigorous, grade-level instruction every day;
- receive timely support when learning gaps are identified;
- receive enrichment and acceleration when mastery is demonstrated;
- experience consistent instructional systems and high expectations; and
- demonstrate measurable academic growth.

Staff

Snyder Primary will:

- strengthen teacher and administrator instructional leadership;
- provide regular and actionable coaching;
- provide practical, job-embedded professional learning;
- protect teacher collaboration and planning structures;
- use student outcomes to identify professional learning needs; and
- differentiate support based on teacher experience and demonstrated effectiveness.

Stakeholders

Campus leadership will communicate instructional priorities, progress, areas of need, and evidence of student growth to staff, families, and district stakeholders as appropriate.

Stewardship

District and campus leadership will align time, personnel, professional development, instructional materials, assessment systems, and intervention resources to the strategies with the greatest potential to improve student outcomes.

Snyder Junior High will operate within the Snyder ISD 2026–2027 Tight/Loose Playbook.

26-27 Tight / Loose Playbook	
ACADEMIC	
TIGHT (DISTRICT EXPECTATIONS)	LOOSE (CAMPUS FLEXIBILITY)
 Snyder ISD Professional Development / Learning Plan 2026-2027 &  26-27 Professional Development	
2 PLCs a week with an agenda, norms, and roles with materials internalization a priority	Type of template / agenda and types of roles
 Professional Learning Community (PLC) Folder - within 5 days of scope and sequence	Can adjust pacing day allotment, unit sequence, etc. as needed. Can cut, reduce, add, etc. MAJORITY of HQIM must be utilized.
 26-27 Instructional Frameworks for Snyder ISD using  Instructional Materials 26-27 Bluebonnet / HQIM required for Tier 1 and Tier 2 (district purchased)	Supported materials for enrichment and intervention, Tier 3, comes from campus funds
 26-27 Snyder ISD PLC Schedule with admin present	M/W for SPS, T/Th for SIS, T/W for SJH, M/W for SHS
 SISD 26-27 Assessment Calendar	Days of testing at beginning of test window and local assessments (as long as not required by grant)
 Data Tracker HUB with Links - to student level at least every 3 weeks for a formative check-in / progress monitoring	 DDI Options can include Bluebonnet assessments, exit tickets, pulse checks
4DX WIG: 100% of students will achieve growth in literacy (2nd tab).	
MTSS Framework	
 2026-2027 HB1416 Accelerated Instruction	
 26-27 Rounds / Walks - Schedules - monthly ish instruction rounds	Action planning around trends at the campus - level
Google Forms for GBF (every 2 weeks): look fors are TTESS and coaching next steps are GBF waterfall + weekly leadership alignment meetings	Get Better Faster: Primary Supports , Intermediate Support , SJHS ,  HS Classroom Walkthroughs - Tracking 25-26
Student discourse and writing (RACE for RLA)	

Campus leaders retain flexibility regarding implementation methods; however, district expectations regarding frequency, instructional quality, monitoring, and outcomes remain non-negotiable.

Priority 1: Data Analysis and Instructional Action

ESF Alignment

- Strong School Leadership and Planning
- High-Quality Instructional Materials and Assessments
- Effective Instruction

Effective District Framework Alignment

- Academic Experience



- Performance Management
- Strategic Operations

Strategic Objective

Snyder Primary will establish a consistent data-analysis cycle in which evidence of student learning results in specific, documented, and measurable instructional action.

Student-level data will be formally reviewed at least every three weeks.

The district expectation is that data analysis results in instructional response rather than serving solely as a reporting or compliance activity.

Data Analysis Cycle

Data Analysis Cycle				
Phase 1: Internalize the Assessment	Phase 2: Gather Evidence	Phase 3: Analyze	Phase 4: Act	Phase 5: Reassess
Before instruction, teachers will: identify assessed standards; analyze the rigor of tasks; complete or analyze	Student learning evidence may include: HQIM embedded assessments; unit or topic assessments; exit tickets;	Data will be analyzed at the: campus level; grade level; content level; classroom level; standard level;	Student/Group → Need → Action → Owner → Timeline → Reassessment Potential instructional actions include: whole-group adjustment;	If expected improvement is not demonstrated, teams will determine whether to: modify the instructional approach; intensify intervention;



exemplar responses; anticipate misconceptions; identify evidence of mastery; determine appropriate checks for understanding; and connect assessment expectations to lesson internalization.	pulse checks; student work; common assessments; benchmark assessments; STAAR-aligned items; MAP or other district-approved progress measures; and intervention progress-monitoring measures.	individual student level; and student-group level. PLC teams will identify: students demonstrating mastery; students demonstrating partial mastery; students demonstrating significant unfinished learning; specific misconceptions; instructional patterns associated with performance; required reteach; intervention needs;	targeted small-group reteach; intervention; acceleration; lesson rehearsal; teacher coaching; modeling; co-teaching; changes to questioning; additional writing; increased student discourse; targeted prerequisite-skill work; or additional HQIM-supported practice.	change grouping; provide additional teacher coaching; adjust the student's support plan; or escalate within MTSS.
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		acceleration opportunities; and adult instructional practices requiring adjustment.		
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Data-to-Coaching Connection

Resources:

- Professional Development Schedule
- Instructional Rounds
- Get Better Faster Crosswalk
- JH Get Better Faster Tracking
- Instructional Coach Tracking:
 - Lewis (RLA)
 - Neff (Math)

Student performance data will directly inform teacher coaching priorities.

Instructional coaches and campus leaders will use:

- student assessment results;
- student work;
- classroom observation data;
- HQIM implementation evidence;
- PLC artifacts;
- pacing information; and
- student group performance

to determine high-leverage teacher coaching needs.

The purpose of this connection is to ensure that teacher development is responsive to demonstrated student need.



When student data identify a recurring instructional concern, coaching will address the adult practice most likely to improve student performance.

Data Action Tracker

Snyder Primary will maintain a living data-action tracker that identifies:

- assessment or data source;
- standard or skill;
- students requiring instructional response;
- identified misconception or learning gap;
- planned instructional action;
- responsible staff member;
- intervention or enrichment grouping;
- implementation date;
- reassessment date;
- reassessment result; and
- subsequent instructional action.

The principal and instructional coaches will monitor implementation of data actions through PLCs, leadership meetings, and classroom observation.

The Assistant Superintendent will review campus-level trends as part of principal performance-management and coaching meetings.

Priority 2: Instructional Coaching and Feedback

ESF Alignment

- Strong School Leadership and Planning
- Strategic Staffing
- Effective Instruction

Effective District Framework Alignment

- Instructional Leadership
- Capacity Building
- Talent Management

Strategic Objective

Snyder Primary will implement a coherent instructional coaching system in which teachers receive frequent, actionable feedback and instructional coaches receive regular feedback regarding the quality and impact of their coaching.

The campus will treat instructional coaching as a primary improvement strategy.

Teacher Coaching Expectations

Every teacher will receive an instructional observation and feedback touchpoint from an instructional leader or coach at least every two weeks.

This expectation aligns with the district's established Get Better Faster coaching structure and with the capacity-building requirement that teachers receive regular observation and feedback tied to research-based instructional strategies and approved curriculum implementation.

Each coaching cycle will include the following components.

Identify the Instructional Need

The coach will identify the highest-leverage instructional need using evidence from:

- classroom observation;
- student outcomes;
- student work;
- HQIM implementation;
- PLC participation;
- prior action-step progress; and
- campus instructional priorities.

Establish an Action Step



The coach will identify a limited, specific, measurable action step aligned to the teacher's highest-priority instructional need.

Action steps should be sufficiently precise for the teacher to implement and for the coach to observe during follow-up.

Practice and Implement

Teachers will have opportunities to practice the identified action step through one or more of the following:

- rehearsal;
- modeling;
- role play;
- planning;
- exemplar analysis;
- co-teaching; or
- immediate classroom application.

Follow Up

The instructional coach will conduct follow-up observation to determine:

- whether the action step was implemented;
- the quality of implementation;
- whether the action step should continue;
- whether the teacher is ready for a subsequent action step; and
- whether evidence indicates improved instructional practice.

A coaching cycle will not be considered complete solely because feedback was delivered.

The cycle will be considered complete when implementation has been observed and a subsequent instructional decision has been made.

Priority Coaching Look-Fors

Teacher coaching will remain aligned to Snyder ISD instructional priorities, including:

- HQIM implementation;
- lesson internalization;



- alignment of lesson objective, task, and assessment;
 - instructional rigor;
 - exemplar use;
 - checks for understanding;
 - aggressive monitoring;
 - questioning;
 - student discourse;
 - student writing;
 - productive struggle;
 - pacing;
 - differentiation and scaffolding;
 - student engagement;
 - response to misconceptions; and
 - data-driven instructional response.
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Instructional Coach Responsibilities

Instructional coaches will:

- maintain clearly defined coaching caseloads;
- conduct regular coaching observations;
- provide coaching touchpoints at least biweekly;
- identify high-leverage instructional action steps;
- document coaching cycles within the district Get Better Faster system;
- model effective instruction;
- rehearse instructional practices with teachers;
- co-teach when appropriate;
- support lesson internalization;
- support PLC facilitation;
- assist teachers in analyzing student work and assessment data;
- connect student trends to teacher development priorities;
- conduct follow-up observations; and
- document evidence of teacher implementation and growth.

The primary role of the instructional coach will be the improvement of teacher instructional practice and corresponding student outcomes.



Priority 3: Development and Monitoring of Instructional Coaches

Strategic Objective

Snyder ISD will strengthen the quality, consistency, and impact of instructional coaching by providing direct feedback and development to instructional coaches.

The Assistant Superintendent will serve as the primary district-level owner of instructional coaching quality.

The campus principal will serve as the campus-level owner.

Assistant Superintendent Responsibilities

The Assistant Superintendent will regularly review the quality and effectiveness of instructional coaching cycles.

Monitoring will extend beyond verification that a coaching interaction occurred.

The Assistant Superintendent will evaluate whether:

- the coach identified the highest-leverage instructional need;
- the action step was sufficiently specific;
- the action step aligned to district instructional priorities;
- teacher practice or rehearsal occurred;
- the coach conducted follow-up;
- teacher implementation improved; and
- student learning evidence supports continued or revised action.

The Assistant Superintendent will provide direct feedback to both the campus principal and instructional coaches regarding coaching quality and instructional leadership.

Coaching Cycle Review

At least twice monthly, the Assistant Superintendent and principal will review evidence from instructional coaching cycles.

Evidence may include:



- Get Better Faster coaching trackers;
- classroom observation scripts;
- teacher action steps;
- rehearsal or practice documentation;
- follow-up observation evidence;
- walkthrough trends;
- PLC artifacts;
- student work; and
- assessment outcomes.

The review will address the following areas.

Identification

Did the coach identify the highest-leverage instructional problem?

Precision

Was the action step sufficiently specific, measurable, and actionable?

Alignment

Was the action step aligned to HQIM, research-based instructional strategies, student data, and district priorities?

Practice

Did the teacher have an opportunity to practice or rehearse the desired instructional behavior?

Follow-Up

Did the coach return to observe implementation?

Impact

Did instructional practice improve?

Student Evidence

Is there evidence that improved teacher practice is contributing to improved student outcomes?



Feedback and Development for Instructional Coaches

Instructional coaches will receive ongoing feedback from the Assistant Superintendent and principal.

Feedback may address:

- observation scripting;
- identification of instructional root causes;
- selection of high-leverage action steps;
- specificity and clarity of coaching feedback;
- use of modeling and rehearsal;
- questioning during coaching conversations;
- quality of follow-up;
- appropriate use of the Get Better Faster progression;
- use of student data;
- alignment between coaching and PLC priorities;
- teacher responsiveness; and
- evidence of sustained change in instructional practice.

Development activities may include:

- rehearsal of coaching conversations;
- review and revision of action steps;
- calibrated classroom walkthroughs;
- observation of another instructional coach;
- joint coaching conversations;
- analysis of coaching artifacts;
- principal or Assistant Superintendent modeling; and
- immediate feedback following coaching conversations.

Coaching Calibration

At least monthly, the Assistant Superintendent, principal, and instructional coaches will participate in calibration activities.

Calibration may include:

1. observing the same classroom;
2. independently scripting evidence;



3. identifying the primary instructional gap;
4. determining the highest-leverage action step;
5. comparing conclusions;
6. rehearsing delivery of feedback; and
7. identifying evidence expected during follow-up.

The purpose of calibration is to ensure consistency in instructional expectations, feedback quality, and coaching rigor.

Coaching Effectiveness Measures

The district and campus will monitor both coaching frequency and coaching quality.

Measures may include:

- percentage of teachers receiving biweekly coaching;
- percentage of coaching cycles containing a documented action step;
- percentage of coaching cycles containing follow-up evidence;
- percentage of action steps successfully implemented;
- frequency of repeated action steps;
- number of teachers requiring intensified support;
- trends in GBF action steps;
- walkthrough evidence of instructional improvement;
- student outcome trends associated with coaching priorities; and
- individual teacher growth over time.

The Assistant Superintendent and principal will review these measures at least twice monthly.

Priority 4: High-Quality Tier 1 Instruction

ESF Alignment

- High-Quality Instructional Materials and Assessments
- Effective Instruction

Effective District Framework Alignment

- Academic Experience
- Instructional Leadership

Strategic Objective

Snyder Primary will ensure that all students receive rigorous, grade-level instruction using district-adopted high-quality instructional materials.

Bluebonnet Learning will remain the foundation of core Reading and Mathematics instruction.

Teachers will:

- implement the majority of district-adopted HQIM;
- internalize upcoming lessons;
- remain within established district pacing expectations;
- understand assessment rigor before delivering instruction;
- use exemplars to establish clarity regarding expected student performance;
- anticipate common student misconceptions;
- use frequent checks for understanding;
- aggressively monitor student learning;
- increase student discourse and writing;
- provide opportunities for productive struggle;
- respond to student understanding during instruction; and
- use data to adjust subsequent instruction.

PLC, coaching, intervention, assessment, and professional learning systems will remain directly connected to improving Tier 1 instruction.

Professional Learning Communities

Snyder Primary will maintain two PLCs each week, consistent with the district Tight/Loose Playbook. Administrators will be present according to the established district PLC schedule.

PLCs will serve two primary instructional functions.

Materials Internalization and Instructional Planning

Teams will:

- study upcoming lessons;



- analyze standards;
- examine assessment rigor;
- develop or analyze exemplars;
- anticipate misconceptions;
- identify critical questions;
- rehearse instructional components when appropriate;
- plan for differentiation and scaffolding; and
- maintain alignment to the district scope and sequence.

Data Analysis and Instructional Response

Teams will:

- analyze student work;
- review assessment outcomes;
- identify student-level needs;
- identify misconceptions;
- determine instructional responses;
- create or adjust intervention groups;
- identify enrichment and acceleration opportunities;
- establish responsible staff;
- establish reassessment timelines; and
- monitor the effectiveness of previous instructional actions.

The balance between internalization and data analysis may vary according to the instructional calendar; however, both will remain protected components of campus PLC implementation.

Weekly Leadership Alignment

Resource:  26-27 Primary: Weekly Campus Academic Progress Meeting

The principal, assistant principal(s), and instructional coaches will participate in a weekly instructional leadership alignment meeting.

The meeting will include review of:

Student Learning

- current assessment evidence;
- priority standards;



- grade-level trends;
- students and student groups requiring additional support.

Teacher Practice

- classroom observation trends;
- recurring instructional gaps;
- implementation of district instructional expectations.

Coaching

- current teacher coaching assignments;
- active coaching action steps;
- teacher implementation progress;
- coaching cycles requiring principal support;
- teachers requiring intensified coaching; and
- instructional coach development needs.

PLC Implementation

- quality of data analysis;
- quality of lesson internalization;
- implementation of previously identified instructional actions;
- instructional barriers requiring leadership action.

Each leadership meeting will conclude with clearly identified:

Action → Owner → Timeline → Evidence

Performance Management

Weekly Review

The principal and instructional coaches will review:

- student learning data;
- PLC implementation;
- coaching assignments;
- coaching action steps;
- teacher progress;



- classroom observation trends;
- implementation of student intervention;
- current instructional barriers.

Twice-Monthly Review

The Assistant Superintendent and principal will review:

- TIP milestones;
- student achievement trends;
- grade-level performance;
- coaching dashboards;
- GBF coaching trackers;
- quality of coaching action steps;
- coaching follow-up;
- teacher progress;
- PLC implementation;
- HQIM implementation; and
- district support required.

Instructional coaches may participate in these reviews when appropriate to receive direct feedback and support from the Assistant Superintendent.

Monthly Review

The Assistant Superintendent, principal, and instructional coaches will conduct a deeper instructional review focused on:

- student performance trends;
- classroom implementation trends;
- recurring teacher coaching priorities;
- coaching effectiveness;
- grade-level support needs;
- teacher development;
- campuswide instructional trends; and
- needed adjustments.

Monthly instructional rounds will provide an additional source of campus-level implementation evidence and will result in clearly defined campus instructional action steps.

Quarterly Review



Campus TIP/CIP implementation will be reviewed in alignment with the Snyder ISD Strategic Plan.

The campus will determine which strategies should:

- continue;
- be strengthened;
- be adjusted; or
- be discontinued.

Quarterly review will consider both implementation evidence and student outcomes.

Leading Indicators

Snyder Primary will monitor the following implementation measures:

- 100 percent of core instructional teams participate in two scheduled PLCs each week.
 - 100 percent of teachers receive an observation and feedback touchpoint at least every two weeks.
 - 100 percent of coaching cycles include a documented instructional action step.
 - Coaching cycles include evidence of follow-up and implementation.
 - Instructional coaches receive routine feedback regarding the quality of coaching.
 - The Assistant Superintendent and principal review coaching implementation at least twice monthly.
 - Student-level data are formally reviewed at least every three weeks.
 - Formal data-analysis cycles result in documented instructional actions.
 - Students identified for intervention receive documented progress monitoring.
 - Instructional rounds result in defined campus-level action steps.
 - Walkthrough evidence demonstrates increased implementation of HQIM and priority research-based instructional strategies.
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Continuous Improvement Commitment

Snyder Primary will evaluate the effectiveness of the Targeted Improvement Plan through both implementation evidence and student outcomes.

The campus will maintain a disciplined focus on the following sequence:



Data Analysis → Instructional Action → Coaching → Improved Instruction → Student Growth

The purpose of data analysis is to determine the next instructional response.

The purpose of coaching is to improve teacher practice.

The purpose of leadership monitoring is to ensure that the instructional systems implemented by the district and campus result in measurable improvement for students.

Snyder Primary and Snyder ISD will use recurring performance-management cycles to identify implementation gaps, provide timely support, strengthen adult capacity, and adjust strategies when evidence indicates that expected results are not being achieved.

The district will maintain clear ownership, consistent monitoring, and sustained focus on the instructional practices with the greatest potential to improve student achievement.