

Snyder Intermediate

2026–2027 Targeted Improvement Plan

District: Snyder Independent School District

Campus: Snyder Intermediate School

Grades Served: Grades 4–5

Improvement Status: Comprehensive Support and Improvement, Year 2

Purpose

Snyder Intermediate School will implement a focused Year 2 improvement strategy designed to build upon the academic growth demonstrated during the prior school year while strengthening the instructional systems necessary for sustained improvement.

The campus demonstrated growth across all accountability domains during the 2025–2026 school year. This progress establishes an important foundation for continued improvement; however, the campus remains identified for Comprehensive Support and Improvement and must continue strengthening the quality, consistency, and impact of its instructional systems.

The 2026–2027 school year also represents a leadership transition for Snyder Intermediate. With a new principal in place, the district will prioritize leadership development, instructional coherence, data-driven action, and strong implementation of established district systems.

The campus improvement strategy will focus on four mutually reinforcing priorities:

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

These priorities align with 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.

Campus Context and Problem Statement

Snyder Intermediate demonstrated measurable improvement during the 2025–2026 school year, with growth across all accountability domains. The campus will build upon this progress rather than initiate a substantially different improvement strategy.

The primary need for Year 2 is to increase the consistency and depth of implementation of the instructional systems already established by Snyder ISD.

The campus has foundational structures in place, including:

- Bluebonnet Learning Reading and Mathematics;
- professional learning communities;
- data-driven instruction;
- instructional coaching;
- classroom walkthroughs;
- district instructional rounds;
- student-level progress monitoring;
- MTSS;
- and district performance-management systems.

The next phase of improvement requires the campus to strengthen the connection among these systems so that they consistently result in improved adult practice and student outcomes.

The campus has identified three central challenges for Year 2:

1. Sustaining and Accelerating Academic Growth

Although the campus demonstrated growth across accountability domains, improvement must continue at a rate sufficient to move the campus out of Comprehensive Support and Improvement status and establish sustained student achievement.

2. Converting Data Analysis into Instructional Action

Student data must consistently result in specific responses at the student, classroom, grade-level, and campus levels. Data analysis must lead to documented reteach, intervention, acceleration, coaching, and reassessment.

3. Building Instructional Leadership Capacity During a Principal Transition

The new principal must rapidly develop a deep understanding of Snyder ISD instructional expectations and establish consistent leadership routines for PLCs, coaching, classroom observation, data analysis, and performance management.

The Assistant Superintendent will provide intensified principal-manager support during this transition.

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 instruction every day and additional support or challenge based on demonstrated need.

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

Snyder Intermediate will operationalize those priorities through the following commitments.

Students

Students will:

- receive rigorous, grade-level instruction every day;
- receive targeted support when they have not yet mastered essential content;



- receive acceleration and enrichment when mastery is demonstrated;
- experience consistent instructional expectations across classrooms; and
- demonstrate measurable academic growth.

Staff

The campus will:

- strengthen principal and instructional leader capacity;
- provide teachers regular and actionable coaching;
- provide job-embedded professional learning;
- protect collaborative planning and data-analysis structures;
- use student outcomes to determine teacher development priorities; and
- differentiate support based on teacher experience and effectiveness.

Stakeholders

Campus leadership will communicate academic priorities, progress, challenges, and areas of improvement to staff, families, and district leadership.

Stewardship

District and campus leadership will align personnel, time, professional development, curriculum, assessment, intervention, and coaching resources to the strategies most likely to improve student outcomes.

[Snyder ISD Tight/Loose Alignment](#)

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

Strategic Objective

Snyder Intermediate will establish a consistent cycle in which student performance evidence leads to specific, documented instructional action.

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

The campus will move beyond data review as a reporting activity and ensure that analysis results in measurable changes in instruction.

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 exemplar responses; anticipate misconceptions; identify evidence of mastery; determine appropriate checks for understanding; and connect assessment expectations to	Student learning evidence may include: HQIM embedded assessments; unit or topic assessments; exit tickets; pulse checks; student work; common assessments; benchmark assessments; STAAR-aligned items; MAP or other district-approved progress measures; and	Data will be analyzed at the: campus level; grade level; content level; classroom level; standard level; individual student level; and student-group level. PLC teams will identify: students demonstrating mastery; students demonstrating partial mastery;	Student/Group → Need → Action → Owner → Timeline → Reassessment Potential instructional actions include: whole-group adjustment; targeted small-group reteach; intervention; acceleration; lesson rehearsal; teacher coaching; modeling; co-teaching;	If expected improvement is not demonstrated, teams will determine whether to: modify the instructional approach; intensify intervention; change grouping; provide additional teacher coaching; adjust the student's support plan; or escalate within MTSS.



lesson internalization.	intervention progress-monito ring measures.	students demonstrating significant unfinished learning; specific misconceptions; instructional patterns associated with performance; required reteach; intervention needs; acceleration opportunities; and adult instructional practices requiring adjustment.	changes to questioning; additional writing; increased student discourse; targeted prerequisite-skill work; or additional HQIM-supported practice.	
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Data-to-Coaching Connection

Resources:

- Professional Development Schedule
- Instructional Rounds
- Get Better Faster Crosswalk
- SIS Get Better Faster Tracking
- Instructional Coach Tracking:



- Lewis (RLA)
- Neff (Math)

Student performance evidence will serve as a primary source for determining teacher coaching priorities.

Instructional coaches and administrators will use:

- assessment results;
- student work;
- walkthrough evidence;
- PLC artifacts;
- pacing data;
- and student group trends

to identify the adult practice most likely to improve student outcomes.

Coaching priorities will therefore be explicitly connected to demonstrated student need.

Priority 2: Instructional Coaching and Teacher Development

Strategic Objective

Snyder Intermediate will implement a coherent coaching system that results in measurable changes in teacher practice.

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

The existing district capacity-building expectations require frequent observation and feedback aligned to research-based instructional strategies and approved curriculum implementation.

Teacher Coaching Cycle

Each coaching cycle will include:

Identification



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

- classroom observation;
- student outcomes;
- student work;
- HQIM implementation;
- prior coaching progress; and
- campus instructional priorities.

Action Step

The coach will establish a specific and measurable instructional action step.

The action step must be sufficiently precise for the teacher to implement and for the coach to observe during follow-up.

Practice

The teacher will practice the identified skill through:

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

Follow-Up

The instructional coach will return to determine:

- whether the action step was implemented;
- the quality of implementation;
- whether instructional practice improved;
- whether the action should continue; and
- whether a new action step is appropriate.

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



Instructional Coach Development

The Assistant Superintendent and principal will monitor not only coaching frequency but also coaching quality.

At least twice monthly, coaching evidence will be reviewed for:

- quality of observation scripting;
- accuracy of the identified instructional gap;
- selection of a high-leverage action step;
- alignment to student data;
- alignment to HQIM and district priorities;
- teacher practice or rehearsal;
- follow-up;
- evidence of implementation; and
- impact on instruction.

Instructional coaches will receive feedback on their own coaching practice.

Development may include:

- calibration walks;
 - review of coaching artifacts;
 - rehearsal of coaching conversations;
 - revision of action steps;
 - joint coaching;
 - observation of another coach;
 - principal modeling;
 - Assistant Superintendent modeling; and
 - immediate feedback following coaching conversations.
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Priority 3: New Principal Development and Instructional Leadership

Strategic Objective

Snyder ISD will provide intensified support to the new Snyder Intermediate principal to ensure strong instructional leadership and continuity of the campus improvement strategy.

The leadership transition will not result in a change in district instructional direction.



The focus for Year 2 will be:

continuity of effective systems, stronger implementation, and increased instructional leadership capacity.

Assistant Superintendent as Principal Manager

The Assistant Superintendent will serve as the principal manager and primary district owner for leadership development and implementation monitoring.

During the principal's first year, the Assistant Superintendent will provide structured and frequent coaching focused on:

- instructional leadership;
- effective PLC facilitation;
- data analysis;
- instructional coaching;
- classroom observation;
- HQIM implementation;
- performance management;
- leadership team development;
- monitoring of intervention;
- and implementation of the Targeted Improvement Plan.

Principal-manager support will occur at least twice monthly, with increased frequency when indicated by implementation evidence or campus need.

Principal Coaching Cycle

Principal coaching will include review of:

- student outcome data;
- grade-level trends;
- walkthrough trends;
- coaching dashboards;
- PLC implementation;
- campus instructional priorities;



- HQIM fidelity;
- intervention implementation;
- teacher development;
- and TIP milestones.

The Assistant Superintendent will provide specific action steps to the principal and monitor implementation during subsequent visits and coaching meetings.

The principal will also participate in:

- calibrated classroom walkthroughs;
 - instructional rounds;
 - coaching-cycle reviews;
 - PLC observations;
 - leadership-team development; and
 - district principal meetings.
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Priority 4: High-Quality Tier 1 Instruction

Strategic Objective

Snyder Intermediate will sustain and strengthen the quality of daily Tier 1 instruction as the foundation for continued improvement.

Bluebonnet Learning will remain the district-adopted core instructional resource for Reading and Mathematics.

Teachers will:

- implement district-adopted HQIM;
- internalize lessons before instruction;
- remain within district pacing expectations;
- analyze assessment rigor;
- use exemplars;
- anticipate misconceptions;
- implement frequent checks for understanding;
- aggressively monitor student learning;
- increase student discourse and writing;
- maintain opportunities for productive struggle;



- provide appropriate scaffolds;
 - and adjust instruction based on evidence of student understanding.
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Professional Learning Communities

Snyder Intermediate will maintain two PLCs each week with administrator participation according to the district-established schedule.

PLCs will integrate two primary functions.

Internalization

Teams will:

- analyze upcoming lessons;
- identify essential standards;
- study task and assessment rigor;
- develop or analyze exemplars;
- anticipate misconceptions;
- plan questioning;
- rehearse instructional components where appropriate;
- identify scaffolds;
- and maintain alignment to district pacing.

Data-Driven Instruction

Teams will:

- analyze student work;
- review assessment results;
- identify students requiring response;
- identify misconceptions;
- determine reteach;
- determine intervention;
- identify acceleration;
- establish action owners;
- establish reassessment dates;
- and monitor prior instructional responses.



Both internalization and data-driven instruction will remain protected components of the PLC system.

Weekly Leadership Alignment

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

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

The meeting will review:

Student Outcomes

- current student data;
- priority standards;
- grade-level trends;
- student groups requiring additional support.

Teacher Practice

- walkthrough trends;
- recurring instructional needs;
- HQIM implementation;
- evidence of prior coaching action steps.

Coaching

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

PLC Implementation

- internalization quality;
- data-analysis quality;



- implementation of instructional actions;
- and barriers requiring leadership action.

Each meeting will conclude with clearly assigned actions, owners, timelines, and evidence requirements.

Performance Management

Weekly

The principal and instructional coaches will review:

- student data;
- PLC implementation;
- teacher coaching;
- classroom observation trends;
- intervention implementation;
- and identified instructional barriers.

Twice Monthly

The Assistant Superintendent and principal will review:

- TIP milestones;
- campus achievement;
- growth trends;
- coaching dashboards;
- GBF trackers;
- instructional coach effectiveness;
- principal action steps;
- PLC implementation;
- HQIM implementation;
- intervention;
- and district supports required.

Monthly

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



- student outcome trends;
- classroom implementation;
- teacher development;
- coaching quality;
- grade-level needs;
- intervention impact;
- and campuswide instructional priorities.

Monthly instructional rounds will provide additional evidence and result in campus-level action steps.

Quarterly

Campus TIP/CIP progress will be reviewed against Snyder ISD Strategic Plan priorities.

Strategies will be categorized as:

- continue;
- strengthen;
- adjust; or
- discontinue.

Decisions will be based on both implementation evidence and student outcomes.

Year 2 Milestones

August–September 2026

- Onboard and coach new principal on district instructional systems.
- Reestablish campus instructional non-negotiables.
- Confirm PLC structures and administrative presence.
- Establish baseline student achievement and growth data.
- Establish teacher coaching assignments.
- Begin biweekly teacher coaching cycles.
- Begin principal-manager coaching cycles.
- Calibrate leaders and coaches on district instructional look-fors.
- Identify teachers requiring differentiated support.
- Establish student intervention groups.
- Conduct district instructional rounds.



October–November 2026

- Monitor HQIM fidelity and pacing.
- Review quality of PLC internalization.
- Review student-level data at least every three weeks.
- Monitor quality and impact of coaching cycles.
- Provide direct feedback to instructional coaches.
- Review principal implementation of leadership action steps.
- Intensify support in identified grade levels or classrooms.
- Monitor special populations.
- Conduct monthly instructional rounds.

December 2026

District, campus, and ESC partners will conduct a formal midyear review.

The review will include:

- Domain 1 trends;
- Domain 2A growth;
- Domain 3 student-group performance;
- benchmark data;
- HQIM implementation;
- PLC quality;
- coaching effectiveness;
- teacher development;
- principal leadership development;
- intervention effectiveness;
- and progress toward TIP milestones.

The team will identify strategies to continue, strengthen, adjust, or discontinue.

January–March 2027

- Implement midyear adjustments.
- Intensify support based on benchmark and progress-monitoring data.
- Continue principal-manager coaching.
- Continue biweekly teacher coaching.
- Continue coaching-the-coach feedback cycles.
- Conduct student-level data analysis at least every three weeks.
- Monitor intervention impact.



- Increase targeted support to grade levels, student groups, or teachers not demonstrating expected progress.

April–May 2027

- Maintain rigorous Tier 1 instruction.
- Continue targeted intervention and acceleration.
- Continue coaching and leadership monitoring.
- Monitor STAAR readiness without replacing grade-level instruction.
- Review end-of-year student growth.
- Evaluate implementation of Year 2 improvement strategies.

June–August 2027

- Complete comprehensive Year 2 evaluation.
- Analyze accountability and student-growth outcomes.
- Compare implementation data with student outcomes.
- Identify systems that contributed most strongly to growth.
- Identify remaining barriers.
- Develop Year 3 priorities, as applicable.
- Differentiate summer professional learning based on identified needs.

Leading Indicators

Snyder Intermediate will monitor the following implementation measures:

- 100 percent of core instructional teams participate in two PLCs each week.
- 100 percent of teachers receive an instructional observation and feedback touchpoint at least every two weeks.
- Student-level data are reviewed at least every three weeks.
- Formal data cycles result in documented instructional action.
- Coaching cycles include a specific action step and follow-up.
- Instructional coaches receive regular feedback regarding coaching quality.
- The new principal receives structured principal-manager coaching at least twice monthly.
- PLC implementation is monitored routinely.
- Instructional rounds result in campus-level action steps.
- Students receiving intervention have documented progress monitoring.
- Walkthrough evidence demonstrates stronger implementation of HQIM and research-based instructional practices.

Continuous Improvement Commitment

Snyder Intermediate enters Year 2 of Comprehensive Support and Improvement with evidence that the campus is moving in a positive direction.

Growth across all accountability domains during the prior year provides evidence that the campus improvement strategy has begun to produce results. The district will therefore prioritize continuity, disciplined implementation, and acceleration rather than introducing a new set of initiatives.

The 2026–2027 improvement strategy will focus on strengthening the systems most closely connected to student outcomes:

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

The new principal will receive intensive district support to ensure continuity of expectations and rapid development of instructional leadership capacity.

The Assistant Superintendent will maintain direct oversight of principal development, instructional coaching quality, and implementation of the Targeted Improvement Plan.

District and campus leaders will use recurring performance-management cycles to identify implementation gaps, respond to student and teacher needs, and make timely adjustments when evidence indicates that expected progress is not occurring.

The central objective for Year 2 is to **sustain the progress already demonstrated, strengthen the quality of implementation, and accelerate student growth sufficiently to establish durable campus improvement.**