



Strategic Plan Update Priorities: Students & Staff

Board Meeting: September 28, 2026

Student Experience Statements



SNYDER ISD | STRATEGIC PLAN

Every day, in every school, in every classroom across Snyder ISD, **students will...**



feel **heard, valued, and supported**—physically and emotionally.



receive **high-quality, differentiated, and engaging** instruction.



be surrounded by **adults** who are **committed to their success** through **consistent systems** and **high expectations**.



be **empowered** to take **ownership** of their learning and future.

Core Strategic Priorities



CORE STRATEGIC PRIORITIES



Students

Goal: Every student feels supported, challenged, and ready for what comes after graduation.

- **Belonging:** Provide safe, friendly schools where every child feels connected.
- **Leadership:** Give students real opportunities to lead and contribute to their school.
- **Learning:** Make sure every student receives strong, grade-level teaching every day.
- **Support:** Offer extra help to students who struggle and extra challenge to students who excel.
- **Future Readiness:** Help students explore career and college pathways from Pre-K through graduation.



Stakeholders

Goal: Open doors, clear communication, and strong partnerships with our families and community.

- **Family Links:** Keep parents informed and involved as true partners in their child's education.
- **Community Ties:** Work hand-in-hand with local leaders and businesses to support our schools.



Staff

Goal: A great place to work where teachers collaborate, keep growing, and love what they do.

- **Culture:** Keep work positive, celebrate wins, and make room to have fun while getting results.
- **Leadership:** Support teachers and administrators so they can lead effectively.
- **Coaching:** Help teachers grow through regular feedback and active coaching.
- **Training:** Provide practical, hands-on training that directly helps in the classroom.
- **Teamwork:** Give teachers dedicated time to plan together and track student progress.
- **Retention:** Hire, support, and keep outstanding teachers in our schools.



Stewardship

Goal: Managing district resources and facilities wisely to protect our future.

- **Smart Systems:** Keep district operations and facility plans organized for the long haul.
- **Financial Care:** Be honest, careful, and efficient with every dollar of taxpayer funding.



Key Indicators of Success



KEY INDICATORS OF SUCCESS

STUDENT GROWTH & SUCCESS

Test performance, classroom benchmarks, and college/career readiness

FAMILY & COMMUNITY ENGAGEMENT

Event attendance, parent survey feedback, and active communication

STAFF GROWTH & RETENTION

High teacher retention rates and staff survey feedback

OPERATIONAL STEWARDSHIP

Clean financial audits, balanced budgets, and quality facilities



Students: Belonging & Leadership



Leader in Me

Student leadership, voice, goal setting, and ownership

Adopt-a-Tiger

Intentional adult connections and support for students

Attendance & Positive Behavior

Identifies patterns and students needing support

MTSS Behavior Supports

Interventions and progress monitoring

Student Voice & Feedback

Surveys, interviews, and conversations

Instructional Rounds

Walkthroughs focusing on engagement, relationships, and culture

Extracurricular Activity

Track % involved in athletics, fine arts, CTE, clubs, and UIL

STOPit Program

Addressing safety, bullying, and student or family concerns

District Reviews

Principal and district monitoring to evaluate trends and next steps

Minga

Behavior, engagement, communication, and student activity data

Belonging & Leadership: Indicator of Success



Students: Future Readiness

EXPLORE → PREPARE → EXPERIENCE → LAUNCH

Junior High Career Planning

Career exploration, interests, strengths, and early pathway planning

CTE Programs of Study

Career pathways, hands-on learning, and industry-based certifications

Dual Credit

Opportunities to earn college credit while in high school

College Readiness

PSAT • SAT School Day • ACT • TSIA 2 preparation and testing

ACCESS for Success

Connects students to career exploration, internships, jobs, and postsecondary opportunities

Work-Based Learning

Internships, career experiences, and direct employer connections

CCMR Planning

Making sure every student graduates with a clear, actionable next step



Future Readiness: Indicator of Success



C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
M-9 50	Di Sci or e M	R-945	Re s e a r c h	E-5	Certification	POS	Notes	ELAR TX CB Stage 1	Stage 2	Essa y	Entere d into Skywa rd	CCMR	Bonus	DC Hours as of FALL '27			
						Automotive	trade school, electrical lineman or automotive				☐						
					ASE SECTION 609 REFRIGERANT REC	Automotive	?				☐	1					
981					Texas State Floral Association Knowledge-Based,	plant science	dental hygenist				☐	1					
						Automotive	trade school, lineman or college				☐						
		945		7	Texas State Floral Association Knowledge-Based, ASE SECTION 609 REFRIGERANT RECOVERY AND RECYCLING	Heathcare Therapeutic	Tech, Healthcare				☐						
952		945			Texas State Floral Association Knowledge-Based	Plant Sci	dental hygiene				☐	1		3			
		948				Ag Mech	Welding, WTC				☐						
		952		7		Debate	?				☐						
961					ASE SECTION 609 REFRIGERANT REC	Culinary Arts	nursing, ultra-sound tech				☐	1					
						Automotive	College Theatre Education				☐	1					
						Entrepreneurship	has taken ENGL 1301/1302				☐			3			
					ServeSafe IBC	Culinary	Culinary School				☐	1					
928		947		6	ServeSafe IBC	Culinary Arts	CB (TTU RHIM)Culinary, TSTC				☐	1					
951		946		5		Teaching	biology, TCU/or A&M (anesthesiology)				☐	1					
					WPO	WPO	?				☐						
					Construction Site Safety Technician	Construction	WTC Lineman, or workforce (city of Snyder)				☐	1					
		945			SHOULD BE 12TH-EDUC-1300	Culinary Arts					☐						
		948		6	ServeSafe IBC	Culinary	?				☐	1					
						Teaching/Training	?				☐						
		942				Culinary Arts	Military/College				☐						
						Automotive					☐						
950		945		6		Health Sci	WTC, phlebotomy				☐	1					
953		948		5	ServeSafe IBC	Culinary	UT, biology				☐	1	1				
960		961		6		Teaching	NYU, TX State, Tech/Psychology				☐	1					
974		957		7	ServeSafe IBC	Culinary	WTC, criminal justice				☐	1	1				
					ASE SECTION 609 REFRIGERANT REC	Automotive	Lincoln Tech, HVAC or Automotive				☐	1					
		949		6	Entrepreneurship and Small Business	Entrepreneurship	Tech, ?, possible apprenticeship in Dallas (construction manager)				☐	1					

Staff: Campus Culture



Staff Voice

Pulse surveys, six-week feedback, campus conversations

PLCs & Teamwork

Protected time for teachers to plan, problem-solve, and learn together

New Teacher Support

Orientation, mentors, coaching, and new teacher socials

Leader in Me / Campus WIGs

Shared goals and ownership across campuses

Coaching & Feedback

Regular walkthroughs, feedback cycles, and follow-up

Recognition & Celebration

Celebrate staff wins, growth, and student success.

Professional Learning

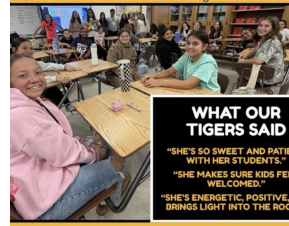
Practical, job-alike learning tied to campus needs.

Principal & District Check-Ins

Regular reviews of staffing, needs, concerns, and campus climate



Staff Member Of The Week
Cyndy Junior High School
Ms. Rodriguez
1, Yearbook & Graphic Design



WHAT OUR TIGERS SAID

"SHE'S SO SWEET AND PATIENT WITH HER STUDENTS."
"SHE MAKES SURE KIDS FEEL WELCOMED."
"SHE'S ENERGETIC, POSITIVE, AND BRINGS LIGHT INTO THE ROOM."



Culture: Indicator of Success



We're listening!

Staff Pulse Check



26-27 • 1st Grading Cycle

26-27 Staff Feedback: 1st Six Weeks Reflection

The goal of this survey is to hear directly from Snyder ISD teachers and staff about what is working well, where challenges remain, and what support or adjustments may be needed as we continue the 2026–2027 school year.

Your feedback will help campus and district leadership make informed decisions aligned to our Strategic Plan and our focus on **Students, Staff, Stakeholders, and Stewardship**. We want to understand your experience with instruction, academic support, leadership, communication, workload, culture, student supports, and the systems that impact your daily work.

The survey will **open September 8** and **close September 23 at noon**.

Please take a few minutes to respond. **District and campus leadership will read every single response** and use your feedback to identify strengths, needs, and next steps.

You are not required to include your name. We want honest feedback and encourage you to share your perspective openly and constructively. However, if you identify a concern or indicate that you need individual support, please consider including your name. We want to be able to help, but without your name, it may be difficult for campus or district leadership to follow up with you directly or provide the specific support you need.

Thank you for taking the time to help us continue improving Snyder ISD through **steady work and strong results and SO much fun!**

What is working well with leadership, culture, or communication? What is one area we should improve?	I understand how my role contributes to Snyder ISD's Strategic Plan and district priorities (data tracking with adjusted action, academic coaching, and MTSS).	Anything else we need to know as we move into the second six weeks?	I receive useful instructional or academic support from instructional coaches and campus administrators that helps me improve my practice and better support students.
Leadership and culture are great. I do not feel micromanaged, I feel valued and appreciated. Communication on basic daily procedures and tasks could be improved. However, I am a new teacher so I think there is just alot new to learn and get used to.		5 No, I have enjoyed my first several weeks in a new district. I appreciate the support and the environment that is being created at SISD as well as SJHS.	5
I love that all of leadership knows all of the teacher's names. They do a wonderful job making sure that you feel valued and seen. Leadership has made themselves available and seems to always be willing to help.		4 Not that I can think of.	4
Working with each class/s needs the best I can.		5	5
When it comes to LIM, we are given papers in our mailboxes with little to no direction as to what to do with them, who they are for, or where to put them in the binders. We have not been shown an exemplar binder to go off of. We are just all confused and our attitudes are then negative towards LIM because there is no direction.		5	4
The emails we get sent out has been very informative.		4 N/A	5
Support is phenomenal		5	5

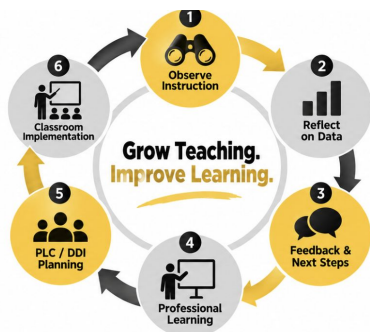
Staff: Coaching, Training & Teamwork



COACHING

Regular observation, feedback,
and coaching cycles

See it → Name it → Practice it →
Follow up



TRAINING

Job-alike, hands-on learning
based on teacher and student
needs

Learn it
↓
Try it → Get feedback
↓
Adjust

TEAMWORK

Protected PLC & DDI time to plan,
study student work, and respond

Plan → Check progress → Adjust
instruction



Coaching, Training & Teamwork: Indicators of Success



DISTRICT OBSERVATION & COACHING SCHEDULE

Group A				Group B			
ing: Miller, McKay, R. Lewis, Gault, Beard, Principal, Worrell				Attending: Gore, Neff, White, Gonzales, Principal, Arnwine (AM), Barboza (Board)			
s	Time	Teacher	Room Number	Campus	Time	Teacher	Room
7:40 AM Prebrief in 064 at Primary							
LA s	8:00	Jackson (K RLA)	101	Primary: Math Classrooms	8:00	Minyard (2nd Math)	
	8:10	VanWinkle (K RLA)	103		8:10	Vera (2nd Math)	
	8:20	Brown (1st RLA)	49		8:20	Malone (2nd Math)	
	8:30	Greene (1st RLA)	55		8:30	Leija (2nd Math DL)	
	8:40	Debrief in PLC Room	64		8:40	Debrief in PLC Room	
Walk from Primary to Intermediate							
e: s	9:05	Hildebrand (5th RLA)	205	Intermediate: Math/Sci/SS Classrooms	9:05	Birks (5th Sci)	
	9:20	Transition			9:20	Transition	
	9:22	E. Jimenez (5th Sci)	305		9:22	Martinez (5th Math)	
	9:30	P. Velasquez (4th RLA)	101		9:30	J. Velasquez (4th Math)	
	9:40	Kraatz (4th RLA)	105		9:40	Ritter (4th Math)	
	9:50	Browning (4th Sci/SS)	109		9:50	Hough (4th Math)	
	10:00	Goldston (4th Sci/SS)	104		10:00	N. Juarez (4th Sci/SS)	
	10:10	Debrief	111	10:10	Debrief		
Drive from Intermediate to High School							
pl: d s	11:00	J. Gonzales (Eng. II)	225	High School: Math and Science Classrooms	11:00	Cummings (H Geometry)	
	11:10	R. Burns (Eng. I)	221		11:10	Hale (H Geometry)	
	11:20	Bailey (English I H)	219		11:20	Lima (Financial Math)	
	11:30	Perry (English III)	223		11:30	Ritter (Chemistry)	
Lunch Break (on your own)							
t: d lies	1:00	Garza (7 RLA)	102	Junior High: Math and Science Classrooms	1:00	Cartwright (7th Math)	
	Passing Period				Passing Period		
	1:15	Matus (6th RLA H)	105		1:15	Justice (6th Math Inc)	
	1:25	Dominguez (8th RLA)	106		1:25	Trammel (7th Science)	
	1:35	Bloyd (8th RLA)	104		1:35	Hill (7th Science PAP)	
	1:45	C. Lee (8th SS)	201		1:45	Fellows (6th Science)	
1:45-2:10 Debrief in JH Conference Room							

PLC IN ACTION

First PLC of the Year

Wasting no time ensuring students receive great instruction across campuses.

Team Alignment

First PLC of the entire year! We are wasting no time making sure kids receive great instruction. We believe our first teach needs to be our best teach.



TEAMWORK & COLLABORATION

Job-Embedded Support

- Observation cycles
- Feedback & growth
- Data-driven focus



Progress Monitoring



Students					
Every student experiences meaningful relationships rigorous instruction, and a clear pathway for future success.					
Owner	District Priorities	Leading Indicators	Evidence	Lagging Indicators	Evidence in Aug/Early Sept.
Worrell, McGinnis, Gonzales, and Principals	Cultivate safe, welcoming, and relationship-centered school cultures where every student feels connected and supported.	PBIS (Minga), STOPit	3 weeks (August 26), run PBIS report and analyze Stopit trends	Program reporting and attendance rate	Daron Worrell Jeff McGinnis - need reports run for this, as of 8/26.
Worrell, Gonzales, and Principals	Empower every student to lead, belong, and contribute to the school community.	Student leadership opportunities, student recognition	6 weeks, per campus, #s in programs like NJHS, etc. All Programs	Program participation numbers	
Miller, Principals and Instructional Coaches	Ensure every student receives grade-level instruction every day.	Grade-level task completion, formative assessment performance	BOY data pull Sept. 4th, instructional rounds data pulled Sept. 17th	STAAR / EOCs	Jaime Miller - link BOY slide deck, principals and ICs add their campus data. MTSS Sept. Checklist
Miller, Fellows (S), Principals and Instructional Coaches	Ensure every student receives the support and challenge they need to succeed.	Enrichment and intervention supports, small groups, MTSS	Sept 4th, data pull for BOY. December MOY data pull.	STAAR / EOCs	Jaime Miller - confirm launch plan for MTSS. 9/21 PD for small groups that ICs lead.
Gore, Miller, Worrell, and Principals	Support every student in preparing for life after graduation.	Career exploration opportunities (PreK-5), CCMR plans (6-12)	2nd 6 weeks (October 29), per campus, check with counselors + ODS data for CCMR tracking + Rauch	College, career, and military readiness (CCMR) indicators	Aleida Juarez - https://docs.google.com CCMR Tracker
Staff					
Every employee contributes to a culture of collaboration, continuous improvement, and high expectations for students.					
Owner	District Priorities	Leading Indicators	Evidence	Lagging Indicators	
Cabinet and Principals	Foster a positive culture where steady work, strong results, and having fun help students and staff thrive.	Staff recognition, celebrations, survey results	September 24th, end of 1st 6 weeks survey, Hall of Fun, Board meeting employee of month	Retention, STAAR / EOCs	
Gore, Miller, and Principals	Develop effective leaders and educators who collaborate, build capacity, and improve outcomes for every student.	Leadership meetings, formative data reviews	August 20th and September 22nd Principal and AP meetings + data trackers set up?	Retention, STAAR / EOCs	Principal meeting on 9/28 Jaime Miller - ICs look at vertical trends from data
Gore, Miller, Principals and Instructional Coaches	Strengthen instructional practice through coaching, feedback, reflection, and continuous improvement.	Walkthroughs for Google Form , coaching cycles	Instructional round data Sept. 17th. Coaching and PLC data Spet. 24th. Dnap shot of coaching cycles and rounds Sept. ?	T-TESS/T-PSS growth, STAAR/EOCs	HS Classroom Walkthru... ICs - link all 4 GBF walks + Google Form responses here SPS Classroom Walkthru... SPS Google Form SIS Google Form
Miller, Principals and Instructional Coaches	Provide job-embedded professional learning that builds expertise, strengthens practice, and improves student learning.	Differentiated PD, implementation checks	Sept. 25th professional development schedule and feedback. Coaching cycle and PLC check- in at end of 6 weeks Sept. 24th.	Staff survey results, STAAR/EOCs	
Miller, Principals and Instructional Coaches	Strengthen grade-level instruction through effective Professional Learning Communities, collaborative planning, and data-informed decision making.	PLCs, DDI/SWAP, MTSS, 4DX	BOY data pull Sept. 4th, instructional rounds data pulled Sept. 17th. Sept. 24th PLC Folders, run Eduphoria data. Leader in Me data from 14th & 15th campus training.	Teacher Incentive Allotment (TIA) designations, STAAR / EOCs	DDI after BOY data on 9/4- small group optional PD 9/21
McKay and Principals	Recruit, develop, support, and retain highly effective educators who are committed to student success.	Certification supports, Texas Mentorship Program, survey feedback	September 24th check program enrollment, module completion and progress toward certification	Staff retention, certification rates	

