



SNYDER JUNIOR HIGH SCHOOL

2026- 2027 Turnaround Supports & Potential District Investment

Current Supports in Place

Support	What it Provides	Estimated Additional Cost
Twice-Weekly Core PLCs	Core content teams meet twice each week to internalize HQIM, analyze student data, and determine instructional next steps.	\$0 -New Cost
Student Intervention & Progress Monitoring	Identified students are placed in intervention groups with baseline data, progress-monitoring measures, and documented responses to support.	\$0- New cost
Biweekly Teacher Observation & Feedback	100% of teachers are assigned to a coach or instructional leader and receive actionable feedback at least every two weeks.	\$0 – Existing Staff
Assistant Superintendent/Principal Progress Meetings	The Assistant Superintendent and SJH Principal meet twice monthly to review TAP implementation, student performance, instructional priorities, barriers, and next steps.	\$0 – Existing Staff
Monthly Instructional Rounds	District and campus leaders conduct instructional rounds to identify trends, determine 1–2 priority instructional areas, and monitor classroom implementation.	\$0 – Existing Staff
Instructional Coach Monitoring & Development	The Assistant Superintendent and Principal review the effectiveness of instructional coaching, including the quality of action steps, follow-up, and evidence of changed teacher practice.	\$0 – Existing Staff
HQIM, T-TESS & Get Better Faster Calibration	Administrators and instructional coaches use common instructional look-fors so teachers receive consistent expectations, coaching, and feedback.	\$0 – Existing Staff
Strategic Teacher Deployment & Development	Strong certified and TIA-designated teachers are strategically utilized, while uncertified	\$0 – Existing Staff



	teachers receive individual certification and development plans.	
Targeted Professional Learning	Professional learning is based on instructional rounds, student data, and identified campus needs, including content-specific and job-alike support.	\$0 – Existing Staff

Additional Supports Provided Based on Data

New Support	What It Will Provide	Estimated Additional Cost
Part-Time Math Coaching / Small-Group Tutoring	A highly effective retired/TIA-designated teacher may provide targeted Math tutoring, modeling, and additional support based on student needs.	Estimated \$3,100.00 Monthly
Targeted Social Studies Support	Additional content-specialist support may be used to strengthen teacher planning and provide targeted assistance to students.	Estimated \$3,100.00 Monthly
Math/Algebra Intensives	Short-term targeted instruction may be provided following data cycles for students needing additional support on specific standards.	Estimated \$2,000.00 Monthly
Saturday Academic Intensives	Targeted academic sessions may be offered using certified core-content teachers when student data demonstrates a need.	Estimated \$1,000.00 Monthly
Embedded High-Impact Tutoring	Small-group tutoring may be added during the school day for students who are not demonstrating expected progress.	\$0- Existing Staff
Retired Teachers/Community Tutors	Trained retired teachers or community members may provide consistent tutoring using aligned curriculum and progress monitoring.	\$1,500.00 Monthly
College/Teacher-Candidate Tutors	Snyder ISD may explore partnerships with WTC or UTPB to increase tutoring capacity while developing future educators.	\$1,500.00 Monthly



Future Options Being Explored

Future Options	What We Are Exploring	Why We Are Considering It	Cost/ Impact
Move Core Subjects to the Morning	Explore scheduling RLA, Math, Science, and Social Studies earlier in the instructional day.	Protect core instructional time, increase consistency, and reduce the impact of early releases or extracurricular schedules on tested/core instruction.	Master Schedule
Double-Block Math and/or RLA	Provide a second instructional block for targeted small-group instruction, prerequisite skills, intervention, reteach, acceleration, and extension. All staff would be paid and ACE stipend	Gives students needing additional support more instructional time without replacing grade-level Tier I instruction.	Master Schedule
ACE Model	Extend the school day by approximately one additional hour and implement strategic staffing. All Snyder Junior High staff would re-apply for positions on the campus as part of the strategic staffing process.	Creates additional instructional time while allowing the district to strategically build the campus team around student and instructional needs.	Significant staffing and compensation impact – grant funded
ADSY – Additional Days School Year	Explore an extended instructional calendar. Current planning indicates the calendar would need 175 base instructional days plus 6 additional ADSY days for SJH.	Provides students with additional instructional days and time for acceleration and intervention. This is required to become an ACE campus model.	Significant staffing impact-grant Funded



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