



# SNYDER

INDEPENDENT SCHOOL DISTRICT

# STRATEGIC PLAN 2025-2028



# VISION

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

# MISSION

We believe the mission of Snyder ISD is to equip everyone to pursue excellence every day.

## Board Goals for Effective District Framework

	2024	2025	2026	2027	2028
Board Goal 1: Increase "meets" or above on Reading STAAR from 37% in June 2024 to 47% by June 2028	37%	39%	41%	44%	47%
Board Goal 1A: Increase "meets" or above on 3rd Grade Reading STAAR from 38% in June 2024 to 47% in June 2028.	38%	39%	41%	44%	47%
Board Goal 2: Increase "meets" or above on Math STAAR from 31% in June 2024 to 41% by June 2028	31%	33%	35%	38%	41%
Board Goal 2A: Increase "meets" or above on 3rd Grade Math STAAR from 37% in June 2024 to 41% in June 2028.	37%	38%	39%	40%	41%
Board Goal 3: Attendance Rate from 94% in June 2024 to 95% in June 2028	93.55%	95%	95%	95%	95%
Board Goal 4: Increase and sustain the CCMR rate to an aggregate average of at least 95% over the next five years (2024-2028), ensuring annual rates remain at or above 88%.	94%	95%	95%	95%	95%



# Letter from the *Superintendent*

Dear Snyder ISD Community,

It is with pride and purpose that I share our 2025–2028 Snyder ISD Strategic Plan. This plan reflects the voice and vision of our students, staff, families, and community who have contributed to shaping a brighter future for our district. Our goal is clear: to provide every student with an exceptional learning experience that equips them for success—academically, socially, and emotionally.

Through our partnership with the Texas Strategic Leadership initiative, we engaged in a rigorous and reflective planning process grounded in the Effective District Framework. Together, we developed a clear roadmap rooted in student experience and measurable outcomes.

This strategic plan is more than a document—it is our commitment to action. It outlines our shared vision, clearly defined student outcomes, and the aligned initiatives that will guide our daily work.

Thank you for your continued partnership, passion, and belief in what we can accomplish when we synergize. Snyder ISD is moving forward with purpose.

**Sincerely,**

**Bob Rauch**

Superintendent of Schools  
Snyder Independent School District





# About **Snyder ISD**

Snyder Independent School District is a community-driven public school system located in Snyder, Texas. With a focus on continuous improvement, academic growth, and innovative educational practices, Snyder ISD serves a diverse population of students through high expectations and strong relationships.

## District Fast Facts:

- Approximately 2,300 students served across 4 campuses
- 1:1 Technology for all students
- Hybrid calendar
- Academic opportunities (STEM electives, Advanced Placement courses, PTECH High School)
- Teacher Incentive Allotment (TIA) district
- Dual Language Program (K-5<sup>th</sup> grade)
- Strong focus on college, career, and military readiness
- A range of extracurriculars and CTE pathways
- “Leader in Me” district





# Snyder ISD

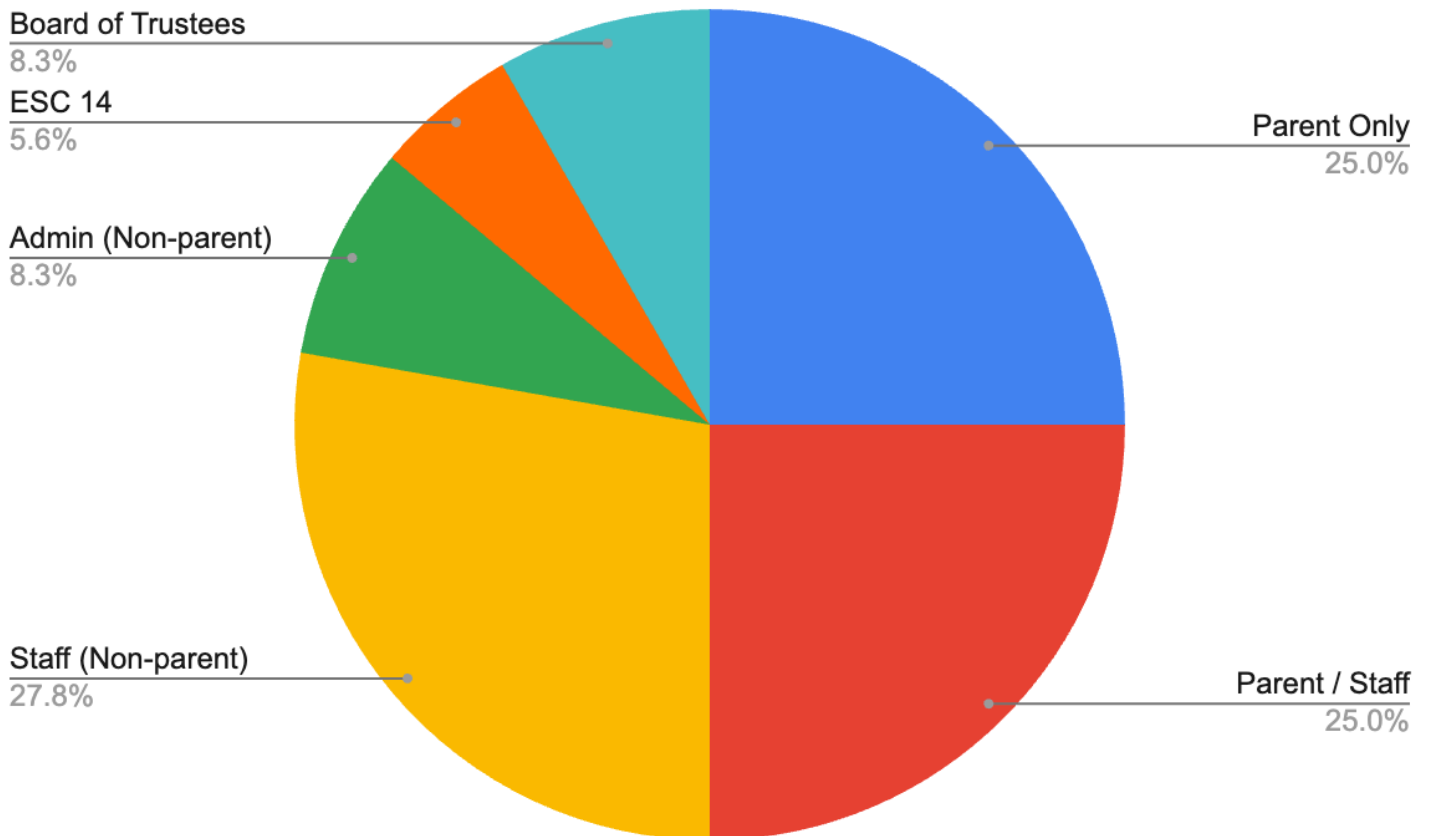
## *Board of Trustees*

Brad Hinton  
Doug Neff  
Ralph Ramon  
Michael Rodriguez  
Jay Lewis  
Jennifer Taylor  
Chad Arnwine



# Effective District Framework

## Strategic Planning Steering Committee Makeup





# Pathway to a plan



Snyder ISD began an in-depth Texas Strategic Leadership process during the 2024-2025 academic year, with a focus on building a sustainable, student-centered system that ensures long-term academic success. The process began in collaboration with Region 14 to align a framework with Snyder's unique context, student needs, and district priorities. Key contributors—including the superintendent, district leaders, campus administrators, and the Board of Trustees—played an active role in shaping this effort



A committee was formed, which also included teachers and parents. A comprehensive landscape analysis was conducted to understand the current state of Snyder ISD. Through data review and stakeholder input, the district identified areas of strength, as well as opportunities for growth and improvement. Desired student experiences were defined to anchor the work and help guide the development of priorities aligned with the district's mission, vision, and values.



Input was gathered from both internal and external stakeholders via surveys and committee meetings. This collaborative method made certain that the perspectives of staff, families, students, and community members shaped the process. Strategic priorities and initiatives were created based on the collected data, aiming to align with the shared goals and aspirations of the Snyder ISD community.



The culmination of this work was the development of clear, measurable goals for student achievement and system-wide improvement. These targets formed the foundation for Snyder ISD's updated three-year strategic plan—serving as a roadmap for decision-making, resource alignment, and continuous growth. With a clear vision and community-driven mission, Snyder ISD is committed to providing a safe, engaging, and high-quality educational experience for every student.



# EMERGING LEADERS AND TREPENEUR



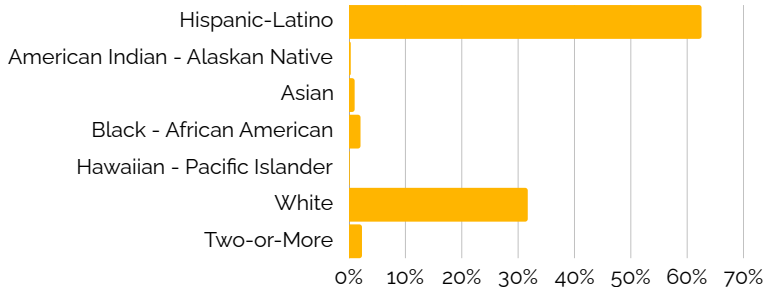




Pre-K - 12 Enrollment

# 2,318

## Enrollment by Ethnicity



## Four Campuses



**Snyder Primary**  
PreK-3rd Grade



**Snyder Intermediate**  
4th-5th Grade



**Snyder Junior High**  
6th-8th Grade



**Snyder High School**  
9th-12th Grade



**\$13,407**  
Per Pupil  
Spending

**SCHOOL FIRST**  
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS  
**SUPERIOR**  
Financial Rating  
*20 out of 22 years!*

**\$31 Million**  
Annual Budget



**17:1**

Student : Teacher  
Ratio



**1**

Full-Time Nurse  
Per Campus



**2,700**

Meals  
Served Daily



**850**

Bus Riders



**698**

Square miles



**1:1**

Student Devices

**14.5%**

Special Education

**6%**

Gifted  
& Talented

**16%**

English Language  
Learners

**73%**

Socio-Economically  
Disadvantaged

**College  
& Career  
Ready**

**97.5%**  
Graduation  
Rate



**10%**

Graduating Seniors  
Earned an Associate  
Degree while in High  
School



Percentage of Graduating Seniors  
who Earned College Credit in  
High School

**53%**

College Math

**46%**

College English

**\$293K**

Scholarships  
Awarded in  
2023



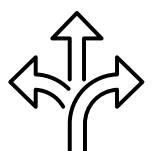
**101**

Industry Based  
Certifications  
Earned in 2023



**14**

Programs  
of Study





**Our people**  
*make the difference*







62

Paraprofessionals



364

Employees



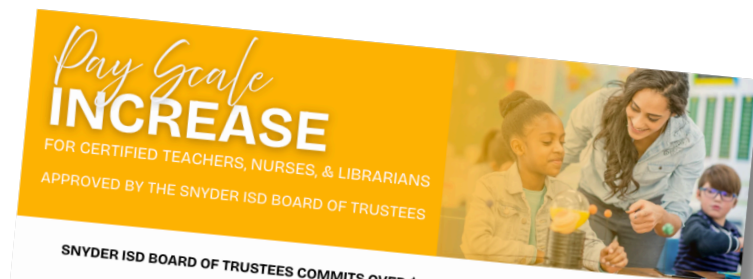
170

Teachers

## Balance & Benefits

- Hybrid calendar
- Teacher Incentive Allotment (TIA) district
- Free Pre-K for all
- Comfortable dress code
- \$5,100 annually paid toward medical policy
- Retention incentive 401(a) contribution
- 401 (a) retirement contribution matching
- \$50,000 life insurance policy
- Reimbursement for alternative certification expenses
- Tiered professional development programs
- Principal residency programs
- Mentor program

“Snyder ISD Board of Trustees commits over \$1 Million to raise teacher pay.”



### SNYDER ISD BOARD OF TRUSTEES COMMITS OVER \$1 MILLION TO RAISE TEACHER PAY

For Immediate Release - April 10, 2025

Snyder, Texas - At tonight's regularly scheduled meeting, the Snyder ISD Board of Trustees took a decisive step toward investing in the future of education by approving a significant adjustment to the teacher pay scale. Set to take effect in the 2025-2026 school year, this initiative increases base pay for teachers and affirms the district's commitment to a competitive and comprehensive employee benefits package.

"We want to recruit and retain top talent in the area—our kids deserve the best," said Board President Brad Hinton. "We have been exploring various ways to enhance our benefits package, reviewing staff survey results and considering options like employee daycare and housing." Hinton emphasized that although those items are not off the table, the teacher pay scale needed attention. "While our starting salary was once competitive, it gradually became less so—and even fell behind—for teachers with more experience."

Under the new pay scale, the starting salary for teachers will increase from \$42,000 to \$44,000. In addition, the district has realigned the entire pay structure to ensure salaries remain competitive and more accurately reflect years of experience. For example:

- A teacher with 7 years of experience (Step 6) will see their salary rise from \$46,100 to \$50,640—a \$4,540 increase.
- A teacher with 16 years of experience (Step 15) will earn \$60,790, up nearly \$9,000 from the previous \$51,900.

"We carefully considered a variety of options," said Superintendent of Schools Bob Rauch. "With the current legislative session underway, there are possibilities of increased support on the horizon. However, we recognized that the Snyder ISD teacher pay scale needed to be adjusted regardless. Taking this action now positions us to be more competitive recruiting and retaining experienced and certified teachers—now and in the future." When asked about potential increases for other positions in the district, Rauch said, "We had to start somewhere. Our first area of concern was the teacher pay scale. It is where we are the least competitive and is our most pressing need."

Rauch added, "I feel strongly that outstanding teachers are the most impactful factor in students experiencing academic success. Providing a more competitive teacher pay scale will help improve the recruitment and retention of certified, experienced teachers leading to more quality instruction and improved academic results."

Despite increasing financial pressures statewide, Snyder ISD has reduced spending and maintained a strong financial position, having returned over \$3 million to its fund balance over the past 2 years. Rauch stated, "We are confident in our ability to support this move—it's the right thing to do."

The new Snyder ISD teacher pay scale is available online at [www.snyderisd.net/careers](http://www.snyderisd.net/careers).

# FUTURE Ready



## Elementary

Pre-K for all 4 year olds\*

Dual Language Program (Kindergarten - 5<sup>th</sup> grade)

STEAM Education

"Leader in Me" Campuses

Music Education

4<sup>th</sup>/5<sup>th</sup> Grade Student Council

## Junior High

Honors Courses for accelerated learning\*

Courses for High School Credit (Spanish, Algebra I)

CTE Introductory Programs

STEM Program

Fine arts programs (Band, Choir, Theatre\*, Art)

Athletics (Volleyball, Cross Country, Football, Basketball, Track, Golf, Tennis, Powerlifting\* & Cheer\*)

"Leader in Me" Campus\*

NJHS, Student Council, UIL Academics, & Student Groups

\* Beginning or Returning in the 2025-2026 School Year





## High School

Honors Courses for Accelerated Learning\*

Advanced Placement Courses\*

Dual Credit Courses (College Credit)

Fine arts programs (Band, Choir, Theatre, Art)

Athletics (Volleyball, Cross Country, Football, Basketball, Baseball, Softball, Soccer, Track, Golf, Tennis, Powerlifting & Cheer)

"Leader in Me" Campus\*

NHS, FFA, DECA, TAFE, VASE, Student Council, Skills USA, UIL Academics

*\*Beginning or Returning in the 2025-2026 School Year*

### PROGRAMS OF STUDY

Agriculture Business, Leadership, and Communications

Animal Science

Agriculture Technology and Mechanical Systems

Automotive and Collision Repair

Carpentry\*\*

Culinary Arts

Digital Communications

Entrepreneurship

Graphic Design and Interactive Media

Manufacturing Technology

Plant Science / Greenhouse\*\*

Programming and Software Development

Teaching and Training

Welding\*\*

*\*\* Operating a student-based enterprise offering real world work experience*

# Envisioned *Student Experience*

Every day, in every school, in every classroom across Snyder ISD, students will ... feel **heard, valued, and supported**—physically and emotionally to foster a high-trust environment.



Every day, in every school, in every classroom across Snyder ISD, students will ... receive **high-quality, differentiated, and engaging instruction.**







Every day, in every school, in every classroom across Snyder ISD, students will ... **be equipped to achieve and empowered** to take ownership of their learning and future.



Every day, in every school, in every classroom across Snyder ISD, students will ... be surrounded by **adults** who are **committed** to their success through **consistent systems, opportunities for leadership** and **high expectations**.

# Strategic *Priorities*

## #1 Academic Experience

Snyder ISD is focused on elevating the academic experience for all students by strengthening the quality of instruction, ensuring access to an effective and rigorous curriculum, and preparing students for success beyond high school. Through targeted training, support systems, and improved instructional practices, the district is working to create a learning environment where every student can thrive.



# Strategic Priorities

## How Snyder ISD will impact the academic experience:

### **Implement a districtwide instructional framework**

All staff will be trained in Tier 1 instructional strategies rooted in research and designed to support memory formation, deep learning, and accessibility for all students.

### **Provide robust professional development**

Teachers will participate in initiatives such as Grow Where You're Planted, the district mentor program, Leader In Me, and tiered instructional guidance to strengthen classroom instruction while empowering them to grow as leaders in their school and community.

### **Offer targeted training for core content areas**

Returning and new teachers in RLA and math will receive RBIS (Research-Based Instructional Strategies) training, along with onboarding and product-specific training for the new Bluebonnet curriculum.

### **Enhance instructional support systems**

Instructional coaches will provide ongoing support through coaching, learning walks, and instructional rounds to ensure high-quality implementation in classrooms.

### **Ensure the use of high-quality instructional materials**

Teachers will have access to curriculum that fully aligns with state standards and supports research-based teaching practices.

### **Expand postsecondary readiness & clarify roles to support student pathways**

Campuses will offer equitable access to challenging courses and programs of study that support college, career, and military readiness. The district will define roles and responsibilities related to CTE oversight, advising, and tracking students toward graduation and future goals.



*Focus: Student learning, CCMR, HQIM use, technology, and instructional planning systems.*

## Year 1 (2025–2026)

- By August 2025: Adopt and launch a district-wide instructional framework for Math and Reading.
- By September 2025: At least 80% of core-content teachers complete HQIM training and implement internalization protocols aligned to Bluebonnet materials.
- By April 2026: 100% of secondary students have updated academic and career pathway plans.
- By May 2026:
  - Increase student enrollment in dual credit, AP, industry certifications, and career prep programs by at least 5% over 2024–2025.
  - Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching.

## Year 2 (2026–2027)

- By August 2026: All campuses implement pacing guides with embedded unit internalization and internalization cycles.
- By September 2026: Each campus implements a system of learning walks and instructional rounds (at least one per six weeks).
- By November 2026: Campuses host at least two CCMR-focused pathway planning events.
- By December 2026:
  - Every PLC conducts bi-weekly collaborative data reviews for instructional adjustments.
  - All students in grades 6–12 have annually updated academic and career pathway plans.
- By February 2027: At least 75% of teachers consistently use one or more digital tools that support real-time formative assessment and differentiation.
- By April 2027: Analyze and refine coaching assignments and roles based on impact and evolving needs.
- By May 2027:
  - Increase student participation in AP, dual credit, CTE certifications, and military-bound programming by 5% over 2025–2026.
  - Monitor instructional quality using triangulated data from coaching logs, PLCs, and instructional rounds.
  - Teachers participate in at least two coaching cycles aligned to instructional priorities.

*Focus: Student learning, CCMR, HQIM use, technology, and instructional planning systems.*

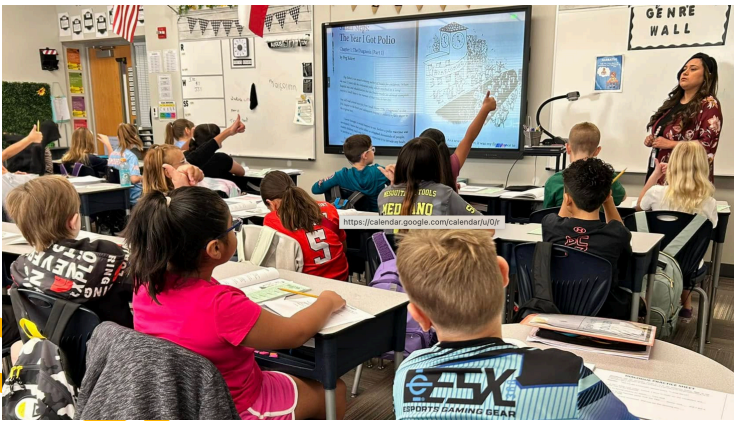
## Year 3 (2027–2028)

- By Fall & Spring 2027–2028: Conduct two districtwide instructional rounds to evaluate framework effectiveness.
- By October 2027: All advisory teachers, counselors, and leaders trained on guiding CCMR goals.
- By December 2027:
  - Internalization routines embedded in districtwide instructional planning expectations.
  - Implement districtwide PD evaluation system (rubrics, reflection, observation evidence).
- By January 2028: Technology integration checkpoints added to coaching and walk-through forms.
- By March 2028:
  - Leadership teams meet quarterly for vertical alignment and reteach coordination.
  - Instructional Support Guide updated and role feedback gathered for 2028–2029.
- By May 2028:
  - Fully integrate instructional framework and Bluebonnet HQIM in all planning and practices.
  - 100% of PD includes implementation metrics (coaching logs, artifacts).
  - 75% of staff demonstrate classroom application of training within six weeks.
  - 85% of teachers consistently use internalization strategies.
  - Common planning time protected and used for data-informed reteach planning.
  - 90% of classrooms embed tech tools that support TEKS-aligned instruction.
  - 100% of students in grades 6–12 have updated CCMR plans in digital portfolios.



## #2 Instructional Capacity Building

Snyder ISD is committed to building the capacity of its educators by investing in meaningful, job-embedded professional development and coaching. By strengthening instructional leadership and supporting teachers with high-quality planning tools and data practices, the district aims to elevate instructional effectiveness and student outcomes across all campuses.



## How Snyder ISD will impact instructional capacity building:

### **Strengthen instructional planning practices**

The district will provide ongoing training and calibration for instructional leaders and coaches to help teachers maximize their individual planning time and effectively lead Professional Learning Communities (PLCs).

### **Support curriculum internalization**

Teachers and instructional leadership staff will participate in internalization training designed to deepen curriculum understanding and improve lesson delivery for all students, including those who require differentiated support.

### **Enhance use of educational technology**

Educators will receive professional development focused on effectively using technological tools to enhance instructional planning and student learning experiences.

### **Build coaching capacity**

Instructional coaches will participate in targeted training to strengthen their practice and better support teachers in delivering high-quality instruction.

### **Promote data-driven instruction**

The district will facilitate structured assessment reflection processes, starting with a review of beginning-of-year (BOY) data, to identify student needs and inform instructional decisions.

### **Clarify coaching roles and assignments**

Instructional coaching responsibilities will be clearly defined and communicated to ensure staff receive consistent and aligned support across all campuses.



# Strategic Actions

# Instructional Capacity

*Focus: PLCs, coaching, leadership, professional learning, internalization, and monitoring.*

## Year 1 (2025–2026)

- By September 30, 2025:
  - 80% of teachers and administrators complete training on the instructional framework and aligned strategies.
  - Launch a differentiated PD plan aligned to instructional goals, the Strategic Plan, and CIP.
- By October 31, 2025: Coaches, department chairs, and PLC leads receive training in adult learning, coaching, and leadership.
- By November 2025:
  - Finalize and communicate clear role expectations for instructional leaders.
  - Standardize observation/feedback systems across campuses.
  - Review role clarity quarterly in alignment with district priorities.
- By January 2026: Implement a leadership competencies rubric aligned to TIL and T-PESS.
- By May 2026:
  - 90% of core-content teachers participate in two or more PD sessions aligned to their role and experience.
  - At least 50% of teachers receive job-embedded support.
- By May 2026:
  - 100% of principals and assistant principals participate in at least two leadership development sessions.
  - Launch a leadership development pipeline.
- By June 2026: Conduct exit and stay interviews with at least 90% of resigning or returning staff.

## Year 2 (2026–2027)

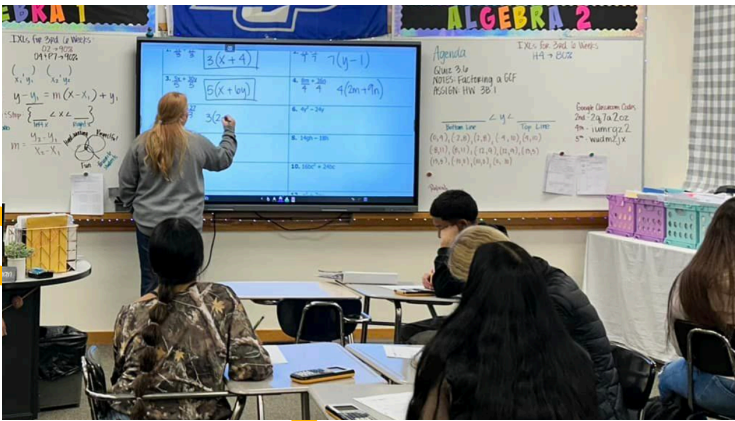
- By July 2026: Implement updated hiring protocols with values-based questions and performance tasks.
- By September 2026: Ensure all instructional staff have updated, role-specific job descriptions and support protocols.
- By November 2026: All campuses facilitate monthly PLCs analyzing standards, student work, and exemplars.
- By December 2026: Bi-weekly data reviews embedded in every PLC.
- By February 2027: Leadership team attends three differentiated development sessions.
- By March 2027: Launch 2nd Grow-Your-Own Leadership Academy with 15 participants.
- By April 2027:
  - 100% of leadership teams submit impact reflections aligned to district goals.
  - Refine coaching assignments for equity and alignment.
- By May 2027:
  - Structured coaching cycles implemented with high-impact strategies.
  - Place at least 4 internal GYO candidates in leadership roles.

## Year 3 (2027–2028)

- By November 2027: Launch peer coaching model with teacher leaders offering structured feedback loops.
- By March 2028:
  - Establish continuous improvement process for coaching structure.
  - Instructional decision-making fully data-driven in planning and coaching.
- By May 2028:
  - Coaches participate in quarterly calibration to analyze impact and align supports.
  - Coaching and feedback loops include tech integration strategies.

## #3 Talent

Snyder ISD recognizes that a strong educational experience begins with talented, well-supported educators. As part of our strategic plan, the district is committed to attracting, developing, and retaining exceptional staff members through intentional recruitment efforts, clear role design, and purposeful support systems. These efforts aim to ensure every student is taught by effective, motivated educators aligned with our district's vision.





# Strategic Priorities

## How Snyder ISD will impact talent development:

### Recruitment & Selection

The district is expanding its educator pipeline through partnerships with community colleges, universities, and educator preparation programs. Snyder ISD also promotes internal pathways like the "Grow Your Own" program to encourage local talent to become certified teachers and meet the district's evolving needs.

### Growth & Retention

District and campus leaders are focused on implementing advancement and retention strategies aligned with performance expectations. These efforts aim to recognize and support high-performing staff while fostering long-term commitment to the district.

### Intentional Roles & Staffing

Snyder ISD is working to design sustainable staffing models with clearly defined roles and responsibilities. These roles are intentionally aligned to support the student experience and ensure all work is connected to the district's overall strategic priorities.



*Focus: Recruitment, retention, role clarity, certification, and pipeline programs.*

## Year 1 (2025–2026)

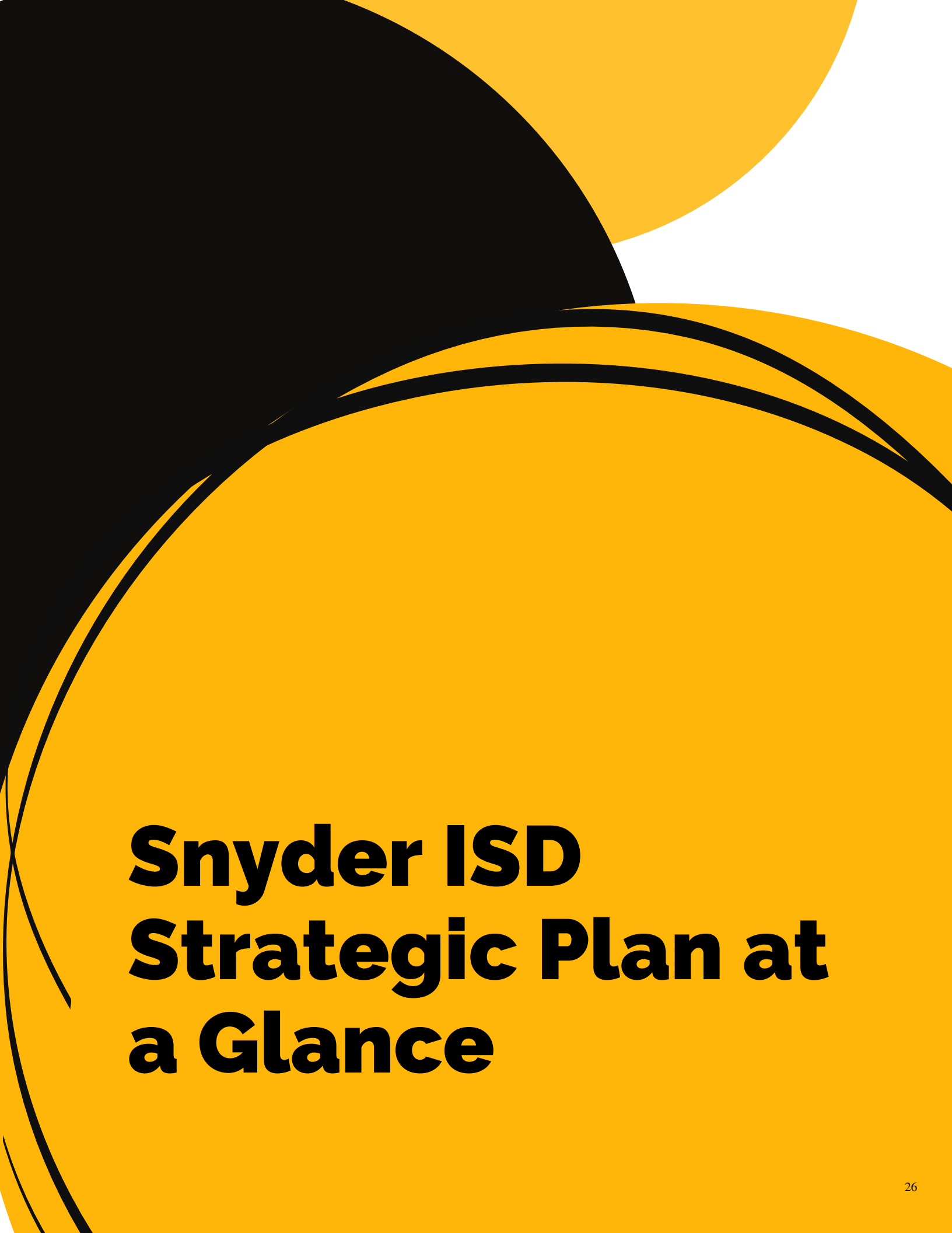
- By February 2026: Launch a recruitment and selection toolkit aligned to diversity and hiring needs.
- By April 2026: Identify and mentor at least 5 aspiring leaders through a formal cohort.
- By June 2026: Implement comprehensive recruitment, growth, and retention plan:
  - 95% of core-content roles filled by certified teachers.
  - Enroll at least 5 teacher candidates in "Grow Your Own" program.

## Year 2 (2026–2027)

- By October 2026: Launch Tiered Support Model for new and developing teachers, with 100% Year 0–2 participation.
- By May 2027:
  - Reduce teacher turnover by 5% through mentorship, PD, and recognition.
  - Increase the number of instructional aides/paraprofessionals in certification or residency programs by 20%.
- By June 2027: Increase certified applicant pool for high-need roles by 10%.

## Year 3 (2027–2028)

- By March 2028:
  - Establish continuous improvement process for coaching structure.
  - Instructional decision-making fully data-driven in planning and coaching.
- By May 2028:
  - Coaches participate in quarterly calibration to analyze impact and align supports.
  - Coaching and feedback loops include tech integration strategies.



# **Snyder ISD Strategic Plan at a Glance**



## VISION

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

## MISSION

We believe the mission of Snyder ISD is to equip everyone to pursue excellence every day.

## HOUSE BILL 3 GOALS

- The percentage of 3rd grade students that score “meets” or above on the STAAR Reading will increase from 37% in June of 2024 to 47% by June 2028.
- The percentage of 3rd grade students that score “meets” or above on the STAAR Mathematics will increase from 31% in June of 2024 to 41% by June 2028.
- The percentage of graduates who meet the criteria for CCMR will increase and sustain an aggregate rate of at least 95% from August 2024 to August 2028, ensuring annual rates remain at or above 88%.

## STUDENT EXPERIENCE STATEMENT

**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 empowered to take ownership of their learning and future.
- Be surrounded by adults who are committed to their success through consistent systems and high expectations.

## STRATEGIC PRIORITIES AND INITIATIVES

### PRIORITY 1 – ACADEMIC EXPERIENCE

- Coherent Multi-tiered System of Support Design (KP 4.1.1)
- Quality Tier 1 Materials Access (4.2.3)
- College, Career, and Military Prep Course Access (4.3.1)

### PRIORITY 2 – INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

- Instructional Planning Supports (5.2.4)
- Data-driven Instruction with Curriculum Embedded Assessments (5.3.1)
- Staff Job-Embedded Coaching & Capacity Building (5.1.1)

### PRIORITY 3 – TALENT DEVELOPMENT

- Role Definition (2.1.1)
- Educator Pipelines & Partnerships (2.2.4)
- Advancement & Retention (2.3.4)



# **SNYDER**

INDEPENDENT SCHOOL DISTRICT

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**Website** [www.snyderisd.net](http://www.snyderisd.net)