Academic & Strategic Plan Update: 3rd Quarter

SLIDESMANIA.COM

Envisioned Student Experience

Every day, in every school, in every classroom, **students will...**

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

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

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

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

MISSION

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

VISION

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

SNYDER
INDEPENDENT SCHOOL DISTRICT

Strategic Priority #1

#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 Actions

Academic Experience

Focus: Student learning, CCMR, HQIM use, technology, and instructional plannin

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.

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.

Robust Professional Development

B	C	D	E
Date	**PD**	**LINK**	
8/27/2025	Student-Led Instruction	Student-Centered Classroom PD ...	
	Elementary Math IF (EDF / Strategic Plan Alignment)	K-5 Math Instructional Framework....	
9/10/2025	Day 1-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
9/11/2025	Day 2-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
11/14/2025	Building Cognative Lift	Neff PD 11/14 K-5 Slides	
11/14/2025	Small Groups: Learning Laps	Neff Small Groups PD Blitz 11/14	
1/21/2026	Aligning Problem Solving Strategies	Math PS and Test Taking Strategie...	Test Taki...
2/3/2026	Wait Time/Think Time	Wait Time/Think Time	

	Junior High and High School				
	6-8 Math	**Algebra I**	**5th, 8th, Biology Science**	**6-8 RLA**	**9-10 RLA**
7:30-8:00	**Breakfast for everyone at your campus.**				
8:00 - 9:00	PLC + STAAR Bootcamp Prep	Teacher Work Time	5th and 8th grade Science, Biology Rockin Review - Junior High Library		PLC + STAAR Bootcamp Prep
9:00 - 10:00					
10:00 - 11:00	6-8 Math and Alg. I Rockin Review - Junior High Library		PLC		
11:00 - 12:00			Teacher Work Time	Teacher Work Time	Teacher Work Time
12:00 - 1:00	**Lunch**				
1:00 - 2:00	**Faculty Meeting + Academic Update at your campus.** (Safety / E3 from 1:15 - 1:40 at SJH and				
2:00 - 3:30	Teacher Work Time	PLC + STAAR Bootcamp Prep	Teacher Work Time	PLC + STAAR Bootcamp Prep	Teacher Work Time

November 2025	Juarez, White, Gault, Cummings, Bailey	Schedule every two weeks.	October 27, 2025, November 11, 2025, December 8, 2025, January 14, 2026, January 22, 2026	HS Classroom Walkthroughs - Tracking…, 25-26 Tight / Loose RLA Walkthrough Observation Form
November 2025	Cabinet, Principals, ICs	Instructional rounds: March 4, 2026 April 1, 2026 May 13, 2026	August 13, 2025, September 10, 2025 October 8, 2025 November 12, 2025 January 22, 2026	Instructional Rounds Schedule for 08.1… Instructional Rounds Schedule - 09.10.25 Instructional Rounds 11.12.25 Insrtuctional Rounds 1.22.25, 25-26 Tight / Loose
Ongoing	Cabinet, Principals, ICs, and teachers	January 5, 2026 February 6, 2026 March 6, 2026	September 26, 2025 October 31, 2025 November 14, 2025 January 5, 2026 February 6, 2026	Data Tracker HUB with Links 25-26 Professional Development Days -…, 25-26 Tight / Loose
November 2025	Principals + ICs	April 19, 2026	October 27, 2025, December 8, 2025, December 10, 2025, December 16, 2025, February 4, 2026	Scheduled with Principals (Dec 15th-19th) 1:1 Meetings
January 2026	Gore + Principals			Snyder ISD - TIL MIA Principal Action Steps 2025-2026

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.

Training in Core Areas

B	C	D	E
Date	**PD**	**LINK**	
8/27/2025	Student-Led Instruction	Student-Centered Classroom PD …	
	Elementary Math IF (EDF / Strategic Plan Alignment)	K-5 Math Instructional Framework….	
9/10/2025	Day 1-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
9/11/2025	Day 2-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
11/14/2025	Building Cognative Lift	Neff PD 11/14 K-5 Slides	
11/14/2025	Small Groups: Learning Laps	Neff Small Groups PD Blitz 11/14	
1/21/2026	Aligning Problem Solving Strategies	Math PS and Test Taking Strategie…	Test Taki…
2/3/2026	Wait Time/Think Time	Wait Time/Think Time	

A	B	C	D	E	F	G	H
PD QR Codes	Reading		Math	PreK-2 Teachers + SpEd Staff (Mrs. Davies from ESC 14)	Science	Electives/Paraprofessionals, Office Staff	
7:30-8:00	Breakfast for everyone at your campus.						
8:00 - 9:00	Faculty Meeting + Academic Update at your campus. (Safety / E3 from 8:15 - 8:45 at SPS and 8:45-9:00 at SIS)				Look at JH/HS Science. You'll need to get faculty meeting notes from a friend.	State required training (locations are at HS on spreadsheet): March 6 Mental … (mental health tab)	SRO Contacts shared, Scenarios
9:00 - 10:00	PLC		PLC	Autism PD at Intermediate STEAM Lab (2nd tab): March 6 Mental Heal…			
10:00 - 11:00	Teacher Work Time		Teacher Work Time		PLC		
11:00 - 12:00					Teacher Work Time		
12:00 - 1:00	Lunch						
1:00 - 3:30	Teacher Work Time		3rd-5th Grade: Rockin Review at Primary Room 064		Teacher Work Time	Work Time	
	Junior High and High School						
	6-8 Math	Algebra I	5th, 8th, Biology Science	6-8 RLA	9-10 RLA	Social Studies	Electives/CTE + Non-EOC Core
7:30-8:00	Breakfast for everyone at your campus.						
8:00 - 9:00	PLC + STAAR Bootcamp Prep	Teacher Work Time	5th and 8th grade Science, Biology Rockin Review - Junior High Library		PLC + STAAR Bootcamp Prep	PLC	State required training (locations are at HS on spreadsheet): March 6 Mental Health and… (mental health tab)
9:00 - 10:00							
10:00 - 11:00	6-8 Math and Alg. I Rockin Review - Junior High Library		PLC				
11:00 - 12:00			Teacher Work Time	Teacher Work Time	Teacher Work Time	Teacher Work Time	
12:00 - 1:00	Lunch						
1:00 - 2:00	Faculty Meeting + Academic Update at your campus. (Safety / E3 from 1:15 - 1:40 at SJH and 1:45-2:00 at SHS)						
2:00 - 3:30	Teacher Work Time	PLC + STAAR Bootcamp Prep	Teacher Work Time	PLC + STAAR Bootcamp Prep	Teacher Work Time	Teacher Work Time	Teacher Work Time

80% of core content teachers (Math / Science) complete HQIM training	Targeted training for core content areas	Complete	September 2025	White / Neff / Cummings / Cartwright / Stevenson / Ritter / E. Martinez / Vera / Rauch / Gonzales	10/31/2025 11/14/2025 1/5/2026 2/6/2026 3/6/2026 5/22/2026	August 6th inservice PD with ESC 14
	Robust professional development	Complete			25-26 Professio… Region 14 providing PD for Algebra 1 on 9/10	September 15-16 - ESC 14 PLC/HQIM Math, September 10th, September 15th, September 26th (PD day)
80% of core content teachers (Reading / Social Studies) complete HQIM training	Targeted training for core content areas	Complete	September 2025	Gault / Lewis / Bailey / McCormick / Browning / Hermosillo / Schneider / H. Martinez / Thamez / Soliz	10/31/2025 11/14/2025 1/5/2026 2/6/2026 3/6/2026 5/22/2026	August 6th inservice PD with ESC 14
	Robust professional development	Complete			25-26 Professional Development Days - Schedule	September 15-16 - ESC 14 PLC/HQIM Math, September 10th, September 15th, September 22nd and 24th- CommonLit 360 with 9-12 RLA,September 26th (PD day)

Reading Language Arts Performance

	% of Approaches	% of Meets	% of Masters
3rd	52%	28%	9%
4th	71%	32%	9%
5th	61%	35%	16%
6th	63%	32%	10%
7th	58%	30%	13%
8th	61%	23%	3%
English I	53%	32%	8%
English II	59%	34%	2%

Lower than 2025 Fall Benchmark
Higher than 2025 Fall Benchmark

Lower than 2025 STAAR
Higher than 2025 STAAR

Reading Language Arts Growth

	0.0 Points	0.5 Points	1.0 Points	1.25 Points
3rd	Not applicable	Not applicable	Not applicable	Not applicable
4th	65	16	33	15
5th	39	15	58	15
6th	58	22	41	9
7th	59	13	44	10
8th	55	12	53	19
English I	58	11	63	4
English II	70	14	78	15

Math Performance

	% of Approaches	% of Meets	% of Masters
3rd Benchmark to Benchmark	40%	22%	8%
4th	39%	21%	9%
5th	57%	23%	11%
6th	51%	26%	8%
7th	49%	21%	5%
8th	54%	16%	2%
Algebra I (8th grade)	77%	31%	10%
Algebra I (9th grade)	35%	14%	6%

Lower than 2025 Fall Benchmark
Higher than 2025 Fall Benchmark

Lower than 2025 STAAR
Higher than 2025 STAAR

Math Growth

	0.0 Points	0.5 Points	1.0 Points	1.25 Points
3rd	Not applicable	Not applicable	Not applicable	Not applicable
4th	126	3	20	0
5th	50	29	45	16
6th	59	22	41	9
7th	65	22	31	5
8th	23	15	29	30
Algebra I (8th grade)	17	6	12	3
Algebra I (9th grade)	77	16	61	13

Social Studies Performance

	% of Approaches	% of Meets	% of Masters
8th	67%	26%	14%
US History	97%	94%	65%

Science Performance

	% of Approaches	% of Meets	% of Masters
5th	65%	41%	25%
8th	44%	18%	3%
Biology	48%	24%	8%

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.

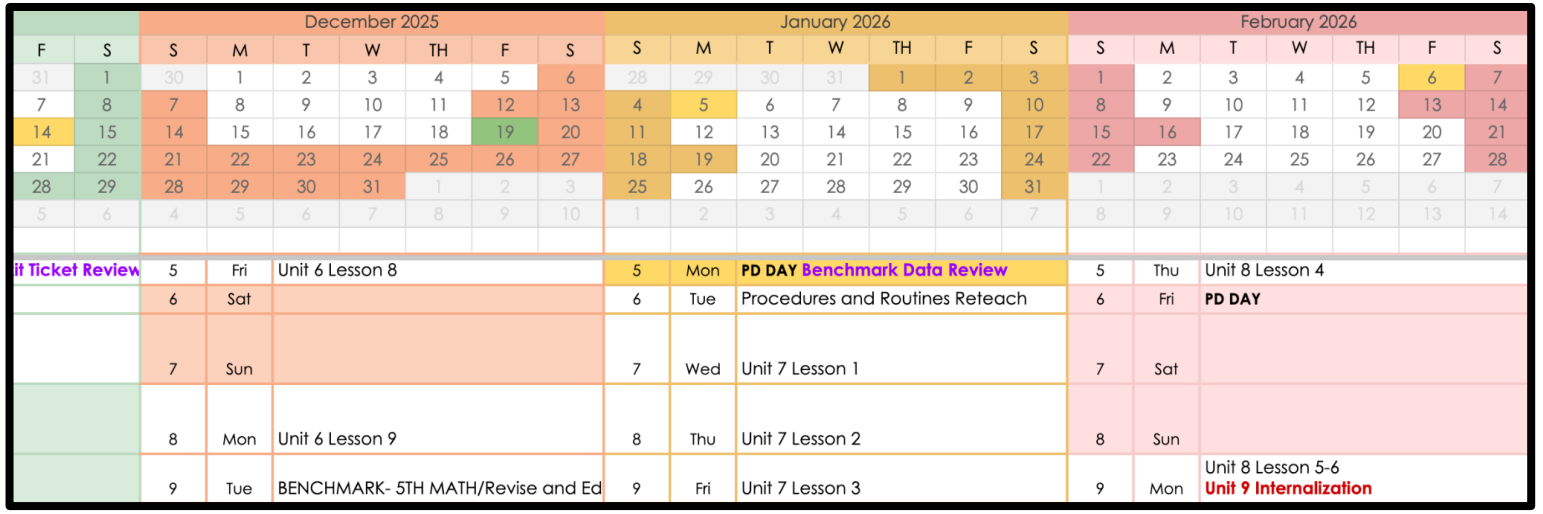
Offer targeted training for core content areas
Returning and new teachers in RLA and math will receive RBIS (Research-Based Instructional Strategies) training, along with onboarding and product-specific training for the new Bluebonnet curriculum.

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.

Instructional Support Systems



		December 2025							January 2026							February 2026						
F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
31	1	30	1	2	3	4	5	6	28	29	30	31	1	2	3	1	2	3	4	5	6	7
7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	28	29	30	31	1	2	3	25	26	27	28	29	30	31	1	2	3	4	5	6	7
5	6	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12	13	14
it Ticket Review		5	Fri	Unit 6 Lesson 8					5	Mon	PD DAY Benchmark Data Review					5	Thu	Unit 8 Lesson 4				
		6	Sat						6	Tue	Procedures and Routines Reteach					6	Fri	PD DAY				
		7	Sun						7	Wed	Unit 7 Lesson 1					7	Sat					
		8	Mon	Unit 6 Lesson 9					8	Thu	Unit 7 Lesson 2					8	Sun					
		9	Tue	BENCHMARK- 5TH MATH/Revise and Ed					9	Fri	Unit 7 Lesson 3					9	Mon	Unit 8 Lesson 5-6 Unit 9 Internalization				

Strengthen instructional planning practices	Provide ongoing district-wide training on research-based instructional planning strategies and curriculum internalization aligned to TEKS and the district framework. *Priorities for 24-25: Tier 1, PD, PLCs. Priorities for 25-26: Culture, Leadership, and Academics.*	Launch district planning protocols and templates; PLC meetings with admin; consistency	Define a school wide PLC planning protocol and template	Train team leads and new teachers on how to plan with the end in mind.	Define a school wide PLC planning protocol, roles and template
Support curriculum internalization	Deliver foundational internalization training for all teachers and instructional leadership staff to build deep understanding of curriculum design, TEKS alignment, and key instructional shifts. Internalization protocols used for modules and lessons, where applicable.	align curriculum to TEKS and scope and sequence, train ALL teachers in internalization routines	Conduct a beginning of unit pre planning session	Use Internalization protocols in PLCs for priority units.	Conduct content specific monthly sessions for core content teachers focused on unpacking standards and lesson goals.
Enhane the use of educational technology	Provide targeted professional development for teachers and instructional leaders on effective integration of educational technology tools that support research-based instructional strategies and student engagement.	training/PD on new technology	Audit current technology usage	Model how technology can support engagement and differentiation, ensuring staff are trained on core tools to support instruction.	Train teachers on integrating accessible tech tools (e.g., Blocksi, DMAC, Eduphoria) to support Tier 1 instruction.

Multi-Tiered Systems of Support

The MTSS District Leadership Team is collaborating with Region 14 to build an MTSS framework.

MTSS: An integrated framework for the systemic alignment of evidence-based prevention and intervention practices to support all the needs of all students encompassing academic, behavior, and mental health.

Goals:

1. To create a single, unified MTSS framework where every department speaks the same language, uses the same data, and shares the same resources.
2. To ensure that a student's struggle is met with an immediate, pre-planned response, rather than a frantic search for a solution.
3. To ensure that a student's zip code, campus, or classroom teacher doesn't dictate the quality of support they receive.
4. To build a standard of care that is guaranteed for every student in Snyder ISD.
5. Tiers:
    - Universal *(Tier 1)* - Designed to meet the needs of 100% of students
    - Targeted *(Tier 2)* - Roughly 10%-20% of students
    - Intensive *(Tier 3)* - Roughly 1%-5% of students

Advanced Placement (AP)

- Snyder High School has successfully identified internal instructors / teachers interested in all core contents.
- For 26-27, we are planning to add in an Advanced Placement course for Science.
- For 27-28, we are planning to add in an Advanced Placement course for Math.
- This will further expand our STEM priorities and align with student interests.
- Snyder ISD visited Shallowater ISD on October 24, 2025 to observe instruction and collaborate with experienced AP educators.
- AP Science teachers are working on a campus visit to Wylie ISD in the spring semester to observe and learn from an established AP Science program.
- In the summer of 2026, AP teachers will attend subject-specific AP Summer Institutes to ensure instruction is aligned with College Board standards and provides rigorous, high-quality learning experiences.

AP® CollegeBoard Advanced Placement Program

Programs of Study Research

Goal: Expand Programs of Study that align with workforce demand, student interest, and postsecondary readiness.

Expanding Healthcare & Therapeutic Services

- Snyder ISD met with members of Cogdell Memorial Hospital team on March 31, 2025, January 9, 2026, February 20, 2026, to strengthen our partnership and better understand local workforce needs.
- Exploring the option of adding in Physical Therapy Assistant (PTA)certifications as high-impact pathways.
- Identified a need to explore the development of a Certified Nursing Assistant (CNA) pathway, which would serve as a pipeline for students to enroll into the Western Texas College (WTC) future Licensed Vocational Nurse (LVN) program.
- Aligns student learning with regional healthcare workforce demands.

Developing a Graphic Design & Marketing Program

- Beginning level of exploration for potential Graphic Design and Marketing, which is identified as a high-demand and growing career field.
- Collaboration with the Art and Audio Visual programs to build out this potential.
- Program can align with an Adobe Industry-Based Certification (IBC).

Programs of Study

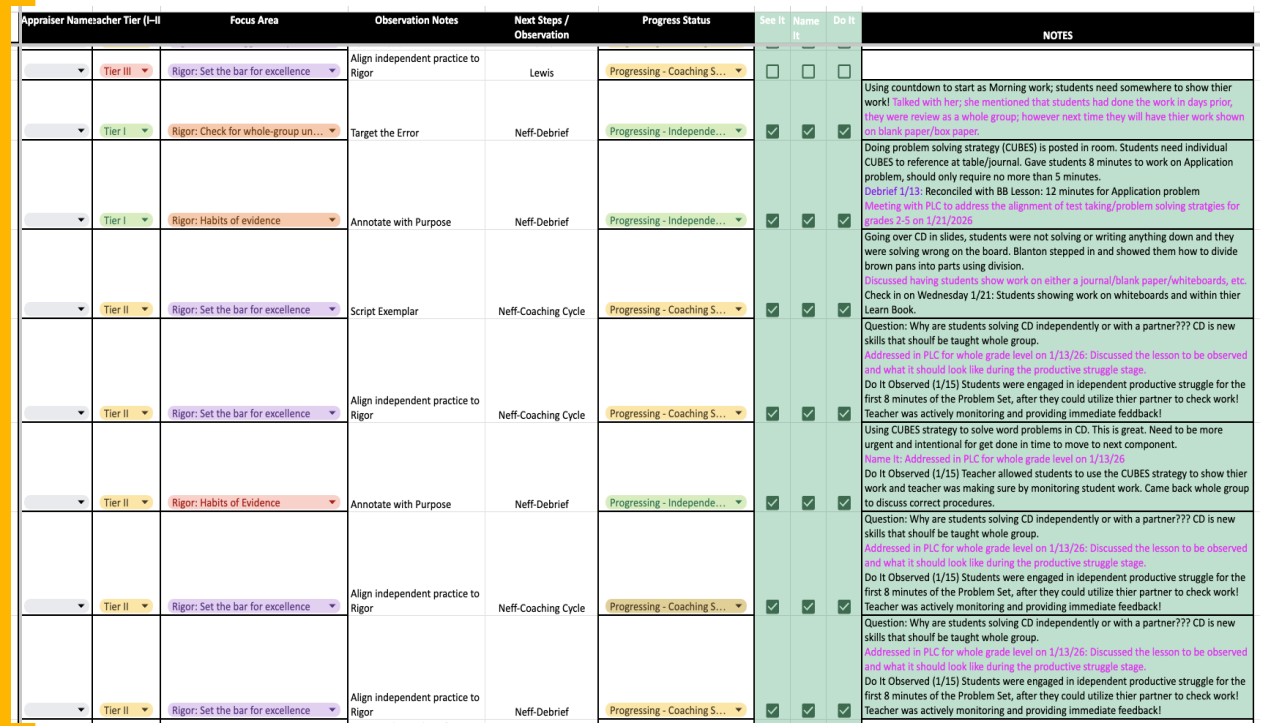
	25-26 Enrollment Numbers	Justification	26-27 Enrollment Numbers	Justification
Ag Technology & Mechanical Systems	24	27 IBCs (earned)	27	High-success rate for IBCs
Animal Science	23	15 IBCs (possible)	22	Enrollment numbers increased in the last 4 years
Arts & Humanities	58	0 IBCs	35	Not aligned to an IBC, different direction moving forward
Automotive (1 instructor)	95	19 IBCs (so far)	89	CTE Dual Credit, Top 5 POS
A/V Tech	11	2 IBCs (possible)	18	High demand career
Construction	26	18 IBCs (possible)	26	Exploring program options
Culinary (2 instructors)	91	25 IBCs (so far)	116	Increase of IBCs, Top 5 POS

Programs of Study

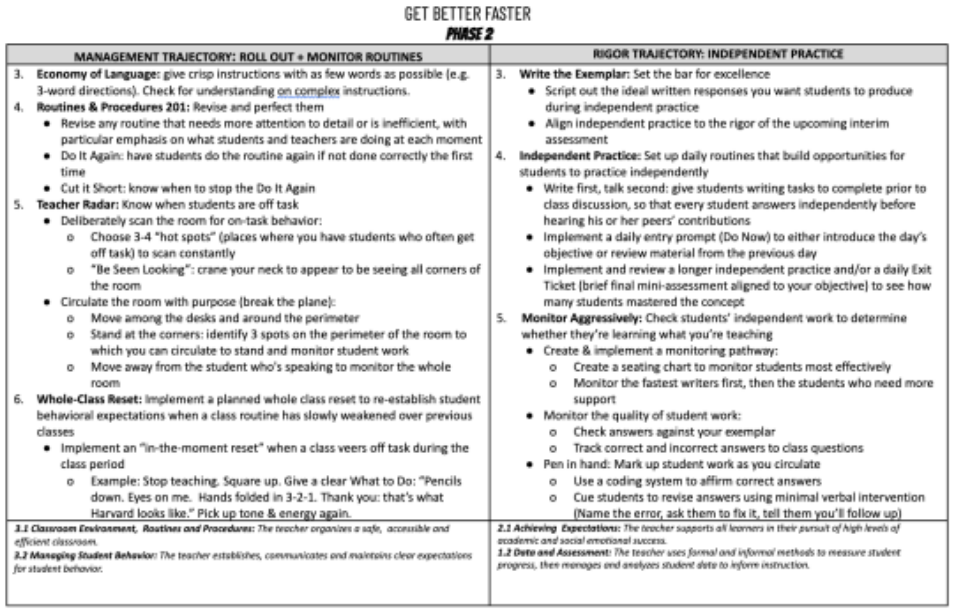
	25-26 Enrollment Numbers	Justification	26-27 Enrollment Numbers	Justification
Entrepreneurship	41	15 IBCs (possible)	42	Enrollment numbers increase in the last 4 years
Healthcare & Therapeutic Services (2 instructors)	118	27 IBCs (possible)	105	High demand career, strengthens partnerships with local industry, only tests Seniors, building cohorts, Top 5 POS
Plant Science	12	41 IBCs (possible)	11	Floral design as Fine Art credit, different direction moving forward
Programming & Software Development	19	2 IBCs (so far)	15	High demand career
Teaching & Training (1 instructor)	52	13 IBCs (possible)	64	Grow Your Own pipeline, high success rate, only tests Seniors, Top 5 POS
Welding (2 instructors)	105	27 IBCs (so far)	117	High demand career, CTE Dual Credit, Top 5 POS

Instructional Walkthroughs

	RLA Google Form (aligned to TEA best-practice)	Math Google Form (aligned to TEA best-practice)	RLA Coaching (Get Better Faster walks)	Math Coaching (Get Better Faster walks)	TTESS - Specific in Eduphoria
Primary	53	76	10	10	158
Intermediate	29	45	12	12	77
Junior High	38	42	11	11	125
High School	36	74	10	10	116



Appraiser Name	Teacher Tier (I–II	Focus Area	Observation Notes	Next Steps / Observation	Progress Status	See It	Name It	Do It	NOTES
	Tier III	Rigor: Set the bar for excellence	Align independent practice to Rigor	Lewis	Progressing - Coaching S…	☐	☐	☐	
	Tier I	Rigor: Check for whole-group un…	Target the Error	Neff-Debrief	Progressing - Independe…	☑	☑	☑	Using countdown to start as Morning work; students need somewhere to show thier work! Talked with her; she mentioned that students had done the work in days prior, they were review as a whole group; however next time they will have thier work shown on blank paper/box paper.
	Tier I	Rigor: Habits of evidence	Annotate with Purpose	Neff-Debrief	Progressing - Independe…	☑	☑	☑	Doing problem solving strategy (CUBES) is posted in room. Students need individual CUBES to reference at table/journal. Gave students 8 minutes to work on Application problem, should only require no more than 5 minutes. Debrief 1/13: Reconciled with BB Lesson: 12 minutes for Application problem Meeting with PLC to address the alignment of test taking/problem solving stratgies for grades 2-5 on 1/21/2026
	Tier II	Rigor: Set the bar for excellence	Script Exemplar	Neff-Coaching Cycle	Progressing - Coaching S…	☑	☑	☑	Going over CD in slides, students were not solving or writing anything down and they were solving wrong on the board. Blanton stepped in and showed them how to divide brown pans into parts using division. Discussed having students show work on either a journal/blank paper/whiteboards, etc. Check in on Wednesday 1/21: Students showing work on whiteboards and within thier Learn Book.
	Tier II	Rigor: Set the bar for excellence	Align independent practice to Rigor	Neff-Coaching Cycle	Progressing - Coaching S…	☑	☑	☑	Question: Why are students solving CD independently or with a partner??? CD is new skills that shoulf be taught whole group. Addressed in PLC for whole grade level on 1/13/26: Discussed the lesson to be observed and what it should look like during the productive struggle stage. Do It Observed (1/15) Students were engaged in idependent productive struggle for the first 8 minutes of the Problem Set, after they could utilize thier partner to check work! Teacher was actively monitoring and providing immediate feddback!
	Tier II	Rigor: Habits of Evidence	Annotate with Purpose	Neff-Debrief	Progressing - Independe…	☑	☑	☑	Using CUBES strategy to solve word problems in CD. This is great. Need to be more urgent and intentional for get done in time to move to next component. Name It: Addressed in PLC for whole grade level on 1/13/26 Do It Observed (1/15) Teacher allowed students to use the CUBES strategy to show thier work and teacher was making sure by monitoring student work. Came back whole group to discuss correct procedures.
	Tier II	Rigor: Set the bar for excellence	Align independent practice to Rigor	Neff-Coaching Cycle	Progressing - Coaching S…	☑	☑	☑	Question: Why are students solving CD independently or with a partner??? CD is new skills that shoulf be taught whole group. Addressed in PLC for whole grade level on 1/13/26: Discussed the lesson to be observed and what it should look like during the productive struggle stage. Do It Observed (1/15) Students were engaged in idependent productive struggle for the first 8 minutes of the Problem Set, after they could utilize thier partner to check work! Teacher was actively monitoring and providing immediate feedback!
	Tier II	Rigor: Set the bar for excellence	Align independent practice to Rigor	Neff-Debrief	Progressing - Coaching S…	☑	☑	☑	Question: Why are students solving CD independently or with a partner??? CD is new skills that shoulf be taught whole group. Addressed in PLC for whole grade level on 1/13/26: Discussed the lesson to be observed and what it should look like during the productive struggle stage. Do It Observed (1/15) Students were engaged in idependent productive struggle for the first 8 minutes of the Problem Set, after they could utilize thier partner to check work! Teacher was actively monitoring and providing immediate feedback!



GET BETTER FASTER

PHASE 2

MANAGEMENT TRAJECTORY: ROLL OUT + MONITOR ROUTINES	RIGOR TRAJECTORY: INDEPENDENT PRACTICE
3. **Economy of Language:** give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. 4. **Routines & Procedures 201:** Revise and perfect them • Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment • Do It Again: have students do the routine again if not done correctly the first time • Cut it Short: know when to stop the Do It Again 5. **Teacher Radar:** Know when students are off task • Deliberately scan the room for on-task behavior: o Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly o "Be Seen Looking": crane your neck to appear to be seeing all corners of the room • Circulate the room with purpose (break the plane): o Move among the desks and around the perimeter o Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work o Move away from the student who's speaking to monitor the whole room 6. **Whole-Class Reset:** Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes • Implement an "in-the-moment reset" when a class veers off task during the class period o Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone & energy again.	3. **Write the Exemplar:** Set the bar for excellence • Script out the ideal written responses you want students to produce during independent practice • Align independent practice to the rigor of the upcoming interim assessment 4. **Independent Practice:** Set up daily routines that build opportunities for students to practice independently • Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions • Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day • Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept 5. **Monitor Aggressively:** Check students' independent work to determine whether they're learning what you're teaching • Create & implement a monitoring pathway: o Create a seating chart to monitor students most effectively o Monitor the fastest writers first, then the students who need more support • Monitor the quality of student work: o Check answers against your exemplar o Track correct and incorrect answers to class questions • Pen in hand: Mark up student work as you circulate o Use a coding system to affirm correct answers o Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)
3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom. *3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.*	*2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social emotional success.* *1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.*

Strategic Priorities

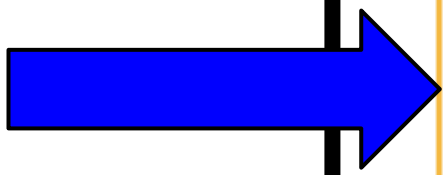
How Snyder ISD will impact the academic experience:

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.

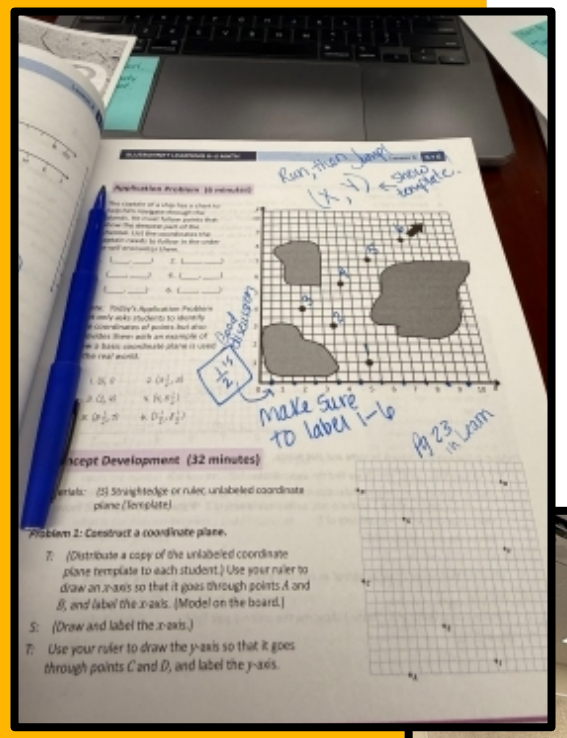
Enhance instructional support systems
Instructional coaches will provide ongoing support through coaching, learning walks, and instructional rounds to ensure high-quality implementation in classrooms.

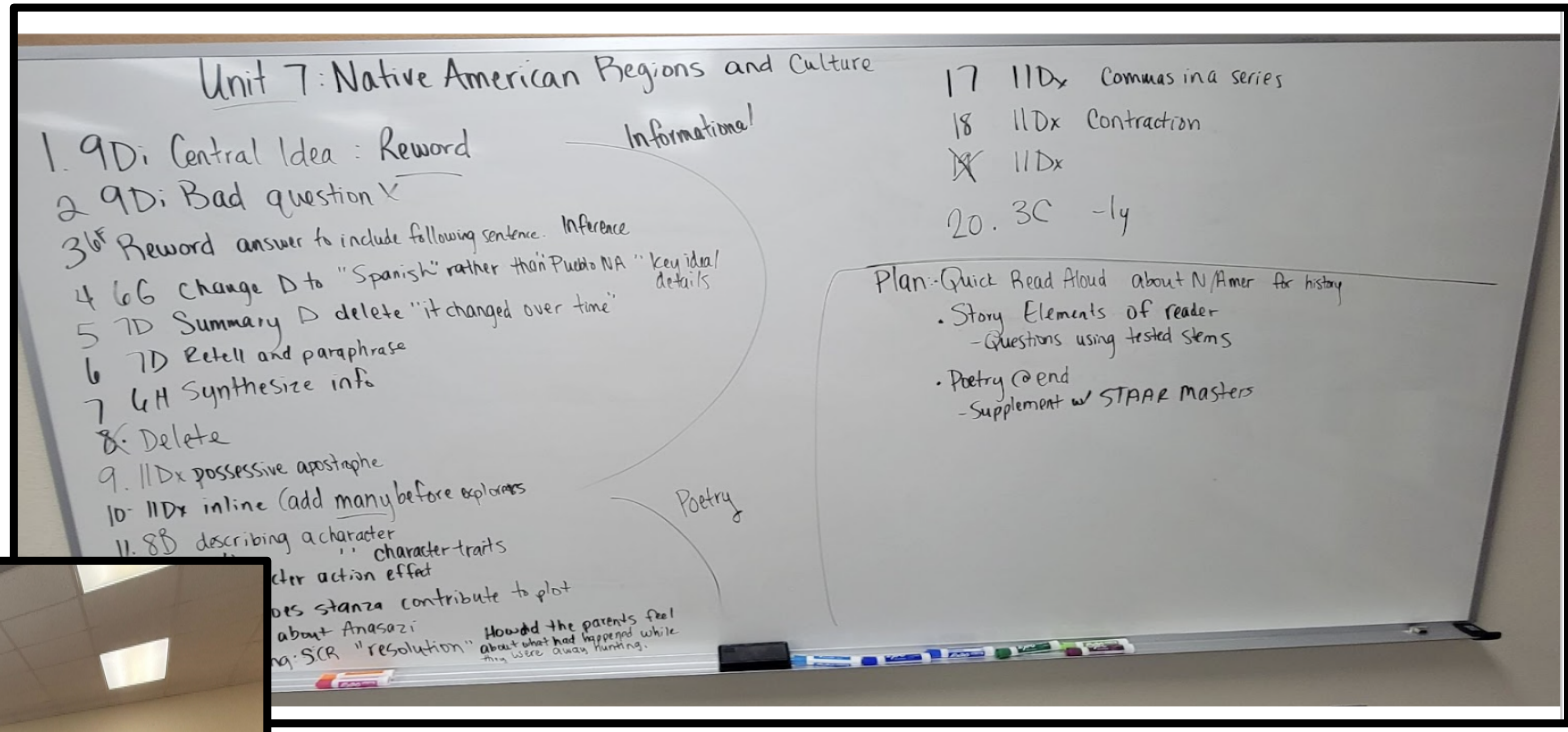


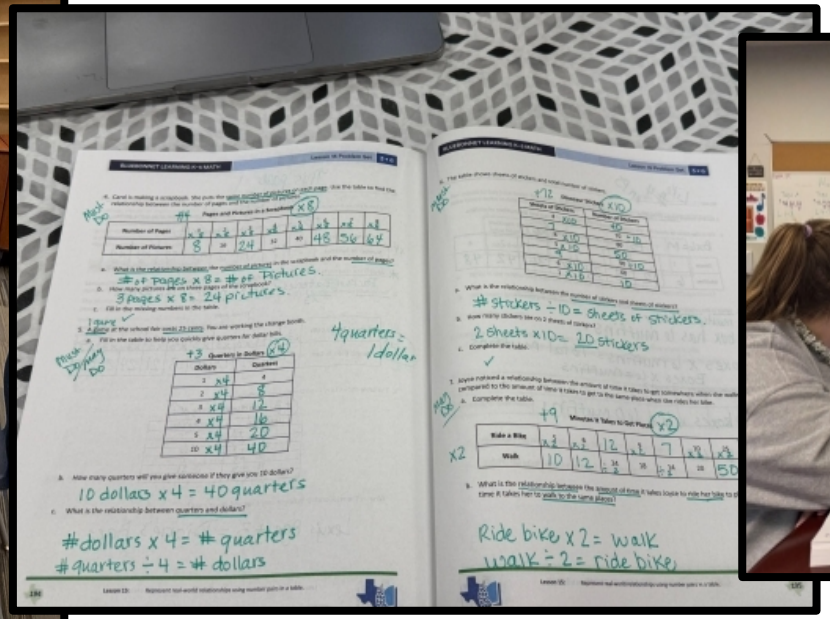
Ensure the use of high-quality instructional materials
Teachers will have access to curriculum that fully aligns with state standards and supports research-based teaching practices.

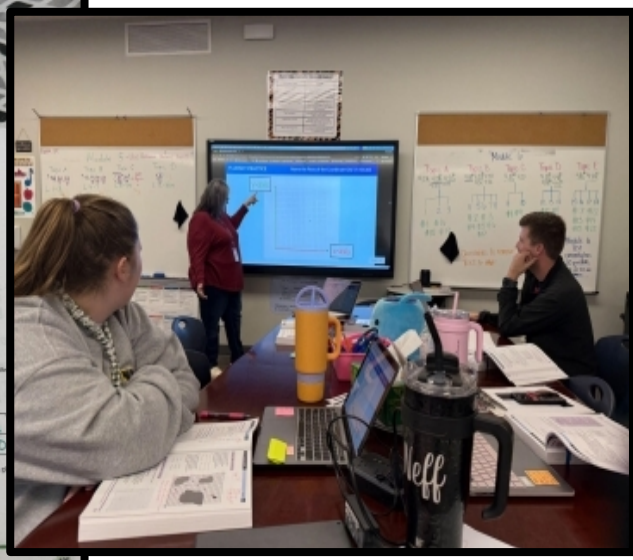
Expand postsecondary readiness & clarify roles to support student pathways
Campuses will offer equitable access to challenging courses and programs of study that support college, career, and military readiness. The district will define roles and responsibilities related to CTE oversight, advising, and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

HQIM


Run, then Jump!
(x, y) ← show template.
Make sure to label 1-6
Pg 23 in Learn
Concept Development (32 minutes)
Problem 2: Construct a coordinate plane.
7: (Distribute a copy of the unlabeled coordinate plane template to each student.) Use your ruler to draw an x-axis so that it goes through points A and B, and label the x-axis. (Model on the board.)
S: (Draw and label the x-axis.)
T: Use your ruler to draw the y-axis so that it goes through points C and D, and label the y-axis.

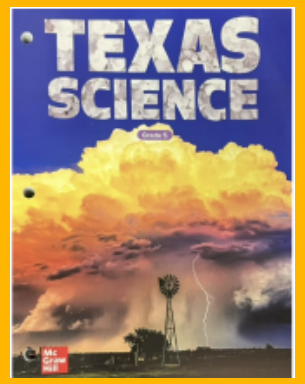

Unit 7: Native American Regions and Culture
1. 9Di Central Idea : Reword
Informational
2 9Di Bad question
3 6F Reword answer to include following sentence. Inference
4 6G Change D to "Spanish" rather than "Pueblo NA" key idea/details
5 7D Summary D delete "it changed over time"
6 7D Retell and paraphrase
7 6H Synthesize info
8. Delete
9. 11Dx possessive apostrophe
10. 11Dx inline (add many before explorers
11. 8B describing a character
character traits
action effect
stanza contribute to plot
about Anasazi
"resolution"
How did the parents feel about what had happened while they were away hunting.
Poetry
17 11Dx Commas in a series
18 11Dx Contraction
11Dx
20. 3C -ly
Plan: Quick Read Aloud about N/Amer for history
• Story Elements of reader
- Questions using tested stems
• Poetry @ end
- Supplement w/ STAAR masters


#of pages x 8 = # of Pictures.
3 pages x 8 = 24 pictures.
4 quarters = 1 dollar
10 dollars x 4 = 40 quarters
#dollars x 4 = # quarters
#quarters ÷ 4 = # dollars
stickers ÷ 10 = sheets of stickers.
2 sheets x 10 = 20 stickers
Ride bike x 2 = walk
walk ÷ 2 = ride bike



Curriculum Overview

Bluebonnet Learning



	RLA / English	Math	Science	Social Studies
3rd	Amplify (2022-2025) Bluebonnet Year 1 (2025-2026)	**Eureka (2022-2025)** **Bluebonnet Year 1** **(2025-2026)**	McGraw Hill Texas Science (Year 4+)	Texas Studies Weekly (Year 1)
4th	Amplify (2022-2025) Bluebonnet Year 1 (2025-2026)	**Eureka (2022-2025)** **Bluebonnet Year 1** **(2025-2026)**	McGraw Hill Texas Science (Year 4+)	Texas Studies Weekly (Year 1)
5th	Amplify (2022-2025) Bluebonnet Year 1 (2025-2026)	**Eureka (2022-2025)** **Bluebonnet Year 1** **(2025-2026)**	McGraw Hill Texas Science (Year 2)	Texas Studies Weekly (Year 1)
6th	Amplify (Year 2)	**Bluebonnet Year 1** **(2025-2026)**	Saavas Year 1	McGraw Hill Year 1
7th	Amplify (Year 2)	**Bluebonnet Year 1** **(2025-2026)**	Saavas Year 1	McGraw Hill Year 1
8th	Amplify (Year 2)	**Bluebonnet Year 1** **(2025-2026)**	Saavas Year 1	McGraw Hill Year 1
9th	CommonLit (Year 1)	Bluebonnet Year 1 (2025-2026)	McGraw Hill (Year 1)	McGraw Hill (Year 1)
10th	CommonLit (Year 1)	All Things Algebra (2023-2026)	Scientific Minds, Lomans, McGraw Hill	Pearson (2022-2026)
11th	CommonLit (Year 1)	All Things Algebra (2023-2026)	McGraw Hill	Progress Learning
12th	CommonLit (Year 1)	McGraw Hill (2024-2026) Saavas (Year 1)	National Geographic	TEKs Resources

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.

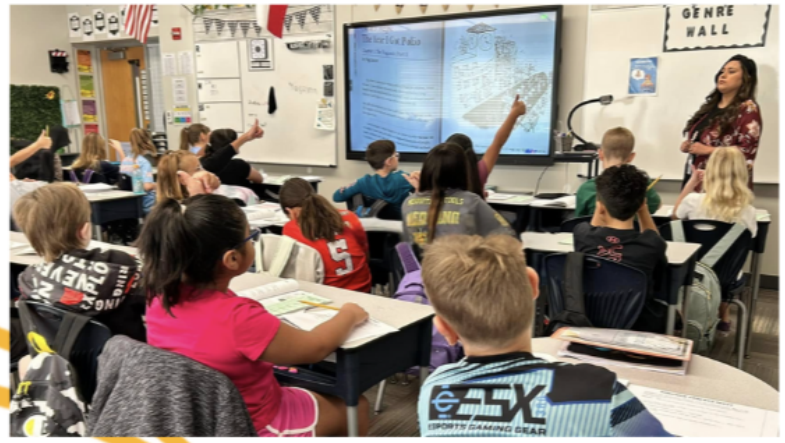
Postsecondary Pathways

100% of secondary students have updated academic and career pathway plans (6-8)	Expand postsecondary readiness opportunities	In Progress	April 2026	Faulkenberry Daron Worrell
	Roles to support student pathways	In Progress	April 2026	
100% of secondary students have updated academic and career pathway plans (9-12)	Expand postsecondary readiness opportunities	In Progress	April 2026	Beaver, Gutierrez, and T. Rauch Daron Worrell
	Roles to support student pathways	In Progress	April 2026	
Increase student enrollment in dual credit, AP, industry certifications, and career prep programs by at least 5%	Expand postsecondary readiness opportunities	In Progress	May 2026	Beaver, Gutierrez, and T. Rauch
	Roles to support student pathways	In Progress	May 2026	

Strategic Priority #2

#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.



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.

Strategic Priorities

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.

Instructional Planning Practices

RLA Instructional Framework		
Components	**PreK–5 RLA Lookfors**	**Grades 6–12 RLA Lookfors**
. Internalize the Lesson	Teachers collaboratively internalize lessons using Bluebonnet protocols; include exemplar responses, vocabulary, and anticipated misconceptions.	PLCs follow weekly internalization protocols including exemplar responses, rehearsal, and student work analysis. Curriculum non-negotiables are monitored through admin walkthroughs.
. Primary Focus of Lesson and ackground Knowledge	State objective and purpose using visuals and chants; activate background knowledge and connect to student experience.	Use quick writes or anticipation guides to engage; clearly state objective and relevance to life/text.
. Read and Think	Use interactive read-alouds/shared reading with vocabulary introduction, stopping points, checks for understanding, and scaffolds; support structured student thinking.	Close reading strategies, text-dependent questions, and annotation with academic language embedded.
. Write and Discuss	Students engage daily in structured oral and written response routines; use of stems and modeled writing.	Structured academic discourse is routine; students use text evidence in writing and verbal responses. Classrooms reflect norms for discussion and writing.
. Monitor & Support Strong Foundations & TIL MIA)	Formative checks are aligned to objectives and discussed in PLCs; bite-sized feedback is revisited within 10 days.	Teachers analyze CFUs and formative data in PLCs to inform reteach; misconceptions addressed through timely feedback and adjusted instruction.
. Language	Morphology (affixes) and grammar is taught through explicit instruction and student practice.	
. Reflect and Connect	Use of anchor charts, partner t summary of learning tied to ob	Student reflection, self-assessment, and peer

Data-Driven Instruction: *Introduction to DDI & SWAP for Coaches*

90% of core-content teachers participate in two or more PD sessions aligned to their role and experience for Primary	Curriculum internalization	Complete	May 2026	Aguirre, Neff, R. Lewis
	Build coaching capacity	Complete		
90% of core-content teachers participate in two or more PD sessions aligned to their role and experience for Intermediate	Curriculum internalization	Complete	May 2026	Blanton, Neff, Lewis
	Build coaching capacity	Complete		

Strategic Priorities

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.

Internalization

PLC Coaching Resource Hub

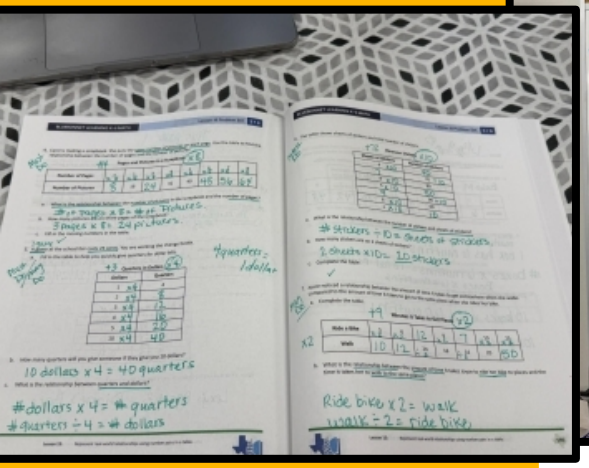
TEA Protocols & Observation Tools

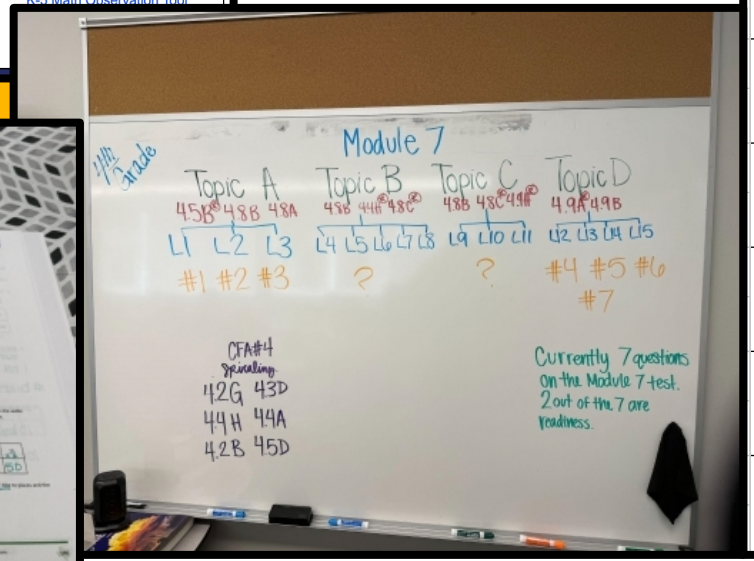
Teacher Protocol	Coaching Guide	Observation Tool & Action Step
K-3 Foundational Skills		
K-3 Skills Unit Internalization Teacher Protocol	K-3 Skills Unit Internalization Coaching Guide	
K-3 Skills Lesson Internalization Teacher Protocol	K-3 Skills Lesson Internalization Coaching Guide	
K-2 Reading Language Arts		K-5 Reading Language Arts Observation Tool
K-2 Unit Internalization Teacher Protocol	K-2 Unit Internalization Coaching Guide	Action Step Coach Guide- RLA
K-2 Lesson Internalization Teacher Protocol	K-2 Lesson Internalization Coaching Guide	
3-5 Reading Language Arts		
3-5 Unit Internalization Teacher Protocol	3-5 Unit Internalization Coaching Guide	
3-5 Lesson Internalization Teacher Protocol	3-5 Lesson Internalization Coaching Guide	
K-5 Math		
K-5 Module Internalization Teacher Protocol	K-5 Module Internalization Coaching Guide	K-5 Math Observation Tool
K-5 Lesson Internalization Teacher Protocol	K-5 Lesson Internalization Coaching Guide	

"At Bats" Tracking within PLCs February 2026

	RLA	Math	Social Studies	Science
1st				
		Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/25 PLC M7 L5 (2.10C)		
2nd				
	Schneider, model how to teach long /e/ and short /e/, 2/18/2026	Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/23/26 Martinez-Module 6 Lesson 15 (3.5E)		
3rd				
	Lewis, model thinking aloud, 2/3	Neff, model Think Time, 2/3✅		
		Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/10 PLC Neff Model M6 L7 (4.2B)✅		
4th		?2/12 M6 L14 (4.4A & 4.8C)		
	Lewis, U8 L1, 1/30	2/3 Stevenson: Module 5 Leson 13-15✅		
	Lewis, U8 L10, 2/10	Neff, explain Think Time, 2/3✅		
		Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/10 PLC Stevenson/Turner: M6 L3(5.8C)✅		
5th		? M6 L8 (5.4C & 5.8C)		

Goals	Indicator of Success	Measurement?	Deadline
Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching at Primary in Math	High-quality instructional materials	In Progress	May 2026
	Enhance instructional support systems	In Progress	May 2026
Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching at Primary in Reading	High-quality instructional materials	In Progress	May 2026
	Enhance instructional support systems	In Progress	May 2026
Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching at Intermediate in Math	High-quality instructional materials	In Progress	May 2026
	Enhance instructional support systems	In Progress	May 2026
Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching at Intermediate in Reading	High-quality instructional materials	In Progress	May 2026
	Enhance instructional support systems	In Progress	
Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching at Junior High in Math	High-quality instructional materials	In Progress	May 2026
	Enhance instructional support systems	In Progress	
Internalization protocols used consistently in pacing guides, PLCs, observations, and coaching at Junior High in Reading	High-quality instructional materials	In Progress	May 2026
	Enhance instructional support systems	In Progress	



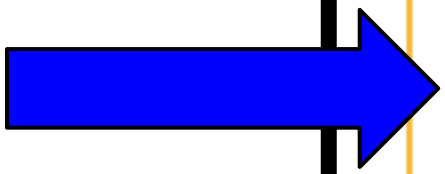


Strategic Priorities

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.

Educational Technology

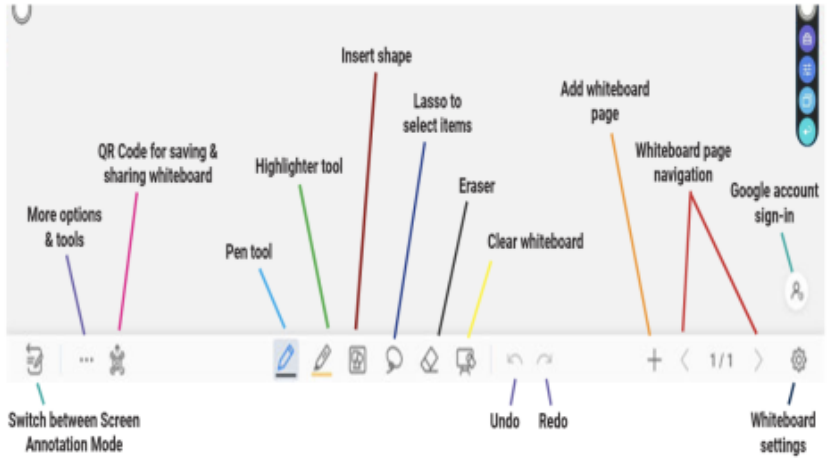
- Training remotely and in-person
- 26-27 Technology Coach, teacher-facing / support

Using Classroom Tools

- **Instructions:** alert the students on how they should be completing their work (in groups, with a neighbor, or alone in silence) using image cues
- **Traffic light:** a simulated traffic light, manually switch between colors
- **Dice:** digital die or dice, perfect math manipulative for a quick demonstration
- **Timer:** our #1 requested tool, use it for tests and classroom activities
- **Stopwatch:** track and clock laps
- **Calendar:** easy access to a simple calendar
- **Zoom in**: emphasize something on the screen with the zoom-in option
- **Spotlight:** draw attention to a single point on the screen while blocking out the rest
- **Curtain:** add a special effect by unveiling the screen with curtains that open from the middle

Whiteboard Tools

- Pencil
- AI Pencil
- Multi Student
- YouTube Integration



Strategic Priorities

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.

Build Coaching Capacity

Essential Elements to Building a Strong, Effective TEAM
Leadership Presentation

Intro Activity for Collaboration	• Personality Typing: What Tool Are You? • Solution Tree - Compass Points
Essential Elements to Building a Strong, Effective TEAM	• Building a TEAM • Critical Issues for Team Considerations • Team Action Plan Template • Sample PLC Non-Negotiables
Key Element 1: Focus	• Focus - Student Learning v. Adult Happiness • Four Critical Questions • Cultural Shifts in a PLC • Initiative Inventory
Key Element 2: Structures	• Tool: Developing your Team Norms • Activity - Creating Team Norms • PLC Agenda (Region 14)
Key Element 3: Roles and Responsibilities	• Roles and Responsibilities • Tool: Establishing Roles & Responsibilities
Key Element 4: Trust	• Learning Readiness • Four Characteristics of Successful PLCs

Data-Driven Instruction:
Introduction to DDI & SWAP for Coaches

Goals	Indicator of Success	Measurement?	Deadline
Coaches receive training in adult learning, coaching, and leadership	Build coaching capacity Clarify coaching roles and assignments	In Progress In Progress	Oct. 31, 2025
PLC Leads at Primary receive training in adult learning, coaching, and leadership	Build coaching capacity Clarify coaching roles and assignments	In Progress	Oct. 31, 2025
PLC Leads at Intermediate receive training in adult learning, coaching, and leadership	Build coaching capacity Clarify coaching roles and assignments	In Progress	Oct. 31, 2025
Department chairs at Junior High receive training in adult learning, coaching, and leadership	Build coaching capacity Clarify coaching roles and assignments	In Progress	Oct. 31, 2025
Department chairs at High School receive training in adult learning, coaching, and	Build coaching capacity		

Strategic Priorities

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.

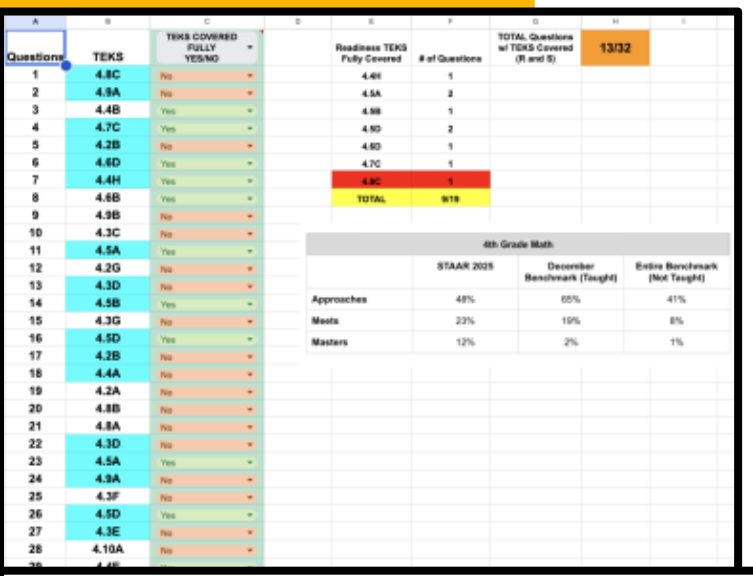
Enhance use of educational technology
Educators will receive professional development focused on effectively using technological tools to enhance instructional planning and student learning experiences.

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.

Promote Data-Driven Instruction



Questions	TEKS	TEKS COVERED FULLY YES/NO
1	4.8C	No
2	4.9A	No
3	4.4B	Yes
4	4.7C	Yes
5	4.2B	No
6	4.6D	Yes
7	4.4H	Yes
8	4.6B	Yes
9	4.9B	No
10	4.3C	No
11	4.5A	Yes
12	4.2G	No
13	4.3D	No
14	4.5B	Yes
15	4.3G	No
16	4.5D	Yes
17	4.2B	No
18	4.4A	No
19	4.2A	No
20	4.8B	No
21	4.8A	No
22	4.3D	No
23	4.5A	Yes
24	4.9A	No
25	4.3F	No
26	4.5D	Yes
27	4.3E	No
28	4.10A	No

Readiness TEKS Fully Covered	# of Questions
4.4H	1
4.5A	2
4.5B	1
4.6D	2
4.6G	1
4.7C	1
4.8C	1
TOTAL	9/19

TOTAL Questions w/ TEKS Covered (R and S): 13/32

4th Grade Math

	STAAR 2025	December Benchmark (Taught)	Entire Benchmark (Not Taught)
Approaches	48%	65%	41%
Meets	23%	19%	8%
Masters	12%	2%	1%

1st Period	STAAR 2025	BOY MAP	Module 1 Topic 1 Assessment								Module 1 Topic 2 Assessm		
		BOY MAP	M1:T1 Assessm	A1.2.A [R]	A1.3.C [R]	A1.6.A [R]	A1.7.A [R]	A1.9.A [S]	A1.9.D [R]	A1.12.A [S]	M1 T2 Assessm	A1.12.A [S]	A1.12.C [S
	DNA	Approaches	Approaches	0%	60%	67%	0%	25%	50%	50%	DNA	100%	1
var	DNA	DNA	Approaches	0%	80%	33%	0%	0%	50%	75%	DNA	100%	2
n	Meets	Approaches	Meets	0%	100%	67%	100%	50%	50%	25%	Masters	100%	7
	DNA	Meets	Meets	0%	60%	67%	100%	100%	100%	25%	DNA	100%	
a	DNA	Approaches	Meets	100%	60%	67%	0%	25%	50%	75%	Approaches	100%	4
	DNA	Approaches	NO TEST								NO TEST		
dilla	Approaches	Approaches	Meets	0%	100%	100%	0%	0%	100%	100%	Meets	100%	7
nte	Approaches	Meets	Meets	0%	100%	67%	100%	50%	50%	75%	Approaches	0%	3
n	DNA	DNA	DNA	0%	20%	33%	0%	0%	0%	50%	DNA	100%	
s	DNA	Approaches	Approaches	0%	60%	100%	0%	25%	50%	50%	DNA	100%	1
Gutierrez	DNA	DNA	Approaches	0%	20%	67%	0%	0%	50%	50%	DNA	100%	
	DNA	Approaches	Approaches	0%	80%	33%	100%	0%	50%	75%	Approaches	100%	4
	DNA	Meets	Masters	0%	80%	67%	100%	75%	50%	100%	Approaches	100%	1
	DNA	DNA	DNA	0%	0%	0%	0%	0%	100%	0%	DNA	100%	

Data Tracker HUB with Links

Reading

Grade-Level	Link	Notes
K	ALL Kindergarten Reading TEKS/MAP Tracker	
1st	1st Grade Assessment Goals/Tracking	
2nd	2nd grade math data tracker 25/26	
3rd	25-26 SPS RLA Data Tracker: 3rd	
4th	25-26 4th RLA Data Tracker	
5th	25-26 5th RLA Data Tracker	
6th	TRACK - 6th RLA Tracker	
7th	TRACK - 7th RLA Tracker	
8th	TRACK - 8th RLA Tracker	
English I	25-26 HS English Tracker	
English II	25-26 HS English Tracker	

Math

Grade-Level	Link
K	ALL Kindergarten Math TEKS/MAP Tracker
1st	1st Grade Math Data Tracker
2nd	2nd grade Math/RLA data tracker 25/26
3rd	Math Data Tracker 25-26
4th	25-26 4th Math Data Tracker
5th	25-26 5th Math Data Tracker
6th	TRACK - 6th Math Tracker
7th	TRACK - 7th Math Tracker
8th	TRACK - 8th Math Tracker
Algebra I 8th	TRACK - Alg I Tracker
Algebra I HS	25-26 HS Math Data Tracker

Goals	Indicator of Success	Measurement?	Deadline	Project Owner	KPI Date(s) Planned
Standardize observation/feedback systems across Primary	Promote data-driven instruction	In Progress	November 2025	Aguirre, Neff, R. Lewis	Schedule every two weeks.
Standardize observation/feedback systems across Intermediate	Promote data-driven instruction	In Progress	November 2025	Blanton, Neff, Lewis	Schedule every two weeks.
Standardize observation/feedback systems across Junior High	Promote data-driven instruction	In Progress	November 2025	Duncan, White, Gault	Schedule every two weeks.
Standardize observation/feedback systems across High School	Promote data-driven instruction	In Progress	November 2025	Juarez, White, Gault, Cummings, Bailey	Schedule every two weeks.
Standardize observation/feedback systems across the district	Promote data-driven instruction	In Progress	November 2025	Cabinet, Principals, ICs	Instructional rounds: September 10, 2025 October 8, 2025 November 12, 2025 January 7, 2026 February 25, 2026 April 1, 2026 May 13, 2026

Promote Data-Driven Instruction

Strategy 1

Distribute clearly defined leadership role descriptions and expectations and review them quarterly with the leadership team to ensure alignment and shared accountability.

Strategy's Expected Result/Impact: Campus leaders will operate with clear roles and responsibilities, reducing duplication and improving support for teaching staff.

Staff Responsible for Monitoring: Principal, AP, Counseling

Problem Statements: Curriculum, Instruction, and Assessment 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

December	February	April	June
Considerable Progress	Considerable Progress		

Strategic Priorities

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.

Coaching Roles / Assignments

SNYDER
INDEPENDENT SCHOOL DISTRICT

2901 37th Street
Snyder, Texas 79549
325-574-8900
www.snyderisd.net

Job Title: Instructional Coach
Exemption Status/Test: Exempt/Professional
Reports to: Assistant Superintendent
Date Revised: July 14, 2025
Dept./School: Central Office, but campus-level supports
Contract: 11-month

imary Purpose:

The Instructional Coach is a non-evaluative, teacher-support role designed to improve student outcomes by increasing the quality and consistency of Tier 1 instruction across the campus. This role focuses on supporting the implementation of the Bluebonnet high-quality instructional materials (HQIM), facilitating data-driven and standards-aligned professional learning communities (PLCs), and delivering targeted professional development. The coach provides embedded support in instructional planning, lesson delivery, classroom management, and reflective practice, with a particular emphasis on new teacher support and ongoing instructional improvement.

alifications:

Education/Certification:
Master's degree from accredited university (preferred)
Valid Texas teaching certificate (required)

Special Knowledge/Skills:
Knowledge of curriculum design and implementation
Ability to interpret data and evaluate instructional programs and teaching effectiveness
Ability to develop and deliver training to adult learners
Strong organizational, communication, and interpersonal skills

Experience:
Classroom teaching experience in content of coaching (required)

SNYDER
INDEPENDENT SCHOOL DISTRICT

2901 37th Street
Snyder, Texas 79549
325-574-8900
www.snyderisd.net

Snyder ISD Department Chair + PLC Leads (Core Content)

Reports to: Campus Principal

Time Allocation of Leadership Role: 80% Instructional Leadership | 20% Departmental Management

Stipend: $2,500 + up to 15 additional days at daily rate (approved and monitored by campus principal)

Note: *This leadership role is in addition to the teacher's regular classroom assignment.*

Primary Purpose:

The Department Chair and PLC Lead role serves as an instructional leader and professional role model who supports the campus vision by building teacher capacity, increasing student achievement, and fostering a collaborative, solutions-oriented culture. This position bridges classroom practice and campus leadership to ensure strong Tier 1 instruction and implementation of district priorities, including High-Quality Instructional Materials (HQIM) and effective PLCs.

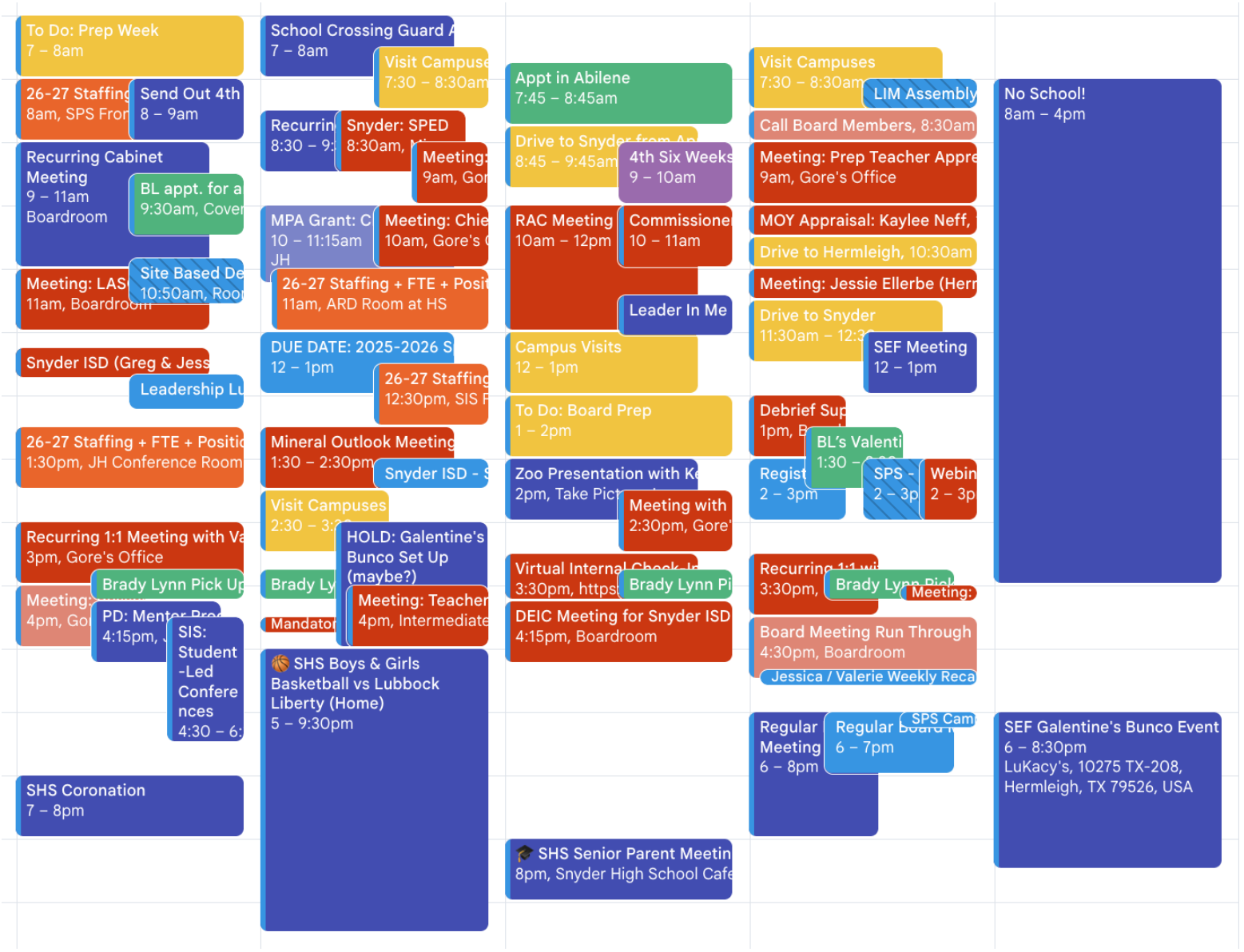
"At Bats" Tracking within PLCs February 2026

	RLA	Math	Social Studies	Science
1st				
		Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/25 PLC M7 L5 (2.10C)		
2nd				
	Schneider, model how to teach long /e/ and short /e/, 2/18/2026	Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/23/26 Martinez-Module 6 Lesson 15 (3.5E)		
3rd				
	Lewis, model thinking aloud, 2/3	Neff, model Think Time, 2/3✅		
		Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/10 PLC Neff Model M6 L7 (4.2B)✅		
4th		?2/12 M6 L14 (4.4A & 4.8C)		
	Lewis, U8 L1, 1/30	2/3 Stevenson: Module 5 Leson 13-15✅		
	Lewis, U8 L10, 2/10	Neff, explain Think Time, 2/3✅		
		Neff, Model Problem-Solving 2/6 PD Day PLC Time✅		
		2/10 PLC Stevenson/Turner: M6 L3(5.8C)✅		
5th		? M6 L8 (5.4C & 5.8C)		

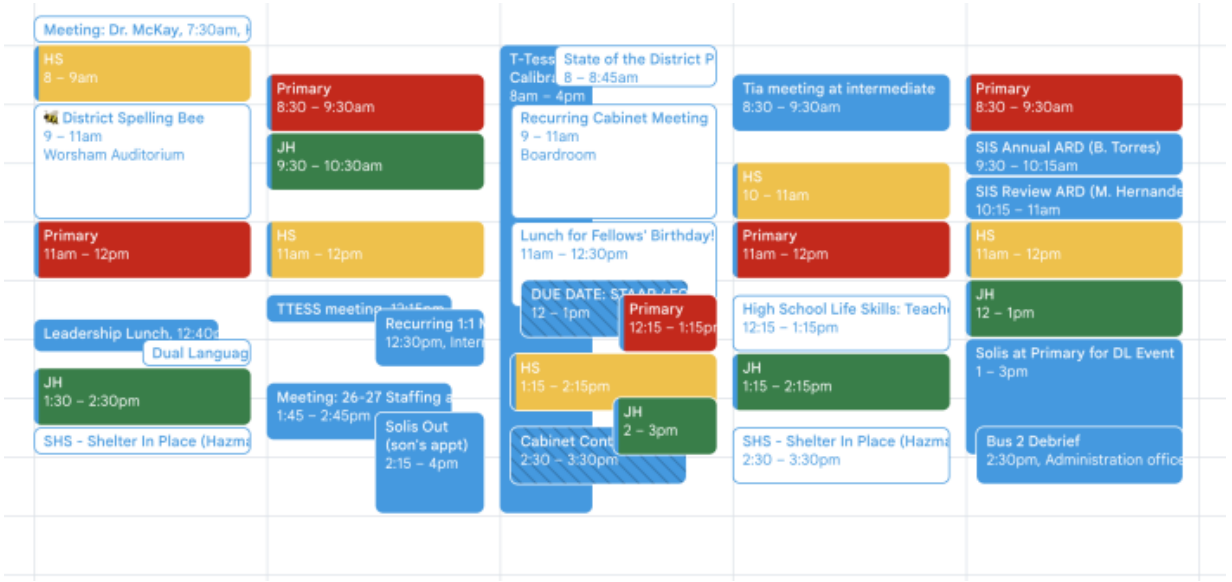
Date	Focus	Glows	Grows	Action Steps
2/17/2026	Walkthrough	Students working hard to solve the word problems.	Students need to be using a problem-solving strategy (R.U.N.S.)	Print STAAR Questions out to practice (RUNS)
2/17/2026	Walkthrough	Classroom culture in warm, students actively engaged and teacher consistently reinforces classroom expectations!	Take a quick lap to verify your expectations. Trust, but verify!	Active Monitor!
2/17/2026	Walkthrough	Using partner/table talks	Active monitor the whole class, so all students are checked for understanding	Active Monitoring/Learning Laps
2/17/2026	Walkthrough	Students were regrouped and following expectations!	When asking questions, give students wait time to think and allow them to discuss with their partners/table before revealing answer!	Think Time/Student Discourse!

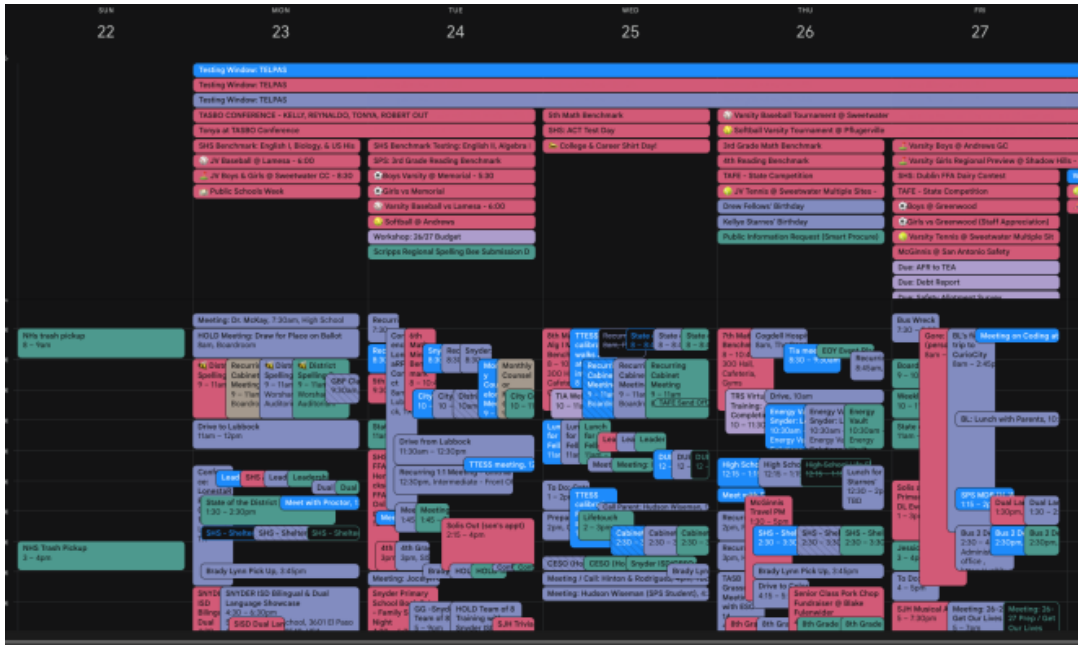
Goals	Indicator of Success	Measurement?	Deadline	Project Owner
Review role clarity quarterly in alignment with district priorities	Clarify coaching roles and assignments	In Progress	November 2025	Principals + ICs
Implement a leadership competencies rubric aligned to TIL and T-PESS	Build coaching capacity	Complete	January 2026	Gore + Principals

Superintendent Support



Cabinet Support





Instructional Coach Support

Date	PD	LINK	
8/27/2025	Student-Led Instruction	Student-Centered Classroom PD …	
8/29/2025	Elementary Math IF (EDF / Strategic Plan Alignment)	K-5 Math Instructional Framework.…	
9/10/2025	Day 1-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
9/11/2025	Day 2-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
11/14/2025	Building Cognative Lift	Neff PD 11/14 K-5 Slides	
11/14/2025	Small Groups: Learning Laps	Neff Small Groups PD Blitz 11/14	
1/21/2026	Aligning Problem Solving Strategies	Math PS and Test Taking Strategie…	Test Taki…
2/3/2026	Wait Time/Think Time	Wait Time/Think Time	

"At Bats" Tracking within PLCs February 2026

	RLA	Math	Sc
Kinder			
1st	Thamez, model personal narrative, 2/23/2026	Neff, Model Problem-Solving 2/6 PD Day PLC Time	
2nd		Neff, Model Problem-Solving 2/6 PD Day PLC Time	
		2/25 Vera PLC M7 L5 (2.10C)	
3rd	Schneider, model how to teach long /e/ and short /e/, 2/18/2026	Neff, Model Problem-Solving 2/6 PD Day PLC Time	
	Shneider, model how to teach editing questions, 2/25/2026	2/23 Martinez-M6 L15 (3.5E)	
4th	Lewis, model thinking aloud, 2/3	Neff, model Think Time, 2/3	
		Neff, Model Problem-Solving 2/6 PD Day PLC Time	
		2/10 PLC Neff Model M6 L7 (4.2B)	
		2/12 Neff Modeled M6 L14 (4.4A & 4.8C)	
		3/24 L7 Mixed Measurements	
5th	Lewis, U8 L1, 1/30	2/3 Stevenson: Module 5 Leson 13-15	
	Lewis, U8 L10, 2/10	Neff, explain Think Time, 2/3	
		Neff, Model Problem-Solving 2/6 PD Day PLC Time	
		2/10 PLC Stevenson/Turner: M6 L3(5.8C)	
		? M6 L8 (5.4C & 5.8C)	

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.

Strategic Priorities

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
oaches will participate in targeted training to strengthen their
etter 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.

Professional Development / Job-Embedded Supports

Goals	Indicator of Success	Measurement?	Deadline	Project Owner
Implement a leadership competencies rubric aligned to TIL and T-PESS	Build coaching capacity	Complete	January 2026	Gore + Principals
90% of core-content teachers participate in two or more PD sessions aligned to their role and experience for Primary	Curriculum internalization	In Progress	May 2026	Aguirre, Neff, R. Lewis
	Build coaching capacity	In Progress		
90% of core-content teachers participate in two or more PD sessions aligned to their role and experience for Intermediate	Curriculum internalization	In Progress	May 2026	Blanton, Neff, Lewis
	Build coaching capacity	In Progress		
90% of core-content teachers participate in two or more PD sessions aligned to their role and experience for Junior High	Curriculum internalization	In Progress	May 2026	Duncan, White, Gault
	Build coaching capacity	In Progress		
90% of core-content teachers participate in two or more PD sessions aligned to their role and experience for High School	Curriculum internalization	In Progress	May 2026	Juarez, White, Gault, Cummings, Bailey
	Build coaching capacity	In Progress		
At least 50% of teachers receive job-embedded support	Promote data-driven instruction	In Progress	May 2026	ICs
100% of principals and assistant principals participate in at least two leadership development sessions	Promote data-driven instruction			

B	C	D	E
Date	**PD**	**LINK**	
8/27/2025	Student-Led Instruction	Student-Centered Classroom PD ...	
	Elementary Math IF (EDF / Strategic Plan Alignment)	K-5 Math Instructional Framework....	
9/10/2025	Day 1-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
9/11/2025	Day 2-Making HQIM Student-Centered and Engaging	HQIM-Engagement	
11/14/2025	Building Cognative Lift	Neff PD 11/14 K-5 Slides	
11/14/2025	Small Groups: Learning Laps	Neff Small Groups PD Blitz 11/14	
1/21/2026	Aligning Problem Solving Strategies	Math PS and Test Taking Strategie...	Test Taki...
2/3/2026	Wait Time/Think Time	Wait Time/Think Time	

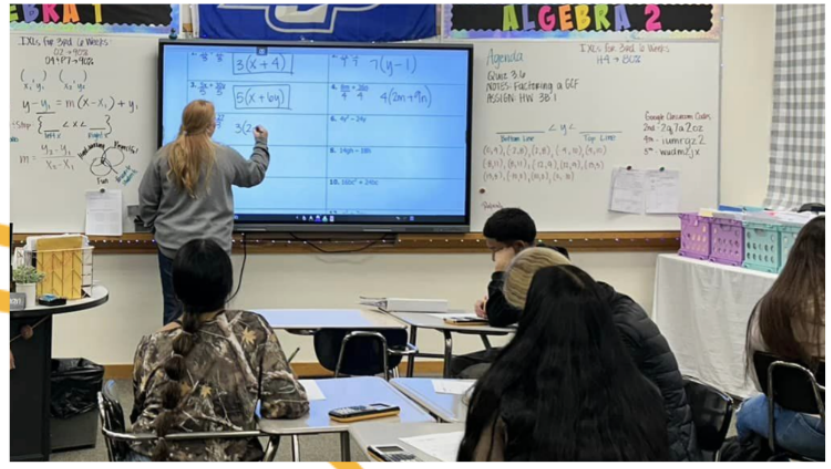
A	B	C	D	E	F	G	H
PD QR Codes	Reading		Math	PreK-2 Teachers + SpEd Staff (Mrs. Davies from ESC 14)	Science	Electives/Paraprofessionals, Office Staff	
7:30-8:00	Breakfast for everyone at your campus.						
8:00 - 9:00	Faculty Meeting + Academic Update at your campus. (Safety / E3 from 8:15 - 8:45 at SPS and 8:45-9:00 at SIS)				Look at JH/HS Science. You'll need to get faculty meeting notes from a friend.	State required training (locations are at HS on spreadsheet): March 6 Mental ... (mental health tab)	SRO Contacts shared, Scenarios
9:00 - 10:00	PLC		PLC	Autism PD at Intermediate STEAM Lab (2nd tab): March 6 Mental Heal...			
10:00 - 11:00	Teacher Work Time		Teacher Work Time		PLC		
11:00 - 12:00					Teacher Work Time		
12:00 - 1:00	Lunch						
1:00 - 3:30	Teacher Work Time		3rd-5th Grade: Rockin Review at Primary Room 064		Teacher Work Time	Work Time	

	Junior High and High School						
	6-8 Math	Algebra I	5th, 8th, Biology Science	6-8 RLA	9-10 RLA	Social Studies	Electives/CTE + Non-EOC Core
7:30-8:00	Breakfast for everyone at your campus.						
8:00 - 9:00	PLC + STAAR Bootcamp Prep	Teacher Work Time	5th and 8th grade Science, Biology Rockin Review - Junior High Library		PLC + STAAR Bootcamp Prep	PLC	State required training (locations are at HS on spreadsheet): March 6 Mental Health and... (mental health tab)
9:00 - 10:00							
10:00 - 11:00	6-8 Math and Alg. I Rockin Review - Junior High Library		PLC				
11:00 - 12:00			Teacher Work Time	Teacher Work Time	Teacher Work Time	Teacher Work Time	
12:00 - 1:00	Lunch						
1:00 - 2:00	Faculty Meeting + Academic Update at your campus. (Safety / E3 from 1:15 - 1:40 at SJH and 1:45-2:00 at SHS)						
2:00 - 3:30	Teacher Work Time	PLC + STAAR Bootcamp Prep	Teacher Work Time	PLC + STAAR Bootcamp Prep	Teacher Work Time	Teacher Work Time	Teacher Work Time

Strategic Priority #3

#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.

Strategic Actions *Talent Development*

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 May 2026:
  - 100% of principals and assistant principals participate in at least two leadership development sessions.
  - Launch a leadership development pipeline.
- By June 2026: Implement comprehensive recruitment, growth, and retention plan:
  - Conduct exit and stay interviews with at least 90% of resigning or returning staff.
  - 95% of core-content roles filled by certified teachers.
  - Enroll at least 5 teacher candidates in "Grow Your Own" program.

Talent Development

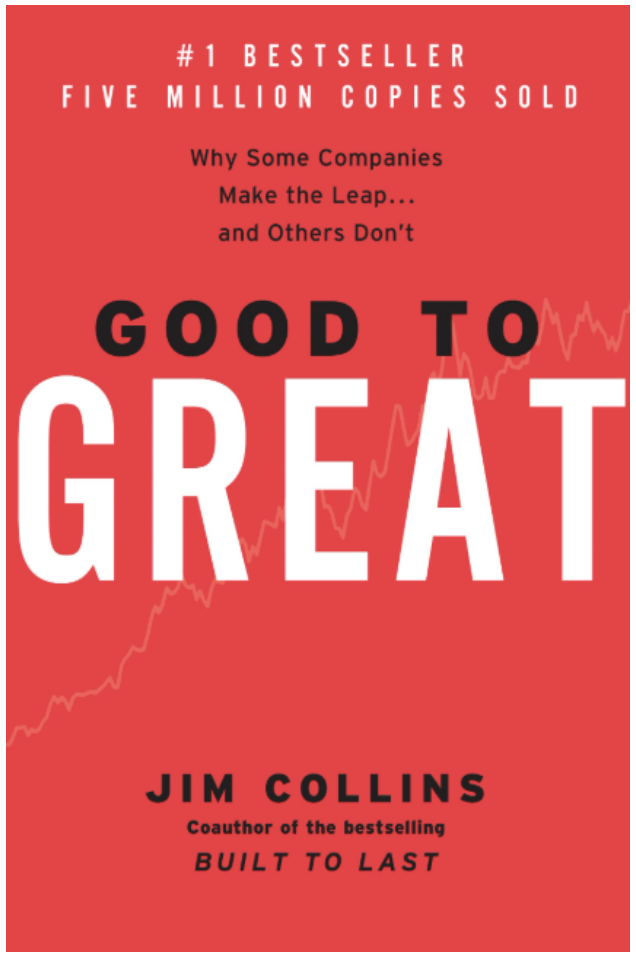
#3 Talent															
	Year 1					Year 2					Year 3				
	District	Primary	Intermediate	Junior High	High School	District	Primary	Intermediate	Junior High	High School	District	Primary	Intermediate	Junior High	High School
Recruitment and Selection	Launch partnerships with colleges, universities, EPPs; start/Expand Grow Your Own initiative	Recruit local talent into early childhood pathways	Partner with universities for student teacher placements.	Partner with universities for student teacher placements.	Recruit CTE and dual-credit teachers through higher ed/industry partners.	Expand Grow Your Own with stipends/scholarships	Encourage paraprofessionals to join certification pipelines (part of 20% increase).	Encourage paraprofessionals to join certification pipelines (part of 20% increase).	Expand candidate pool for STEM/high-need roles (support district 10% goal).	Increase certified applicant pool for dual credit & high-need CTE fields (part of district's 10% target).	Evaluate and refine recruitment partnerships	Continue Grow Your Own with emphasis on early childhood certification.	Market intermediate school as a Grow Your Own training ground.	Continue pipeline partnerships for math/science teachers.	Expand early college/CTE recruitment with strong applicant pool.
Growth and Retention	Develop retention benchmarks (surveys, exit interviews)	New teacher mentorships tied to district cohort goals.	Launch teacher recognition program; align with district retention metrics.	Coaching cycles for high-need subject teachers aligned with district benchmarks.	Create/Expand department leadership program	Implement leadership pipeline (teacher → coach → AP)	All new teachers in Tiered Support Model.	Teachers in Tiered Support Model; track retention for district's 5% turnover goal.	Mentorship track for emerging leaders	Advanced teacher leadership academy; all new teachers in Tiered Support Model.	Institutionalize district leadership academy	Teacher leaders serve as in-house coaches, participating in calibration cycles.	Teacher leaders serve in district calibration cycles.	Coaches use calibration in feedback cycles.	Coaches participate in quarterly calibration.
Intentional Roles and Staffing	Publish clear job descriptions and responsibilities	Staff roles mapped to ensure strong early literacy supports.	Roles aligned to literacy/numeracy benchmarks.	Define elective roles to align with strategic priorities.	Staffing aligned to strengthen college & career readiness pathways.	Pilot flexible staffing models (shared interventionists, instructional coaches) that align with strategic priorities.	Adjust staffing for sustainable instruction.	Reorganize staff to strengthen enrichment & intervention.	Realign staffing to match course scheduling needs.	Integrate staffing between counseling, CTE, and extracurricular programs.	Fully implement sustainable staffing models aligned to strategy	Role clarity reinforces student growth monitoring systems.	Solidify sustainable enrichment & intervention models.	Specialized academies (STEM, arts, leadership) supported by sustainable staffing.	Teacher leaders positioned for regional/state recognition to boost district reputation.

Talent Development Metrics

Goals	Indicator of Success	Measurement ?	Deadline	Project Owner	KPI Date(s) Planned	KPI Date(s) Completed	Links
Launch a recruitment and selection toolkit aligned to diversity and hiring needs.	Recruitment and selection	Complete	February 2026	Kalum McKay	October, December, January	Meeting October RedRover/December 1 on 1	
Identify and mentor at least 5 aspiring leaders through a formal cohort.	Growth and retention	In Progress	April 2026	Kalum McKay, Aleida Juarez, Tommy Duncan, DeeAnna Blanton, Jeremy Aguirre	Monthly	Principal meetings	
100% of principals and assistant principals participate in at least two leadership development sessions.	Growth and retention	Complete	May 2026	Kalum McKay, Jessica Gore	October, February, April		
Launch a leadership development pipeline.	Growth and retention	In Progress	May 2026	Kalum McKay	Monthly	AP Meetings	
Implement comprehensive recruitment, growth, and retention plan	Growth and retention	In Progress	June 2026	Kalum McKay	Monthly	Self Planning	
Conduct exit and stay interviews with at least 90% of resigning or returning staff.	Growth and retention	In Progress	June 2026	Kalum McKay, Valerie Morris	April, May, June	March to develop template	
95% of core-content roles filled by certified teachers.	Intentional roles and staffing	In Progress	June 2026	McKay/Starnes/Principals	Monthly with current staff	Staffing meetings and monthly with uncertified	25-26 C…, Uncertifi…
					January,		

Good to Great (Jim Collins)

"You don't go from bad to great in a single bound. You build greatness step by step."



- **True transformation is never instant.**
  There's no silver bullet.

- **Sustainable success is built through disciplined, focused effort.**
  Each step—each team meeting, leadership decision, classroom observation, or data meeting—builds a layer of momentum, where small, consistent wins compound into real, lasting results.

- **It validates slow but strategic progress.**
  We are doing the right work: refining systems, developing leaders, aligning instruction. The results lag behind the work—but they *will* come.