SNYDER
INDEPENDENT SCHOOL DISTRICT

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2026–2027 Snyder Junior High School Turnaround Improvement Plan

2026-2027 Academic Support Links

Purpose

Snyder Junior High will continue implementation of its multi-year turnaround strategy during the 2026–2027 school year with an increased emphasis on instructional execution, data-driven action, teacher and leadership coaching, and performance management.

During the prior school year, Snyder Junior High established foundational turnaround systems through implementation of the **Phoenix Framework**, including:

1. Instructional Core Reset
2. Data-Driven Urgency
3. Campus Culture Renovation
4. Leadership Team Redesign
5. Parent and Community Alignment

The 2026–2027 plan does not replace this framework. Instead, the campus and district will deepen implementation and increase accountability for the quality and impact of the systems established during the previous year.

The principal improvement priorities for 2026–2027 will be:

Priority 1: Data Analysis and Instructional Action
Priority 2: Instructional Coaching and Teacher Capacity
Priority 3: Leadership Follow-Through and High-Quality Tier 1 Instruction
Priority 4: Leadership Capacity and Performance Management
Priority 5: Campus Culture and Student Readiness to Learn

These priorities are aligned to the Texas Education Agency Effective Schools Framework, Effective District Framework, Texas Strategic Leadership, Texas Instructional Leadership, Snyder ISD Strategic Plan and Tracker, Snyder ISD Tight/Loose Playbook, Snyder ISD Instructional Materials, Materials Internalization and Assessment, and the existing Snyder Junior High Phoenix Framework (RLA & Math).

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25-26 Final Accountability Ratings

	Domain 1 (Student Achievement)		Domain 2A (Academic Growth)		Domain 2B (Relative Performance)		Domain 3 (Closing the Gaps)		A-F
	24-25 Actual	25-26 Final	24-25 Actual	25-26 Final	24-25 Actual	25-26 Final	24-25 Actual	25-26 Final	25-26 Final
SPS	73%	65%	N/A	N/A	80%	69%	80%	61%	67 (-14)
SIS	65%	69%	58%	62%	67%	72%	59%	63%	69 (+4)
SJH	57%	57%	54%	58%	56%	57%	49%	69%	59 / 61 (+6)
SHS	81%	87%	65%	65%	79%	86%	56%	65%	80 (+6)
SISD	70%	73%	60%	62%	70%	73%	57%	65%	71 (+5)

Alignment to Snyder ISD Strategic Plan (Tracker)

The Snyder ISD Strategic Plan establishes an expectation that every student receive strong, grade-level instruction every day and appropriate additional support or challenge based on demonstrated need.

The Snyder ISD Strategic Plan was developed using the Texas Strategic Leadership framework and is grounded in the Effective District Framework. In 2024-2025, we spent the year conducting a landscape analysis and building our 3-year strategic plan. In 2025-2026, we successfully executed year 1. In 2026-2027, we are moving into year 2 of our strategic plan with a focus on district ownership and performance management.

The plan focuses on creating a rigorous and supportive student experience through strong grade-level instruction, data-driven instructional practices, targeted student supports, instructional capacity building, aligned district and campus systems, and ongoing performance management. Our expectation is that every student receives strong Tier I instruction every day, with additional support or challenge based on demonstrated need.

The Strategic Plan also establishes coaching, leadership development, practical professional learning, teacher collaboration, and progress monitoring as district priorities.

Snyder Junior High's turnaround work directly operationalizes these priorities.

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Students	Staff
• receive rigorous, grade-level Tier 1 instruction from state-approved high-quality instructional materials (Bluebonnet, Amplify, and Savaas); • receive timely intervention for unfinished learning; • receive acceleration when mastery is demonstrated; • experience consistent behavioral and academic expectations; • participate actively through discourse, writing, problem solving, and productive struggle; and • demonstrate measurable academic growth.	• build teacher capacity through recurring coaching; • strengthen instructional leadership; • provide practical, job-embedded professional learning; • protect PLC and collaborative planning time; • use student evidence to determine adult learning priorities; • differentiate teacher support; and • develop instructional coaches as leaders of teacher improvement.

Stakeholders

Campus leaders will continue to establish transparent communication with families and community stakeholders regarding academic expectations, campus priorities, student progress, and opportunities for partnership.

Stewardship

District and campus leadership will focus staffing, instructional resources, professional learning, coaching capacity, and intervention systems on strategies with demonstrated potential to improve student outcomes.

District Evidence:
26-27 Board YAG
26-27 Strategic Plan
26-27 Strategic Plan Tracker
26-27 District Improvement Plan
26-27 SJH Budget
25-26 Snyder Spring Data Stepback
25-26 Snyder Mid-Year Data Stepback

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Snyder ISD Tight/Loose Alignment

Snyder Junior High will operate within the Snyder ISD 2026–2027 Tight/Loose Playbook.

26-27 Tight / Loose Playbook

ACADEMIC

TIGHT (DISTRICT EXPECTATIONS)	LOOSE (CAMPUS FLEXIBILITY)
Snyder ISD Professional Development / Learning Plan 2026-2027 & 26-27 Professional Development	
2 PLCs a week with an agenda, norms, and roles with materials internalization a priority	Type of template / agenda and types of roles
Professional Learning Community (PLC) Folder - within 5 days of scope and sequence	Can adjust pacing day allotment, unit sequence, etc. as needed. Can cut, reduce, add, etc. MAJORITY of HQIM must be utilized.
26-27 Instructional Frameworks for Snyder ISD using Instructional Materials 26-27 Bluebonnet / HQIM required for Tier 1 and Tier 2 (district purchased)	Supported materials for enrichment and intervention, Tier 3, comes from campus funds
26-27 Snyder ISD PLC Schedule with admin present	M/W for SPS, T/Th for SIS, T/W for SJH, M/W for SHS
SISD 26-27 Assessment Calendar	Days of testing at beginning of test window and local assessments (as long as not required by grant)
Data Tracker HUB with Links - to student level at least every 3 weeks for a formative check-in / progress monitoring	DDI Options can include Bluebonnet assessments, exit tickets, pulse checks
4DX WIG: 100% of students will achieve growth in literacy (2nd tab).	
MTSS Framework	
2026-2027 HB1416 Accelerated Instruction	
26-27 Rounds / Walks - Schedules - monthly ish instruction rounds	Action planning around trends at the campus - level
Google Forms for GBF (every 2 weeks): look fors are TTESS and coaching next steps are GBF waterfall + weekly leadership alignment meetings	Get Better Faster: Primary Supports, Intermediate Support, SJHS, HS Classroom Walkthroughs - Tracking 25-26
Student discourse and writing (RACE for RLA)	

Campus leaders retain flexibility regarding implementation methods; however, district expectations regarding frequency, instructional quality, monitoring, and outcomes remain non-negotiable.

Campus Context and Problem Statement

Snyder Junior High entered its turnaround work with significant academic and cultural challenges requiring a comprehensive redesign of instructional and leadership systems.

During the 2025–2026 school year, the district and campus implemented foundational systems intended to address these conditions. Initial turnaround work included analysis of prior STAAR performance, development of academic trackers, twice-weekly PLCs, data-driven intervention

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planning, instructional coaching, HQIM implementation, leadership restructuring, and a comprehensive campus culture strategy.

By the end of the first semester, Snyder Junior High had demonstrated stronger HQIM execution, tighter alignment between PLC planning and classroom instruction, and increased teacher capacity in materials internalization and data analysis.

These improvements indicate progress in adult systems and instructional practice. However, continued and accelerated improvement is necessary.

The primary challenge for 2026–2027 is therefore not the establishment of additional programs or processes. The central challenge is increasing the **quality, consistency, urgency, and impact** of the systems already established.

The campus has identified five implementation problems requiring continued attention:

Priority 1: Data Analysis and Instructional Action

Strategic Objective: Snyder Junior High will strengthen its data-driven instructional cycle so that student performance evidence consistently results in timely, targeted instructional action and reassessment. Building on the academic trackers, curriculum-embedded assessments, benchmarks, twice-weekly PLCs, and intervention planning established during the initial turnaround year, the 2026–2027 focus will be on improving the **quality, consistency, and impact of data analysis and instructional response**.

Data-to-Coaching Connection

Student data will serve as a primary input into instructional coaching. Instructional coaches and campus administrators will regularly examine: student performance, student work, PLC artifacts, classroom observations, HQIM implementation, and previous coaching action steps.

The purpose is to identify the adult instructional practice most likely to improve the student outcome. The coaching system will therefore connect: Student Learning Problem → Teacher Practice Problem → Coaching Action Step → Follow-Up → Student Evidence

Professional Learning Communities

PLCs will occur at least twice weekly and serve as the primary structure for materials internalization and data-driven action. Teams will analyze HQIM lessons, assessments, exemplars, student work, and student-level data to identify learning gaps and determine targeted reteach, intervention, or acceleration.

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Every data PLC will result in a clear instructional action, owner, timeline, and reassessment plan.

Evidence:

26-27 SJH PLC Schedule
26-27 Approved Instructional Materials (HQIM)26-27 PLC Folder
26-27 Assessment Calendar
26-27 Domain 1 Goals
26-27 Domain 2A
26-27 Domain 3
SWAP Protocols
26-27 Data HUB with Links

Priority 2: Instructional Coaching and Teacher Capacity

Strategic Objective: Snyder Junior High will strengthen the quality and impact of instructional coaching so that feedback consistently results in observable changes in classroom practice and improved Tier 1 instruction.

Building on the Get Better Faster coaching cycles (tracker) , HQIM/T-TESS-aligned walkthroughs (Google Form), instructional rounds, and other feedback systems established during the initial turnaround year, Snyder Junior High has invested in two instructional coaches, one supporting RLA and one supporting mathematics, to provide sustained, content-specific coaching. The 2026–2027 focus will be on the quality and impact of each coaching cycle, including precise action steps, teacher rehearsal and practice, timely follow-up, and evidence of improved instructional practice.

This work reinforces the campus expectation that the first teach must be the best teach and that the campus cannot intervene its way out of weak Tier 1 instruction. Coaching will therefore remain focused on strengthening daily core instruction and building teacher capacity rather than simply documenting completion of coaching activities.

Teacher Coaching Cycle

Every teacher will receive observation and actionable feedback at least biweekly using the See It, Name It, Do It coaching model:

- See It: Identify the highest-leverage instructional gap using classroom, student, HQIM, and coaching evidence.
- Name It: Establish a specific, measurable action step.
- Do It: Practice through rehearsal, modeling, planning, or immediate implementation.

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- Follow-Up: Observe implementation, evaluate impact on teacher practice and student learning, and determine the next action step.

A coaching cycle is complete when feedback results in implementation and evidence of improved practice, not simply when feedback is delivered.

TMT Mentor Grant Support for First- and Second-Year Teachers

Snyder Junior High will use the TMT Mentor Grant to give our first- and second-year teachers strong, consistent support throughout the year. Each teacher will work closely with a trained mentor who can help with planning, classroom routines, instruction, student engagement, and using data to know what students need next.

Mentors will not just meet with teachers—they will be in classrooms, co-teaching, modeling strategies, observing instruction, and giving feedback that teachers can use right away. This gives our newer teachers someone to learn alongside as they continue to grow their practice.

The goal is simple: stronger teachers lead to stronger classrooms. By giving our first- and second-year teachers the support they need early, we can improve the quality and consistency of Tier I instruction, increase student engagement, and help more students show growth throughout the year.

Evidence:
RLA Log (Gault)
Math Log (White)
Job Description: Instructional Coach
Job Description: Department Chair
Instructional coaches meeting agenda
26-27 SJH Ratios
TMT Calendar & Mentors

Priority 3: Leadership Follow-Through and High-Quality Instructional Materials (Tier 1)

Strategic Objective: Snyder Junior High will strengthen leadership follow-through to ensure that improvement efforts remain centered on high-quality Tier 1 instruction. Administrators and instructional coaches will identify the highest-leverage instructional needs, assign clear ownership, monitor implementation, and evaluate whether actions result in improved teacher practice and student learning.

HQIM, PLCs, assessment, intervention, professional learning, and coaching will operate as an integrated instructional system. Teachers will:

- implement district-approved HQIM with fidelity;
- internalize lessons and assessments and maintain pacing expectations;
- provide grade-level tasks at the intended rigor;

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- use exemplars and anticipate misconceptions;
- implement checks for understanding and aggressive monitoring;
- provide meaningful opportunities for student discourse, writing, and productive struggle; and
- adjust instruction in response to evidence of student learning.

Campus leaders will monitor these expectations through established instructional look-fors, including lesson and task alignment, HQIM implementation, exemplar use, checks for understanding, student discourse and writing, cognitive engagement, and aggressive monitoring. Leadership teams will use these data to establish actions, assign owners, monitor follow-through, and determine whether the identified response improved Tier 1 instruction.

Evidence:
Snyder ISD Professional Development
Snyder ISD Instructional Rounds
Principal meeting agenda
Assistant Principal meeting agenda
SJH Leadership Team agenda
SJH Dept. Chair agenda

Priority 4: Leadership Capacity and Performance Management

Strategic Objective: Snyder ISD will strengthen the capacity of Snyder Junior High leadership to consistently monitor teaching and learning, develop instructional coaches and teachers, respond to student evidence, and execute the Turnaround Plan with fidelity.

The Assistant Superintendent will serve as the district owner for Turnaround Plan implementation and principal development and will meet with the principal at least twice monthly for goal-aligned coaching and implementation reviews. Reviews will examine student outcomes, TAP milestones, PLC and HQIM implementation, walkthrough trends, intervention effectiveness, special population performance, coaching quality, teacher development, and leadership-team execution.

The Assistant Superintendent and principal will also develop and monitor instructional coaches, reviewing coaching action steps, alignment to GBF, follow-up, evidence of changed teacher practice, and connections to student outcomes. Calibration, rehearsal, modeling, and feedback will be used to strengthen coaching effectiveness.

Performance management will focus not only on whether required activities occurred, but on the quality and impact of implementation: Identify Priority → Analyze Evidence → Determine Action → Assign Ownership → Monitor Implementation → Evaluate Impact → Adjust

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This cycle will strengthen principal and instructional leadership capacity while maintaining clear district oversight and accountability for campus improvement.

Weekly Instructional Leadership Alignment

The principal, assistant principals, and instructional coaches will meet weekly to review student outcomes, teacher practice, coaching effectiveness, PLC implementation, and intervention impact. The team will identify the highest-priority needs, determine appropriate actions, and monitor follow-through.

Each meeting will conclude with: Priority Action → Owner → Timeline → Evidence → Follow-Up

Evidence:
SJH TAP Tracker / Support
Recurring 1:1 with Jaime Miller / Jessica Gore
26-27 SJH Master Schedule
26-27 SJH PLC Schedule
Snyder ISD PLC Schedule

Priority 5: Campus Culture and Student Readiness to Learn

Strategic Objective: Snyder Junior High will continue the Culture Renovation component of the Phoenix Framework to protect instructional time, strengthen student engagement, improve attendance and belonging, and maintain consistent expectations for student behavior and academic effort.

Minga, PBIS, student leadership, and schoolwide behavior systems will support consistent expectations, positive recognition, tardy and behavior management, and student ownership. Campus leaders will regularly analyze attendance, discipline, tardies, classroom removals, repeat behaviors, Minga trends, student perception data, and instructional time lost to behavior to identify barriers and determine targeted actions.

The 2026–2027 focus will be on ensuring that culture systems produce measurable improvements in attendance, behavior, belonging, engagement, and protected instructional time, creating the conditions necessary for stronger academic outcomes.

Evidence:
MINGA
Culture things?
MTSS

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StopIt
[26-27 Roles and Responsibilities]

2026–2027 Implementation Milestones
Strategies will be classified as: **Continue | Strengthen | Adjust | Discontinue**

August–September 2026: Establish and Align

- ☐ Complete STAAR and baseline data analysis identifying priority standards, students, and student groups; document priorities in the campus data tracker.
- ☐ Implement two PLCs per week for each core content team, focused on HQIM internalization and data-driven instruction.
- ☐ Establish intervention groups and progress-monitoring measures for identified students.
- ☐ Assign instructional coaching caseloads and ensure 100% of teachers receive observation and actionable feedback at least biweekly.
- ☐ Begin twice-monthly principal-manager coaching and monthly instructional rounds.
- ☐ Calibrate administrators and instructional coaches on district HQIM, T-TESS, and GBF instructional look-fors.

Evidence: Data trackers, PLC agendas/artifacts, intervention rosters, GBF coaching trackers, principal-manager notes, instructional rounds documentation.

October–November 2026: Monitor and Adjust

- ☐ Analyze student-level performance data at least every three weeks, with each formal data cycle producing a documented instructional action, owner, and reassessment date.
- ☐ Monitor implementation of two PLCs per week and district HQIM/pacing expectations.
- ☐ Maintain biweekly coaching for 100% of teachers, with documented action steps and follow-up.
- ☐ Review instructional coach effectiveness at least twice monthly, including action-step quality, follow-up, and evidence of changed teacher practice.
- ☐ Use walkthrough and instructional rounds trends to identify and monitor no more than 1–2 campuswide instructional priorities at a time.

Evidence: Data Action Tracker, assessment results, PLC artifacts, pacing documents, GBF trackers, coach feedback, walkthrough data, instructional rounds action plans.

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December 2026: Mid-Year Step-Back

- ☐ District and campus leadership will complete one formal mid-year review comparing implementation evidence to student outcomes.

The review will evaluate:

- student achievement and growth;
- implementation of twice-weekly PLCs;
- data cycles and resulting instructional adjustments;
- biweekly teacher coaching and follow-up;
- HQIM/Tier 1 implementation;
- intervention effectiveness; and
- TAP milestone completion.

Evidence: Mid-year benchmark/data analysis, implementation dashboard, TAP tracker, coaching data, PLC evidence, intervention progress, written Semester 2 action plan.

January–March 2027: Intensify and Respond

- ☐ Maintain two PLCs per week and student-level data analysis at least every three weeks.
- ☐ Document an adjusted instructional response and reassessment for students not demonstrating expected progress.
- ☐ Maintain biweekly observation and feedback for 100% of teachers.
- ☐ Provide intensified coaching for teachers not demonstrating implementation of identified action steps.
- ☐ Continue twice-monthly principal-manager reviews and twice-monthly review of instructional coach effectiveness.
- ☐ Monitor whether Semester 2 adjustments are producing improved student and teacher outcomes.

Evidence: PLC artifacts, Data Action Tracker, reassessment results, intervention records, GBF trackers, coach-development evidence, principal-manager notes.

April–May 2027: Execute and Evaluate

- ☐ Maintain district Tight/Loose expectations for HQIM, PLCs, data analysis, and coaching through the end of the instructional year.
- ☐ Continue targeted intervention and acceleration based on current student evidence.
- ☐ Complete follow-up on active teacher coaching cycles.

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- ☐ Evaluate implementation measures against end-of-year student performance and growth.

Evidence: Data trackers, coaching trackers, PLC artifacts, intervention progress monitoring, walkthrough trends, student assessments.

June–August 2027: Analyze and Plan

- ☐ Complete an after-action analysis of STAAR, accountability, student growth, and implementation data.
- ☐ Determine which instructional, coaching, and intervention strategies demonstrated evidence of impact.
- ☐ Identify no more than 2–3 highest-leverage adjustments for the subsequent school year.
- ☐ Incorporate findings into staffing, scheduling, professional learning, and campus improvement planning.

Evidence: STAAR/accountability analysis, implementation dashboard, after-action report, staffing/master schedule decisions, 2027–2028 improvement priorities.