SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 16, 2026

Agenda Section: Consent

Agenda Item Title: Campus Improvement Plans

From: Dr. Jennifer Gutierrez, Deputy Superintendent

Additional Presenters if Applicable: Leticia Rodriguez, Federal and State Programs Director

Description: In Texas, each public school is required to develop a Campus Improvement Plan (CIP) to guide efforts to improve student performance, address identified school needs, and promote overall school effectiveness. The requirements for the CIP are outlined in the Texas Education Code (TEC), Chapter 11, Section 11.253, and oversight is provided by the Texas Education Agency (TEA).

The CIP is designed to be a comprehensive, data-driven document that includes:

- Identification of areas of need based on student performance data, state accountability ratings, and local assessments.
- Goals and measurable objectives aligned to the district's strategic priorities and state accountability standards.
- Research-based strategies and action steps to address instructional and operational challenges.
- Allocation of resources, including staffing, instructional materials, and professional development, to support plan implementation.
- Monitoring and evaluation procedures to track progress, adjust strategies as needed, and ensure accountability for student outcomes.

The CIP serves as a roadmap for continuous school improvement, providing clear direction for staff, administrators, and stakeholders to collaboratively enhance teaching, learning, and student achievement. Each CIP was developed, reviewed, and approved by the Site Based Decision Making Committee.

Historical Data: The Board approves the Campus Improvement Plans on an annual basis.

Recommendation: Approve the Campus Improvement Plans as presented.

Purchasing Director and Approval Date: N/A

Funding Budget Code and Amount: N/A

Goal 1: SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

South San Antonio Independent School District

Dwight Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 school year, Dwight Middle School will increase the percentage of students who score at the Meets or above performance level on STAAR for RLA from 33% to 44% Meets; for Math from 29% to 47% meets; Science from 34% to 45% meets; Social Studies from 13% to 23% meets.

Evaluation Data Source: Assessment data
Common assessments
Unit assessments
Benchmarks
Eduphoria reports

Strategy 1

100% of teachers will use and implement the SSAISD lesson internalization protocol.

Strategy's Expected Result/Impact: The teacher implements lessons with fluency to include assessment of exit tickets.

Staff Responsible for Monitoring: Master Teachers, Principal, Assistant Principal, Teachers

Problem Statements: Student Learning 1

Funding Sources: Teacher's Editions, instructional resources, TEKS 199 Local,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

The teachers will design activities and implement instructional strategies that provide intentional questioning and student discourse opportunities for all students.

Strategy's Expected Result/Impact: Increase in student engagement and active participation through collaborative lessons, allowing students to deepen their understanding of the concepts being taught in the classroom.

Staff Responsible for Monitoring: Master Teachers, Teachers, Principal, Assistant Principal

Problem Statements: Student Learning 1

Funding Sources: instructional supplies 199 Local,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Teachers will analyze student assessment data and use the Student Work Analysis Protocol to inform and drive instructional decisions during internalization, cluster meetings, monthly progress-monitoring meetings, and core teacher enrichment and intervention periods.

Strategy's Expected Result/Impact: Students will meet their classroom targets by partaking in small group instruction and tutoring groups.

Staff Responsible for Monitoring: Mentor Teachers, Master Teachers, Principal, Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: assessment reports, data trackers 199 Local,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although we had growth, a large number percentage of students are performing below grade level in math and reading.	There is a lack of alignment and rigor on on instructional strategies, levels of questioning, and differentiation.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our district data protocol is not being used consistently and with fidelity.	There is a lack of follow through with the district data protocol.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, high focus groups students will increase meets on state assessment in RLA 6th from 28% to 44%, RLA 7th from 29% to 44%; RLA 8th from 36% to 44%, Math 6th from 20% to 47%, Math 8th from 27% to 47%, Math-ALG I from 33% to 47%.

Evaluation Data Source: STAAR data

Strategy 1

Provide targeted small-group instruction in RLA and Math based on student performance data, with specific supports for Hispanic learners and Emergent Bilinguals.

Strategy's Expected Result/Impact: Improved student mastery of grade-level content in RLA and Math, particularly among identified high-focus student groups, as evidenced by increased performance on formative assessments, district benchmarks, and STAAR assessments. Targeted small-group instruction will support closing achievement gaps and increasing the percentage of students performing at the Meets Grade Level standard.

Staff Responsible for Monitoring: Master Teachers, Teachers, and Administration.

Problem Statements: School Processes & Programs 1

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Strategy 2

Teachers will review and analyze data at the end of every campus assessment in order to inform instruction. Strategies will include how to close gaps for our special populations.

Strategy's Expected Result/Impact: Instruction is adjusted in real-time based on assessment data, leading to targeted interventions and improved student outcomes, as reflected in increased mastery of standards and higher performance on subsequent assessments, which would lead to success in closing the gaps.

Staff Responsible for Monitoring: Teachers (including inclusion support Teachers, Mentor Teachers), Master Teachers, Administration.

Problem Statements: School Processes & Programs 1

Funding Sources: 199 Local,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our district data protocol is not being used consistently and with fidelity.	There is a lack of follow through with the district data protocol.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

100% of teachers will receive high level job-embedded professional development and lesson internalization.

Evaluation Data Source: Professional development agendas and attendance records, Cluster meeting agendas and sign-in sheets, lesson internalization documentation, instructional walkthrough data, and teacher coaching logs.

Strategy 1

Teachers will attend weekly cluster and internalization meetings with Master Teachers for support in lesson internalization and professional development.

Strategy's Expected Result/Impact: Teachers build capacity in the delivery of the high quality instruction and implement lessons with fluency and instructional strategies are implemented effectively.

Staff Responsible for Monitoring: Master Teachers, Administration, Mentor Teachers

Problem Statements: Student Learning 1

Funding Sources: Resources for planning, materials 199 Local,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although we had growth, a large number percentage of students are performing below grade level in math and reading.	There is a lack of alignment and rigor on on instructional strategies, levels of questioning, and differentiation.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1

By May 2027, 100% of students with parental permission will be provided with the opportunity to access Social Emotional Learning activities in order to improve student well being.

Evaluation Data Source: Counselor's Guidance Lessons, ChildSafe, Joven, Enrichment Calendar, CIS, and Counseling Groups

Strategy 1

Students will be provided guidance lessons through the collaboration of the school counselor, child safe, and Communities In Schools (CIS).

Strategy's Expected Result/Impact: Student needs will be addressed and resolved timely and discipline will decrease.

Staff Responsible for Monitoring: Counselor, Social Worker, Administration.

Problem Statements: Demographics 1

Funding Sources: SEL Lessons, presentations from outside agencies 199 Local,

Title I: 2.5.3

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student attendance was the lowest among secondary campuses in the district.	Parents often underestimate how important it is for students to attend school every day.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1 ☑ High Priority

Dwight Middle School will enhance communication strategies to ensure parents stay informed and engaged in the educational process of our students.

Evaluation Data Source: Robocalls, Family Engagement Events Report/Attendance, Sign-in Sheets, and Facebook Analytics, and Engagement Analytics.

Strategy 1

A weekly campus newsletter will be shared with parents via email to keep them informed about school events and important updates.

Strategy's Expected Result/Impact: Inform parents of campus events, educational information and showcase students to Increase parent/family engagement.

Staff Responsible for Monitoring: Administration, Front Office Staff, Parent Liaison

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Campus events and student learning will be showcased on a variety of social media platforms and on the campus web page.

Strategy's Expected Result/Impact: Share campus information with parents and the community by highlighting student learning, achievement, and campus celebrations to increase awareness, strengthen family and community engagement, and foster a sense of connectedness.

Staff Responsible for Monitoring: Webmaster and Administration

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

We will increase parent participation in school events, such as Open House, Meet the Teacher, Monthly Cafecito's ,Trunk or Treat, Fall-Fest.

Strategy's Expected Result/Impact: To increase sense of belonging, connectiveness, and parental involvement

Staff Responsible for Monitoring: Administration, Parent Liaison, and Campus Committees.

Problem Statements: Perceptions 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student attendance was the lowest among secondary campuses in the district.	Parents often underestimate how important it is for students to attend school every day.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus community has developed a perception that Approaches Grade Level represents acceptable academic success.	School community has previously used approaches grade level in STAAR assessment as an indicator of mastery, resulting in expectations lowered and a lack of urgency around meeting grade-level expectations.

Performance Objective 2 ☑ High Priority

Dwight Middle School will focus on increasing attendance from 91% to 94% for the 2026-2027 school year.

Evaluation Data Source: Attendance Reports

Strategy 1

Attendance incentives will be provided monthly.

Strategy's Expected Result/Impact: Create a friendly competition by grade level and increase student attendance by 3% average.

Staff Responsible for Monitoring: Administration, Attendance Clerk, Attendance Committee, and Family Liaison.

Problem Statements: Demographics 1

Funding Sources: 199 Local 199 Local, $2,800

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Strategy 2

Students with perfect attendance or above 95% per 9 weeks will be featured in the Bobcat Express and be provided with certificates and incentives.

Strategy's Expected Result/Impact: Increase student attendance and student performance.

Staff Responsible for Monitoring: Administration, Attendance Clerk, Attendance Committee, Family Liaison

Problem Statements: Demographics 1

Funding Sources: Incentives 199 Local, $2,800

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student attendance was the lowest among secondary campuses in the district.	Parents often underestimate how important it is for students to attend school every day.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

By May 2027, 100% of 8th-grade students will participate in college and career exploration activities, PSAT assessments, and STEM learning opportunities aligned with Career and Technical Education (CTE) pathways of study.

Evaluation Data Source: College and career exploration participation records, career interest assessment results, PSAT participation reports, STEM activity participation logs, CTE pathway exploration documentation, and student enrollment records.

Strategy 1

Campus counselors and teachers will collaborate to provide all 8th-grade students with opportunities to explore college and career pathways through career interest assessments, academic advising, PSAT participation, and STEM coursework. Student interest and assessment data will be used to guide students in identifying CTE pathways aligned with their interests and future educational and career goals.

Strategy's Expected Result/Impact: Increased student knowledge of and engagement in college and career pathways, as evidenced by career interest assessment results, student identification of potential CTE pathways, and demonstrated understanding of postsecondary education and career opportunities.

Staff Responsible for Monitoring: Counselor and Teachers

Problem Statements: Perceptions 1

Title I: 2.5.2

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus community has developed a perception that Approaches Grade Level represents acceptable academic success.	School community has previously used approaches grade level in STAAR assessment as an indicator of mastery, resulting in expectations lowered and a lack of urgency around meeting grade-level expectations.

South San Antonio Independent School District



Hutchins Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

By May 2027, the percentage of students in STAAR Reading 3-5, will increase from 46% to 50% at the Meets performance level or higher.

Evaluation Data Source: STAAR Data

Strategy 1

Implement and monitor HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher
capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Unit and lesson internalization will support teachers in providing students with high quality tier 1 instruction that will impact student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers
Bilingual Aide

Problem Statements: Student Learning 2

Funding Sources: Reading Master Teacher 211 Title I, Part A, $100,000, Bilingual Aide 211 Title I, Part A, $29,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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Strategy 2

Implement a balanced assessment system that ensures the use of HQIM-Based Formative Assessments that drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time
and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets
level performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student ownership of the conversation created by the teacher through intentional questioning causing students to actively use content-specific vocabulary by explaining, questioning, reflecting, and synthesizing.	Teachers have an opportunity to strengthen their questioning strategies by providing students with adequate wait time, structured opportunities to think, and supportive ways to formulate and share their responses effectively.
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Performance Objective 2

By May 2027, the percentage of students in STAAR Math 3-5, will increase from 38% to 49% at the Meets performance level or higher.

Evaluation Data Source: STAAR Data

Strategy 1

Implement and monitor HQIM aligned to the State of Texas Math standards (TEKS) and build teacher
capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Unit and lesson internalization will support teachers in providing students with high quality tier 1 instruction that will impact student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers

Problem Statements: Student Learning 2

Funding Sources: Math Master Teacher 211 Title I, Part A, $100,000

TEA Priorities: Build a foundation of reading and math

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Performance Objective 3

By May 2027, the percentage of students in STAAR Science 5th, will increase from 20% to 30% Meets performance level or higher.

Evaluation Data Source: STAAR Data

Strategy 1

Implement and monitor HQIM aligned to the State of Texas Science standards (TEKS) and build teacher
capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Unit and lesson internalization will support teachers in providing students with high quality tier 1 instruction that will impact student achievement.

Staff Responsible for Monitoring: Principal
Master Teachers
Assistant Principal

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A, , 199 Local,

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Performance Objective 4

By Spring 2027, students in grades K-3 will meet or exceed growth projections in Math MAP with the following:
Kindergarten- 88 %
1st grade-65%
2nd grade 62%
3rd-grade- 60 %

Evaluation Data Source: MAP EOY data

Strategy 1

Utilize assessment data to support student skill gaps during Math scholar time through small groups and intentional stations.

Strategy's Expected Result/Impact: Close learning gaps of students with targeted support

Staff Responsible for Monitoring: Teachers, Master Teachers, Admin

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Performance Objective 5

By Spring 2027, students in grades K-3 will meet or exceed growth projections in Reading MAP with the following:
Kindergarten- 90 %
1st grade-74%
2nd grade 74%
3rd-grade- 55 %

Kindergarten SP- 40 %
1st grade SP- 55%
2nd grade SP- 50%
3rd-grade-SP- 40 %

Evaluation Data Source: MAP MOY and EOY data

Strategy 1

Utilize assessment data to support student skill gaps during Reading scholar time through small groups and intentional stations.

Strategy's Expected Result/Impact: Utilize assessment data to support student skill gaps during Reading scholar time through small groups and intentional stations.

Staff Responsible for Monitoring: Teachers, Master Teachers, Admin

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

By May 2027, 100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations
focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS and Bullseye data

Strategy 1

Campus administration will implement a minimum of 5 walkthroughs per week providing teacher feedback. This will ensure fidelity of implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Bullseye to guide our
professional learning, coaching, and cluster meeting.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1, 2

Funding Sources: 211 Title I, Part A, , 199 Local,

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student ownership of the conversation created by the teacher through intentional questioning causing students to actively use content-specific vocabulary by explaining, questioning, reflecting, and synthesizing.	Teachers have an opportunity to strengthen their questioning strategies by providing students with adequate wait time, structured opportunities to think, and supportive ways to formulate and share their responses effectively.

2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Performance Objective 2

In the 2026-2027 school year, 100% of teachers will participate in sustained, high-quality professional development aligned to campus priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: Cluster Meeting agendas, Eduphoria

Strategy 1

Provide weekly job-embedded professional learning for all teachers.

Strategy's Expected Result/Impact: Cluster meetings will provide teachers will strategies and tools to support our students to reach individual growth goals.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master teachers

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A, , 199 Local,

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1

Student attendance at Hutchins will increase from 94% to 95% for the 2026-2027 school year.

Evaluation Data Source: PEIMS data. Weekly average reports,

Strategy 1

Provide tiered interventions to increase student attendance by:
Tier 1: Universal messaging and school-wide incentives
Tier 2: Personalized phone calls, parent meetings, and student check-ins
Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
PEIMS Clerk
Attendance Advocate
Parent Liaison
Headstart Family Facilitator

Problem Statements: Demographics 1

Funding Sources: 199 Local,

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Strategy 2

Implement weekly and quarterly incentives for students, such as raffles and weekly giveaways, to improve overall attendance.

Strategy's Expected Result/Impact: Increase our attendance rate by 2% this school year.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
PEIMS Clerk
Attendance Advocate
Parent Liaison
Headstart Family Facilitator

Problem Statements: Demographics 1

Funding Sources: 199 Local,

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on attendance data, PK, KG ECSE and LID grades are under the attendance goal of 95%	Hutchins will increase parent awareness and communicate with parents the importance of attending school daily.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, Hutchins will increase the percentage of family involvement by 20% as measured by attendance of school wide events such as cafecito and family nights.

Evaluation Data Source: attendance sign in sheets

Strategy 1

Plan Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success.
Examples include:
Cafecitos
Meet the Teacher Night
Open House
Title I Campus Policy Meeting
Campus Academic Nights
STAAR Night
Grandparents Day
Trunk or Treat
Family Engagement Activites

Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sign ins

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
HS Family Facilitator
Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Family Liaison 211 Title I, Part A, $16,000

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Strategy 2

Coordinate with our district Program Specialist for the Identification and Recruitment of eligible migratory families and McKinney Vento identified students.

Strategy's Expected Result/Impact: Increased Academic Performance
improved Attendance
Reduced Discipline Rates

Staff Responsible for Monitoring: Family Specialist
Parent Laison
School Counselor
PEIMS clerk

Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Based on attendance data, PK, KG ECSE and LID grades are under the attendance goal of 95%	Hutchins will increase parent awareness and communicate with parents the importance of attending school daily.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There needs to be more advanced delivery (more than one week prior) of communication for all family engagement opportunities. Alternate event times to make sure parents can attend due to their work schedule.	Delivery of communication is too late of a notice for parents to schedule time off for the planned event or the event occurs during the day. Some events starting too soon after school when parents are working.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

☑ **High Priority**

Students will engage in meaningful, real-world learning experiences that strengthen critical thinking, problem-solving, communication, collaboration, and the application of academic skills to prepare them for future college, career, workforce, and military opportunities.

Evaluation Data Source: Classroom walkthroughs, Internalization, student work samples, student discourse evidence.

Strategy 1

Implement TEKS-aligned, real-world learning experiences across grade levels through classroom instruction, hands-on activities, guest speakers, career exploration, and purposeful field trips.

Strategy's Expected Result/Impact: These experiences will strengthen student communication, collaboration, critical thinking, and problem-solving skills while increasing awareness of future college, career, workforce, and military pathways.

Staff Responsible for Monitoring: Principal
AP
Counselor
Headstart Family Facilitator

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Process of examining evidence of student learning to determine students' conceptual understanding and skill mastery, identify learning needs, and adjust instructional practices accordingly.	Student work analysis can be strengthened through consistent, purposeful review of student learning to identify trends, recognize misconceptions, and inform responsive instructional decisions that support student growth.

South San Antonio Independent School District

Neil Armstrong Elementary School

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By Spring 2027, 75% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Literacy.

Evaluation Data Source: CIRCLE Progress Monitoring System (CPMS)

Strategy 1

☑ **Results Driven Accountability**

Provide comprehensive training and ongoing coaching to SSAISD Pre-K staff on effectively implementing the
CIRCLE Activity Collection and other evidence-based literacy practices to ensure strong Tier 1 instruction in foundational literacy skills.

Strategy's Expected Result/Impact: Pre-K students will increase their foundational literacy skills, including phonological awareness, alphabet knowledge, and early writing, as measured by the CIRCLE Progress Monitoring System (CPMS).

Staff Responsible for Monitoring: Principal
Assistant Principal
Head Start Instructional Coaches
Pre-K Teachers

Problem Statements: Student Learning 2

Funding Sources: 205 Head Start,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 48% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of early intervention for Tier 2 & Tier 3 students using MTSS starting in Pre-Kindergarten.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By Spring 2027, 80% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Mathematics.

Evaluation Data Source: CIRCLE Progress Monitoring System (CPMS)

Strategy 1 ☑ Results Driven Accountability

Provide comprehensive training and ongoing coaching to SSAISD Pre-K staff on effectively implementing the
CIRCLE Activity Collection and other evidence-based mathematics practices to ensure strong Tier 1 instruction in foundational numeracy skills.

Strategy's Expected Result/Impact: Pre-K students will increase their foundational numeracy skills, including
number sense, counting, and problem-solving, as measured by the CIRCLE Progress Monitoring System (CPMS).

Staff Responsible for Monitoring: Principal
Assistant Principal
Head Start Instructional Coaches
Pre-K Teachers

Problem Statements: Student Learning 2

Funding Sources: 205 Head Start,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 48% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of early intervention for Tier 2 & Tier 3 students using MTSS starting in Pre-Kindergarten.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By Spring 2027, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Results Driven Accountability

Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 48% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of early intervention for Tier 2 & Tier 3 students using MTSS starting in Pre-Kindergarten.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics, with at least 59% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Results Driven Accountability

Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher
Mentor Teachers
Career Teachers

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in 3rd-5th STAAR Math is not yet at state average, with 40% of all students at the "Meets" grade level.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

Performance Objective 5

By May 2027, the percentage of students in STAAR Reading 3-5 will increase from 48% to 53% at the Meets performance level or above.

Evaluation Data Source: CFAs, UAs, and Benchmarks, STAAR Reading 3-5 Report

Strategy 1 ☑ Results Driven Accountability

Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Follow the districts yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Create a master schedule that prioritizes and adheres to daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3 ☑ Results Driven Accountability

Utilize the balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 48% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of early intervention for Tier 2 & Tier 3 students using MTSS starting in Pre-Kindergarten.

Performance Objective 6 ☑ High Priority

By May 2027, the percentage of students in STAAR Math 3-5 will increase from 40% to 49% at the Meets performance level or above.

Evaluation Data Source: CFAs, UAs, Benchmarks, STAAR Math 3-5 Report

Strategy 1 ☑ Results Driven Accountability

Fully implement the district's adopted HQIM that is aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that provides teachers with opportunities for unit and lesson internalization, modeling, and practice-based learning during cluster meetings. Progress will be measured through walkthrough data that reflects growth in teachers' understanding and effective use of high-quality instructional materials (HQIM) in alignment with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal
Assistant Teacher
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Create a master schedule that prioritizes and adheres to daily, uninterrupted math instructional blocks by protecting time for core math instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Create a master schedule that prioritizes and adheres to daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 4

Hire and utilize after school and Saturday tutors to provide small-group and individualized instruction targeting specific math needs in grades 3-5.

Strategy's Expected Result/Impact: Increase math comprehension and performance in grades 3-5.

Staff Responsible for Monitoring: Principal, Assistant Principal and Master Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in 3rd-5th STAAR Math is not yet at state average, with 40% of all students at the "Meets" grade level.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

Performance Objective 7 ☑ High Priority

By May 2027, the percentage of students in STAAR Science 5th will increase from 11% to 25% at the Meets performance level or above.

Evaluation Data Source: CFAs, UAs, Benchmarks, STAAR 5 Science Reports

Strategy 1

Fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that provides teachers with opportunities for unit and lesson internalization, modeling, and practice-based learning during cluster meetings. Progress will be measured through walkthrough data that reflects growth in teachers' understanding and effective use of high-quality instructional materials (HQIM) in alignment with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Create a master schedule that prioritizes daily, uninterrupted science instructional block by protecting time for core science instruction and ensure fidelity to instructional minutes

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction through classroom weekly as measured by walkthroughs and observations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part A,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June

Strategy 3

Utilize the districts balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part A,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student achievement in 5th STAAR Science was significantly low, with 11% of the students at the "Meets" performance standard.	The implementation of Science instruction and best practices across all levels requires adjustment to meet state expectations.

Performance Objective 8 ☑ High Priority

By May 2027, the percentage of students in Reading Grade 4&5 STAAR will demonstrate an increase in annual expected growth from 74% to 80%.

Evaluation Data Source: CFAs, UAs, Benchmarks, 4th & 5th STAAR Reading Reports

Strategy 1 ☑ Results Driven Accountability

Fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Follow the districts year long professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings. as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 48% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of early intervention for Tier 2 & Tier 3 students using MTSS starting in Pre-Kindergarten.

Performance Objective 9 ☑ High Priority

By May 2027, the percentage of students in Math Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 79% to 82%.

Evaluation Data Source: CFAs, UAs, Benchmarks, STAAR Reports

Strategy 1 ☑ Results Driven Accountability

Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings. as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in 3rd-5th STAAR Math is not yet at state average, with 40% of all students at the "Meets" grade level.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1 ☑ High Priority

By May 2027,100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS & Jot Dot

Strategy 1

Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evidenced by EEPASS Data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Strategy 2

Campus administration will perform a practice evaluation on each teacher using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, and SALT meetings.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction	Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction across all content.

Performance Objective 2

Establish a system that provides immediate and ongoing feedback after walkthroughs and evaluations that is supportive to teacher growth.

Evaluation Data Source: Jotform data

Strategy 1

Create and follow a schedule of walkthroughs and formal observations that will include timely feedback.

Strategy's Expected Result/Impact: Gather authentic and real time data to inform improvement efforts for the
teachers

Staff Responsible for Monitoring: Administration, Master Teachers, Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction	Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction across all content.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1 ☑ High Priority

Student attendance at Armstrong will increase from 92.5% to 93% for the 2026-2027 school year.

Evaluation Data Source: Campus Attendance Reports

Strategy 1

Recognize and reward students that meet or exceed the district's 94% attendance goal, as well as those demonstrating significant attendance improvements.

Strategy's Expected Result/Impact: Increase in Average Daily Attendance

Staff Responsible for Monitoring: Principal
Assistant Principal
Data Processor

Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The attendance rate for 2025-2026 was 92.50%, and below the district goal of 93%.	Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1 ☑ High Priority

By May 2027, SSAISD will increase the percentage of students attending school to a minimum of 93%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

Evaluation Data Source: Attendance Reports

Strategy 1

Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, promote two-way communication, and educate families on new initiatives and resources. These meetings will include Parent Cafecitos, Meet the Teacher night, Open House/Title I, STAAR information sessions, CILT and will be communicated via flyers and electronically. Light snacks will be provided.

Strategy's Expected Result/Impact: Increase in parent and family participation and communication

Staff Responsible for Monitoring: Administration, Counselor, Parent Liaison, Secretary, Staff

Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A,

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Strategy 2

Conduct parent meetings to inform them of ways they can help make a positive impact on the academic progress and success of their student(s) at home. These meetings include Convivios, Academic/STEM Nights, Report Card Nights, Book Fairs, Ceremonies and will be communicated electronically and through flyers. Light snacks will be provided.

Strategy's Expected Result/Impact: Increase in student academic achievement and parent/family participation in
their child's academic progress and success.

Staff Responsible for Monitoring: Administration, Teachers, Counselor, Staff, Secretary

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

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Strategy 3

To support student participation and engagement, parents and families will be given the opportunity to attend social events such as School Performances, Breakfast Buddies, Grandparent's Day Celebration, Family Lunch Day. These events will be communicated via Flyers and electronically and light snacks and refreshments will be served.

Strategy's Expected Result/Impact: Increase in parent participation.

Staff Responsible for Monitoring: Administration, Secretary, Counselor, Parent Liaison, Teachers

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The attendance rate for 2025-2026 was 92.50%, and below the district goal of 93%.	Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	A need has emerged to strengthen family engagement with the campus in ways that build positive relationships and culture.	Due to a lack of opportunities for stakeholder involvement, major family engagement events are minimal.

Performance Objective 2 ☑ High Priority

By May 2026, Armstrong will increase the percentage of students attending school to a minimum of

93%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

Evaluation Data Source: Student Attendance Records
Communication Logs
Attendance Initiatives

Strategy 1

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes:

Distributing clear, attendance expectation letters to all families.

Engaging families early with personalized communication when attendance drops below 95%.

Hosting attendance awareness events that emphasize the link between attendance and academic success.

Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism.

Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: 211 Comprehensive Support,

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	A need has emerged to strengthen family engagement with the campus in ways that build positive relationships and culture.	Due to a lack of opportunities for stakeholder involvement, major family engagement events are minimal.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

By May 2027, Armstrong Elementary will support the district's college and career readiness goals by providing rigorous instruction and age-appropriate learning experiences that develop students' academic skills, critical thinking, problem-solving, and awareness of future college and career opportunities.

Evaluation Data Source: By May 2027, Armstrong will provide students with opportunities to explore college and career pathways through meaningful learning experiences, campus activities, and exposure to a variety of careers and future possibilities.

Strategy 1

Provide students with ongoing exposure to college and career opportunities through career exploration activities, guest speakers, college awareness events, and classroom lessons that connect academic learning to real-world careers during cafecitos and after school events.

Staff Responsible for Monitoring: Campus Administration and Parent Liaison

Problem Statements: Demographics 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The attendance rate for 2025-2026 was 92.50%, and below the district goal of 93%.	Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.

South San Antonio Independent School District

DAEP

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Curriculum and Instruction -SSAISD will engage all students with a high-quality research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ **High Priority**

By May 2027, 100% of students attending the D.A.E.P. will complete and submit all assigned academic work. This effort will contribute to an overall increase in the percentage of middle and high school students district wide achieving the Meets Grade Level or higher performance level on STAAR Math (Grades 6-Algebra I) and STAAR Reading (Grades 6-EOC) assessments.

Evaluation Data Source: Weekly Progress Reports, Grade Books, and District Assessments

Strategy 1

All DAEP teachers will fully implement high-quality instructional materials (HQIM) aligned to the State of Texas ELAR and Math TEKS and will build instructional capacity through job-embedded professional learning in core content areas (Grades 6-12) to ensure students receive strong Tier 1 instruction aligned with grade-level expectations.

Strategy's Expected Result/Impact: 6th-12th grade students will increase performance in Math, ELAR, Science, and Social Studies as measured by the Balanced Assessment System.

Staff Responsible for Monitoring: D.A.E.P. Teachers, Principal, and Executive Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Continue to ensure that 100% of students receive assigned work in their ELAR, Math, Science, and Social Studies classes. DAEP teachers will provide and monitor student assignments aligned to the District Scope and Sequence for core subjects, and students will complete elective courses through the Edgenuity program.

Strategy's Expected Result/Impact: The students return back to their home campus in ELAR, Science, Math, and Social Studies with fewer gaps while placed at the DAEP.

Staff Responsible for Monitoring: Principal and Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During certain times of the year teachers can have up to seven different grade levels in their classes at the same time, which makes it difficult to do individual teaching to ensure students are mastering all TEKS.	Due to limited staffing, with only four core content teachers serving students across multiple grade levels, each class may include students with varying academic levels, learning needs, and curricular requirements. This presents challenges in providing differentiated, student-centered instruction that consistently addresses individual student needs and grade-level expectations.

Goal 2 Collaborative and Effective Staff - SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1 ☑ High Priority

During the 2026-2027 school year, the campus, in collaboration with the district, will provide professional development through Cluster & SALT Meetings for 100% of our teachers, focused on increasing student engagement and supporting social-emotional learning. Training opportunities will include sessions through Lead4ward, Hacking School Discipline Book Study, NIET Framework, and lesson planning workshops.

Evaluation Data Source: NIET evaluations and Feedback
Walkthroughs announced and unannounced with a minimum of 5 walkthroughs per week using Bullseye Lift Data
Eduphoria Professional Development Certificates for District PD

Strategy 1

All D.A.E.P. teachers will receive ongoing professional development and support through District and Campus PD opportunities aligned to the NIET Evaluation System Rubric. Support will include feedback from announced and unannounced walkthroughs, participation in book studies such as Conscious Discipline & Hacking School Discipline, and engagement in Cluster & SALT Meetings.

Strategy's Expected Result/Impact: Teachers will become more effective in social emotional learning and high quality teaching practices.

Staff Responsible for Monitoring: Principal, Executive Master Teacher, and Director of Secondary Schools

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Only three out of seven teachers have been trained with the Dialectical Behavior Therapy (DBT) program at the DAEP this year.	Two newly hired teachers have not yet received formal training in the Dialectical Behavior Therapy (DBT) program. This lack of training may impact the consistent implementation of DBT strategies and limit their ability to effectively support students in developing emotional regulation, coping skills, and positive behavioral responses.

Performance Objective 2 ☑ High Priority

100% of High-Quality Instructional Materials (HQIM) will be implemented to promote high levels of student engagement and to support rigorous, grade-level instruction.

Evaluation Data Source: Grade book data, District level and campus level assessments, & Cluster Meeting Training.

Strategy 1

The Campus Principal will ensure that High-Quality Instructional Materials (HQIM) training is implemented to promote high levels of student engagement and to support rigorous, grade-level instruction.

Strategy's Expected Result/Impact: Teachers will have High Quality Instructional Materials to close the gaps as well as increase students formative and summative assessment performance.

Staff Responsible for Monitoring: Principal and Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During certain times of the year teachers can have up to seven different grade levels in their classes at the same time, which makes it difficult to do individual teaching to ensure students are mastering all TEKS.	Due to limited staffing, with only four core content teachers serving students across multiple grade levels, each class may include students with varying academic levels, learning needs, and curricular requirements. This presents challenges in providing differentiated, student-centered instruction that consistently addresses individual student needs and grade-level expectations.

Goal 3

Culture and Climate - SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster culture of care.

Performance Objective 1

☑ **High Priority**

By May 2027, the recidivism rate for the 2026-2027 school year will be reduced by 10% compared to the 2025-2026 school year.

Evaluation Data Source: Hearing Data, Discipline Referrals, and Placement Data

Strategy 1

We will provide students and their families with supports and services to address social-emotional needs using resources such as CIS, Care Zone, The Rise Recovery, home campus counselors, weekly Life Skills Lessons and daily SEL lessons incorporating DBT strategies.

Strategy's Expected Result/Impact: Decrease the recidivism rate from 2024-2025 school year.

Staff Responsible for Monitoring: Principal and Counselors

Problem Statements: School Processes & Programs 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

The Counselor will coordinate guest speakers and organize a Career Day featuring representatives such as Armed Forces recruiters, vocational contractors, fitness instructors, and college admissions staff.

Strategy's Expected Result/Impact: Increase knowledge and awareness of College, Career, and Military Readiness for future career options.

Staff Responsible for Monitoring: Counselor and Campus Principal

Problem Statements: School Processes & Programs 3

Title I:

TEA Priorities: Connect high school to career and college

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There has been a lack of a sense of connection from parents and community to the D.A.E.P.	Limited funding for D.A.E.P. restricts the campus's ability to implement and sustain outreach efforts, intervention programs, and proactive initiatives that address students' academic, behavioral, and social-emotional needs. These financial limitations reduce opportunities to provide students and families with the resources and support necessary to promote student success and successful transition
3	CCMR- a significant number of students served at our DAEP campus face academic, behavioral, social-emotional, and/or credit-related barriers that may impact their ability to meet College, Career, and Military Readiness (CCMR) expectations. Students may have gaps in credits, attendance, academic achievement, or access to opportunities that support postsecondary readiness.	The campus needs to strengthen systems for monitoring student progress toward CCMR indicators, providing targeted academic and social-emotional support, and increasing student awareness of college, career, military, and workforce pathways. A consistent campus-wide approach is needed to ensure that students receive timely interventions, understand their postsecondary options.

Performance Objective 2 ☑ High Priority

Student attendance will increase by 10% with the help of mental and social emotional support through the Care Zone and other school initiatives.

Evaluation Data Source: PEIMS Attendance Report, Counseling logs

Strategy 1

The school counselor and DAEP teachers will provide social-emotional learning (SEL) through Character Strong, DBT strategies, SEL literature, and mindfulness practices, and Life Skills Curriculum.

Strategy's Expected Result/Impact: 100% of 6th-12th grade students will receive guidance from the school counselor or social worker

Staff Responsible for Monitoring: Campus Principal, Campus Counselor, and DAEP Teachers

Problem Statements: School Processes & Programs 1

Title I:

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Strategy 2

The school counselor and DAEP teachers will provide Bullying Prevention through Life Skills Curriculum, Texas Schools Safety Center, and Social Emotional Strategies through Character Strong.

Strategy's Expected Result/Impact: 100% of D.A.E.P. students will receive bullying prevention lessons and guidance from the campus counselor and teachers to increase awareness of bullying, promote empathy and respect, develop positive peer relationships, and strengthen students' conflict-resolution and social-emotional skills.

Staff Responsible for Monitoring: Campus Principal, Campus Counselor, and DAEP Teachers

Problem Statements: Perceptions 1

Title I: 2.5.3

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Only three out of seven teachers have been trained with the Dialectical Behavior Therapy (DBT) program at the DAEP this year.	Two newly hired teachers have not yet received formal training in the Dialectical Behavior Therapy (DBT) program. This lack of training may impact the consistent implementation of DBT strategies and limit their ability to effectively support students in developing emotional regulation, coping skills, and positive behavioral responses.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Many repeat offenders are returning to the D.A.E.P. for vaping and behaviors that represent a lack of self control and problem-solving skills.	Many parents and students lack sufficient knowledge and awareness of the health risks and consequences associated with vaping. Students may lack the self-regulation, coping, and problem-solving skills necessary to make healthy decisions and resist peer pressure. The increased accessibility of vaping products and the need for comprehensive vaping education.

Goal 4

Community Partnerships and Engagement - SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

☑ **High Priority**

By May 2027, the D.A.E.P. will create programs to inform, support, and increase parental involvement by 20%, as measured by sign-in sheets for workshops, informational sessions, and other engagement activities.

Evaluation Data Source: Agendas and Sign In Sheets

Strategy 1

Invite parents to Cafecito every 9 weeks held on a Saturday with guest speakers & topics that will help and influence parents and students (Joven-Vaping, Armed Forces Recruiters, Bexar County Court-Truancy, Domestic Violence, San Antonio Food Bank, Grandparents Raising Grand-kids, Bexar County Drug Force, etc.). Attendance will guarantee one day off of their placement.

Strategy's Expected Result/Impact: Inform students and parents of programs and topics that can help them with College, Career, Military Readiness (CCMR) and making better life choices.

Staff Responsible for Monitoring: Principal and Counselor

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

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Strategy 2

Monitor and update school website with D.A.E.P. intake information

Strategy's Expected Result/Impact: Ensure there is communication with parents and community at all times with an updated District Website, school flyers, and the use of the new Final-site Digital Platform.

Staff Responsible for Monitoring: Principal and Webmaster Teacher

Problem Statements: School Processes & Programs 2

Title I:

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Strategy 3

The D.A.E.P. counselor will help coordinate the Identification and Recruitment of eligible migratory families and McKinney Vento identified students, per the Texas Education Agency's guideline with the district's Program Specialist.

Strategy's Expected Result/Impact: Increased Academic Performance
improved Attendance
Reduced Discipline Rates

Staff Responsible for Monitoring: Principal, Counselor, and South San's Program Specialist

Problem Statements: Demographics 1 - School Processes & Programs 2

Title I: 2.5.1, 2.5.3

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student attendance at the D.A.E.P. went up 13 points from a 79.39% average to 91.60% average last year. The D.A.E.P. is still below the average of 94% percentile.	Many students who reside across the district experience transportation barriers, including missing the bus in the morning and having no alternative means of transportation to school. These challenges contribute to inconsistent attendance and may result in students missing valuable instructional time and learning opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There has been a lack of a sense of connection from parents and community to the D.A.E.P.	Limited funding for D.A.E.P. restricts the campus's ability to implement and sustain outreach efforts, intervention programs, and proactive initiatives that address students' academic, behavioral, and social-emotional needs. These financial limitations reduce opportunities to provide students and families with the resources and support necessary to promote student success and successful transition

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Many repeat offenders are returning to the D.A.E.P. for vaping and behaviors that represent a lack of self control and problem-solving skills.	Many parents and students lack sufficient knowledge and awareness of the health risks and consequences associated with vaping. Students may lack the self-regulation, coping, and problem-solving skills necessary to make healthy decisions and resist peer pressure. The increased accessibility of vaping products and the need for comprehensive vaping education.

Goal 5

College and Career Readiness - SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

☑ **High Priority**

By the end of the student's placement days, 100% of the D.A.E.P. students will have learned how to create a real-world living budget, research on a career, create a career power point, practice interview skills, and create a resume.

Evaluation Data Source: Career power point, journal, created resume

Strategy 1

Every Friday, our Special Ed. Teacher will teach all newly placed students a living expense budget and how to find an apartment, car, etc. and then have them do research on what kind of career will support their kind of living habits.

Strategy's Expected Result/Impact: Students will know how to create a living expense budget when they graduate that will help them decide what career path they will need to take (College, Career, Military Readiness (CCMR)) on making life choices.

Staff Responsible for Monitoring: Teachers and Principal

Problem Statements: School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

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Strategy 2

Every Friday, our Science Teacher will teach students how to write a resume, interviewing skills, and how to fill out a job application.

Strategy's Expected Result/Impact: Students will learn how to complete a job application, write a resume, and interviewing skills.

Staff Responsible for Monitoring: Teachers and Principal

Problem Statements: School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	CCMR- a significant number of students served at our DAEP campus face academic, behavioral, social-emotional, and/or credit-related barriers that may impact their ability to meet College, Career, and Military Readiness (CCMR) expectations. Students may have gaps in credits, attendance, academic achievement, or access to opportunities that support postsecondary readiness.	The campus needs to strengthen systems for monitoring student progress toward CCMR indicators, providing targeted academic and social-emotional support, and increasing student awareness of college, career, military, and workforce pathways. A consistent campus-wide approach is needed to ensure that students receive timely interventions, understand their postsecondary options.

South San Antonio Independent School District

Robert C. Zamora Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

By Spring 2027, Zamora Middle School will increase academic achievement in Reading Language Arts across all grade levels (6-8) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 80% to at least 85%, at Meets Grade Level from 50% to at least 60%, and at Masters Grade Level from 22% to at least 27%, as measured by the Texas Accountability System.

Evaluation Data Source: Beginning of year to end of year assessments, Unit Assessments, common formative assessments, benchmarks, semester exams, STAAR Assessments

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy** ☑ **Results Driven Accountability**

Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials alignment with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers, Teachers

Problem Statements: Demographics 5

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy** ☑ **Results Driven Accountability**

Provide opportunities for enrichment beyond Tier 1 instruction through after-school tutorials, literacy clubs, targeted small-group instruction, and extension activities designed to deepen

comprehension, critical thinking, and writing skills.

Strategy's Expected Result/Impact: Moving students from the Approaches to Meets performance level and the Meets to Masters performance level by providing accelerated learning opportunities aligned to high quality instructional materials and STAAR readiness standards.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 8

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual.

Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening reading comprehension, academic vocabulary, and problem-solving skills. As a result, more students will move from the Does Not Meet to Approaches performance levels and from the Approaches to Meets performance levels.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers

Problem Statements: Student Learning 7

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data.

Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks.
Increased percentages of students achieving Approaches, Meets, and Masters on STAAR.

Staff Responsible for Monitoring: Admin, master teachers, teachers

Problem Statements: Student Learning 8

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Professional development is not consistently differentiated based on teacher needs, student needs, and campus instructional priorities.	Professional development has not been consistently planned using student data, walkthrough trends, and teacher needs, with follow-up coaching and support to ensure implementation.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Students receiving Special Education services and students identified as Emergent Bilingual continue to show achievement gaps compared to overall campus performance, particularly at the Meets and Masters levels.	Teachers need continued support in differentiating grade-level instruction, implementing appropriate accommodations and scaffolds, and using language-rich instructional strategies to ensure SPED and EB students can access and master grade-level content.
8	Student achievement in core content areas is not meeting targeted growth at the Meets and Masters level, with too few students advancing from Meets to Masters on STAAR.	Teachers need continued support in using HQIM to extend learning beyond grade-level proficiency through higher-order questioning, rigorous tasks, academic discourse, and opportunities for students to justify their thinking.

Performance Objective 2

By Spring 2027, Zamora Middle School will increase academic achievement in Mathematics across all grade levels (Grade 6, Grade 8, and Algebra I) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 75% to at least 80%, at Meets Grade Level from 36% to at least 47%, and at Masters Grade Level from 10% to at least 15%, as measured by the Texas accountability system.

Evaluation Data Source: BOY - EOY assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessment

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Fully implement high quality instructional materials (Bluebonnet) aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers

Problem Statements: Demographics 5

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide opportunities for enrichment beyond Tier 1 instruction in Mathematics through after-school tutorials, math clubs, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of mathematical concepts.

Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as math competitions, coding, robotics, and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from the Meets to Masters performance level on STAAR.

Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers, Club Sponsors

Problem Statements: Student Learning 8

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy** ☑ **Results Driven Accountability**

Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual.

Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening numerical fluency, academic vocabulary, and problem-solving skills in mathematical reasoning and application. As a result, more students will move from Does Not Meet to Approaches and from Approaches to Meets on the STAAR Math assessment.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers

Problem Statements: Student Learning 7

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate hands-on activities, structured collaboration, and targeted small-group instruction based on data.

Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks.
Increased percentages of students achieving Approaches, Meets, and Masters on STAAR.

Staff Responsible for Monitoring: Admin / Master Teachers / Teachers

Problem Statements: Student Learning 8

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Professional development is not consistently differentiated based on teacher needs, student needs, and campus instructional priorities.	Professional development has not been consistently planned using student data, walkthrough trends, and teacher needs, with follow-up coaching and support to ensure implementation.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Students receiving Special Education services and students identified as Emergent Bilingual continue to show achievement gaps compared to overall campus performance, particularly at the Meets and Masters levels.	Teachers need continued support in differentiating grade-level instruction, implementing appropriate accommodations and scaffolds, and using language-rich instructional strategies to ensure SPED and EB students can access and master grade-level content.
8	Student achievement in core content areas is not meeting targeted growth at the Meets and Masters level, with too few students advancing from Meets to Masters on STAAR.	Teachers need continued support in using HQIM to extend learning beyond grade-level proficiency through higher-order questioning, rigorous tasks, academic discourse, and opportunities for students to justify their thinking.

Performance Objective 3

By Spring 2027, Zamora Middle School will increase academic achievement in Grade 8 Science on the STAAR assessment by raising the percentage of students at Approaches Grade Level from 62% to at least 70%, at Meets Grade Level from 34% to at least 40%, and at Masters Grade Level from 15% to at

least 20%, as measured by the Texas accountability system.

Evaluation Data Source: Beginning of the year to end of year assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessments

Strategy 1

Fully implement high quality instructional materials (SAVVAS) aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers

Problem Statements: Demographics 5

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Provide opportunities for enrichment beyond Tier 1 instruction in Science through after-school tutorials, science clubs, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of science concepts.

Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as science competitions, coding, robotics, and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from Meets to Masters on STAAR.

Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers, Club Sponsors

Problem Statements: Student Learning 8

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for Special Education and Emergent Bilingual students.

Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening scientific reasoning, academic vocabulary, and problem-solving skills in content application and experimentation will result in increasing student achievement from Does Not Meet to Approaches and from Approaches to Meets on the STAAR Science assessment.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers, Special Education Teachers

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data.

Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks.
Increased percentages of students achieving Approaches, Meets, and Masters on STAAR.

Staff Responsible for Monitoring: Master teachers / teachers/ admin

Problem Statements: Student Learning 8

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Professional development is not consistently differentiated based on teacher needs, student needs, and campus instructional priorities.	Professional development has not been consistently planned using student data, walkthrough trends, and teacher needs, with follow-up coaching and support to ensure implementation.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Students receiving Special Education services and students identified as Emergent Bilingual continue to show achievement gaps compared to overall campus performance, particularly at the Meets and Masters levels.	Teachers need continued support in differentiating grade-level instruction, implementing appropriate accommodations and scaffolds, and using language-rich instructional strategies to ensure SPED and EB students can access and master grade-level content.
8	Student achievement in core content areas is not meeting targeted growth at the Meets and Masters level, with too few students advancing from Meets to Masters on STAAR.	Teachers need continued support in using HQIM to extend learning beyond grade-level proficiency through higher-order questioning, rigorous tasks, academic discourse, and opportunities for students to justify their thinking.

Performance Objective 4

By Spring 2027, Zamora Middle School will increase academic achievement in Grade 8 Social Studies on the STAAR assessment by raising the percentage of students at Approaches Grade Level from 52% to at least 60%, at Meets Grade Level from 27% to at least 35%, and at Masters Grade Level from 11% to at least 15%, as measured by the Texas accountability system.

Evaluation Data Source: BOY - EOY assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessment

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Fully implement high quality instructional materials aligned to the State of Texas Social Studies standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers

Problem Statements: Demographics 5

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide opportunities for enrichment beyond Tier 1 instruction in Social Studies through after-school tutorials, history and geography clubs, targeted small-group instruction, and extension activities designed to deepen comprehension of primary and secondary sources, strengthen critical thinking, and develop skills in argumentation and historical writing. Enrichment will also include project-based learning and civic engagement opportunities to challenge students.

Strategy's Expected Result/Impact: Increase content mastery, and support movement from the Meets to Masters performance levels on the STAAR Social Studies assessment.

Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 8

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual students.

Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening historical thinking, academic vocabulary, and problem-solving skills in content analysis and source evaluation will result in increasing student achievement from the Does Not Meet to Approaches performance level and from the Approaches to Meets performance level on the STAAR Social Studies assessment.

Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 7

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Additional Targeted Support Strategy

Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data.

Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks.
Increased percentages of students achieving Approaches, Meets, and Masters on STAAR.

Staff Responsible for Monitoring: Master teachers / teachers/ admin

Problem Statements: Student Learning 8

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Professional development is not consistently differentiated based on teacher needs, student needs, and campus instructional priorities.	Professional development has not been consistently planned using student data, walkthrough trends, and teacher needs, with follow-up coaching and support to ensure implementation.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Students receiving Special Education services and students identified as Emergent Bilingual continue to show achievement gaps compared to overall campus performance, particularly at the Meets and Masters levels.	Teachers need continued support in differentiating grade-level instruction, implementing appropriate accommodations and scaffolds, and using language-rich instructional strategies to ensure SPED and EB students can access and master grade-level content.
8	Student achievement in core content areas is not meeting targeted growth at the Meets and Masters level, with too few students advancing from Meets to Masters on STAAR.	Teachers need continued support in using HQIM to extend learning beyond grade-level proficiency through higher-order questioning, rigorous tasks, academic discourse, and opportunities for students to justify their thinking.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

By May 2027, 100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS data and reports, Bullseye walkthrough data, Mentor walkthrough data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the NIET rubric as evident by EEPASS Data.

Staff Responsible for Monitoring: Master Teachers, Campus Admin

Problem Statements: Student Learning 9

Funding Sources: 211 Title I, Part A,

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of walkthrough implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Bullseye to guide our professional learning, coaching, and cluster meetings.

Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers

Problem Statements: Student Learning 9

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	Classroom walkthroughs and observations are conducted regularly; however, follow-through after feedback is not consistently implemented to support continued teacher growth and instructional improvement.	Systems for monitoring feedback, providing follow-up coaching, and checking for implementation of identified action steps are not consistently used across the campus.

Performance Objective 2

In the 2026-2027 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: Professional Development Catalog, Cluster Meeting agendas, Observation Data, Eduphoria, Attendance Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Campus instructional leadership teams will participate in weekly Executive Cabinet Instructional Leadership Team and South San Leadership Team meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric.

Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers, Teachers

Problem Statements: Demographics 5

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Professional development is not consistently differentiated based on teacher needs, student needs, and campus instructional priorities.	Professional development has not been consistently planned using student data, walkthrough trends, and teacher needs, with follow-up coaching and support to ensure implementation.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1

By the end of the 2026-2027 school year, Zamora Middle School will increase the overall student attendance rate from 93% to at least 94% through the implementation of attendance incentives, parent communication, and targeted interventions for chronically absent students.

Evaluation Data Source: Campus Attendance Reports, PEIMS Attendance Data Reports

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Increase attendance monitoring and data analysis and provide tiered interventions to increase student attendance by:
Tier 1: Universal messaging and school-wide incentives
Tier 2: Personalized phone calls, parent meetings, and student check-ins
Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Counselors, PEIMS clerk, Assistant Principals, Principal, Teachers, Family Engagement Liaison

Problem Statements: School Processes & Programs 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Recognize and reward grade levels and students that meet or exceed the campus 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plans and teacher/student goal-setting initiatives.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
A culture of prioritizing attendance on all campuses will be established.

Staff Responsible for Monitoring: Counselors, PEIMS clerk, Assistant Principals, Principal, Teachers, Family Engagement Liaison

Problem Statements: School Processes & Programs 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Chronic absenteeism continues to impact student learning and academic progress, with 26.6% of students identified as chronically absent.	Although attendance systems and incentives are in place, consistent monitoring, early intervention, and follow-up with students and families need to be strengthened to address barriers contributing to chronic absenteeism.

Performance Objective 2

By May 2027, 100% of Zamora Middle School students will have access to a comprehensive school counseling program that supports academic, social-emotional, behavioral, and college/career development, with an emphasis on bullying prevention, positive school culture, student belonging, and readiness to learn.

Evaluation Data Source: Counseling referral data, discipline data, attendance data

Strategy 1

Implement a comprehensive counseling program through the campus counselor, social worker, and Communities in Schools that supports students in character development, college and career readiness, academic planning, and social-emotional growth. The team will provide targeted interventions and small-group support for identified students to address barriers to learning, improve student engagement, and promote a positive school culture.

Strategy's Expected Result/Impact: Improve student engagement, strengthen social-emotional and behavioral skills, increase college and career awareness, and reduce barriers to learning. Counseling services and targeted interventions will support bullying prevention, promote positive student relationships, and foster a safe and supportive school environment where students feel valued and connected.

Staff Responsible for Monitoring: Administration team, counselor, social worker, Communities in Schools site coordinator

Problem Statements: School Processes & Programs 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Students continue to need support in social-emotional development, positive behavior, bullying prevention, and building healthy relationships to promote a safe and supportive learning environment.	Targeted counseling interventions, small-group supports, and proactive bullying prevention efforts are not consistently implemented to address identified student needs and promote positive student behavior and school culture.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, Zamora Middle School will strengthen family and community engagement by sending weekly campus communications (via email, phone messages, and social media) to keep parents informed of academic expectations, campus events, and student supports, as measured by at least 90% of communications sent on schedule, documented in communication logs.

Evaluation Data Source: Weekly Newsletters, Social Media Posts, Parent contact documentation logs, Parent survey feedback results (checkpoints at the beginning of year, middle of year, and end of year)

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Develop and implement a structured communication plan to ensure families receive weekly campus updates. The plan will include scheduled email newsletters, automated phone messages, social media posts, and teacher-led reminders to share academic expectations, upcoming events, and available student supports.

Strategy's Expected Result/Impact: Strengthen partnerships between the school, families, and the community by ensuring parents are informed and engaged in their child's education. As a result, parents will be better equipped to support academic expectations, participate in campus events, and access student supports, leading to increased parent engagement, stronger home-school connections, and improved student achievement.

Staff Responsible for Monitoring: Campus Admin, Family Engagement Liaison

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Offer ongoing Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success.

Examples include:
Meet the Teacher Night
Open House
Title I Campus Policy Meeting
Monthly Cafecitos

Strategy's Expected Result/Impact: Families will be better equipped with strategies and resources to support their child's learning and consistent attendance. Results will include increased parent participation, improved student attendance rates, and increased academic achievement.

Staff Responsible for Monitoring: Family Engagement Liaison, Mentor Teachers, Admin

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families are not always aware of available campus, district, and community resources that can support student success.	Although multiple communication systems are in place, information about available resources and services is not always communicated consistently or followed up with families who need additional support.

Performance Objective 2

By May 2027, 100% of identified migrant and McKinney-Vento students and families at Zamora Middle School will be connected to appropriate campus, district, and community resources to address barriers to attendance, academic success, and student well-being.

Evaluation Data Source: Increased Academic Performance
Improved Attendance
Reduced Discipline Rates

Strategy 1

Collaborate with the school counselor, parent liaison, and Family Engagement Specialist to identify and support eligible migrant and McKinney-Vento students and families. Ensure families are connected to campus, district, and community resources to address barriers to attendance, academic success, and student well-being.

Strategy's Expected Result/Impact: Increase identification of eligible students and family access to support services, reduce barriers to regular school attendance, and strengthen partnerships between the campus, families, and community resources to support student success.

Staff Responsible for Monitoring: School Counselor

Problem Statements: School Processes & Programs 4

TEA Priorities: Improve low-performing schools

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Students and families experiencing homelessness or migratory circumstances may face barriers to consistent attendance, academic success, and access to needed resources.	Coordination and follow-up between campus personnel, district support services, and families need to be strengthened to ensure eligible students are identified and connected to available resources in a timely manner.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

By May 2027, Zamora Middle School will increase college and career readiness opportunities for 7th and 8th grade students through CTE courses, high school credit opportunities, and career exploration activities to prepare students for a successful transition to high school and future career pathways.

Evaluation Data Source: CTE course offerings, career exploration activities and participation records, high school credit course offerings

Strategy 1

Provide 7th and 8th grade students with opportunities to enroll in CTE and high school credit courses that promote career exploration, develop college and career readiness skills, and prepare students for a successful transition to high school.

Strategy's Expected Result/Impact: Increase student participation and successful completion of CTE and high school credit courses, strengthen college and career awareness, and better prepare students for a successful transition to high school and future career pathways.

Staff Responsible for Monitoring: School counselor, admin team

Problem Statements: School Processes & Programs 5

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Students need increased opportunities to explore college and career pathways and earn high school credits to better prepare them for a successful transition to high school.	Career exploration, CTE course opportunities, and high school readiness activities are not consistently promoted to students and families to increase awareness, participation, and successful completion of available courses.

South San Antonio Independent School District

Price Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Curriculum and Instruction - SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

RLA Objective(s): By spring of 2027, we aim to increase student achievement on the STAAR Reading Assessment in 3rd - 5th grade, achieving a score at or above 52% on the "Meets" level, with the target rising from 49% last year to 52% this year.

Evaluation Data Source: Unit Assessments, Common Assessment, District Assessments, State Assessments

Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher through internalization and cluster meetings supported by the reading master teacher.

Strategy's Expected Result/Impact: By spring of 2027, 52% of our 3rd - 5th grade students will achieve proficiency by scoring at or above the meets level on the STAAR Reading Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Strategy 2

During weekly cluster and lesson internalization, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

Strategy's Expected Result/Impact: By spring of 2027, 52% of our 3rd - 5th grade students will achieve proficiency by scoring at or above the meets level on the STAAR Reading Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Master Teachers 211 Title I, Part A,

Formative Reviews

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Strategy 3

Classrooms will be provided with instructional materials needed (Example: Dictionaries to be able to help defining words, math manipulatives, math charts) for success during instruction and on state assessment.

Strategy's Expected Result/Impact: Instructional materials will help with students have the necessary components needed to be successful on the state assessments.

Staff Responsible for Monitoring: Campus administration and Master Teachers

Problem Statements: Demographics 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 2

Math Objective(s): By spring of 2027, we aim to increase student achievement on the STAAR Math Assessment in 3rd - 5th grade, achieving a score at or 44% on the "Meets" level, with the target rising from 40% last year to 44% this year.

Evaluation Data Source: Unit Assessments, Common Assessment, District Assessments, State Assessments,

Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher through internalization and cluster meetings supported by the math master teacher.

Strategy's Expected Result/Impact: By spring of 2027, 44% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Math Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

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Strategy 2

During weekly cluster and lesson internalization, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

Strategy's Expected Result/Impact: By spring of 2027, 44% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Math Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Master Teachers 211 Title I, Part A,

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 3

Science Objective(s): By spring of 2027, we aim to increase student achievement on the STAAR Science Assessment in 5th grade, achieving a score at or 35% on the "Meets" level, with the target rising from 30% last year to 35% this year.

Evaluation Data Source: Unit Assessments, Common Assessment, District Assessments, State Assessments

Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher through internalization and cluster meetings supported by the science master teacher. ..

Strategy's Expected Result/Impact: By spring of 2027, 35% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Science Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

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Strategy 2

During weekly cluster and lesson internalization, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

Strategy's Expected Result/Impact: By spring of 2027, 35% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Science Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Master Teachers 211 Title I, Part A,

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 4

Kinder - 2nd RLA Objective(s): By spring of 2027, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Reading Growth goals.

Evaluation Data Source: MAP Assessments

Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher through internalization and cluster meetings supported by the reading master teacher.

Strategy's Expected Result/Impact: By spring of 2027, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Reading growth goals.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

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Strategy 2

During weekly cluster and lesson internalization, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

Strategy's Expected Result/Impact: By spring of 2027, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Reading Growth goals.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Master Teachers 211 Title I, Part A,

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 5

Kinder - 2nd Math Objective(s): By spring of 2027, students in grades K-2 will demonstrate growth in math skills, with at least 65% meeting or exceeding their NWEA MAP math Growth goals.

Evaluation Data Source: MAP Assessments

Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher through internalization and cluster meetings supported by the math master teacher.

Strategy's Expected Result/Impact: By spring of 2027, students in grades K-2 will demonstrate growth in math skills, with at least 65% meeting or exceeding their NWEA MAP math growth goals.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

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Strategy 2

During weekly cluster and lesson internalization, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

Strategy's Expected Result/Impact: By spring of 2027, students in grades K-2 will demonstrate growth in math skills, with at least 65% meeting or exceeding their NWEA MAP Math Growth goals.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Funding Sources: Master Teachers 211 Title I, Part A,

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Goal 2 Collaborative and Effective Staff - SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

By May 2027, Price Elementary School Executive Leadership Team will conduct a minimum of 5 weekly classroom walkthroughs focused and documented in bullseye on key instructional indicators from the NIET rubric, followed by actionable feedback and support.

Evaluation Data Source: Bullseye

Strategy 1

Price Executive Leadership Team will review the bullseye data and analyze trends that lead to SALT and Cluster Learning.

Strategy's Expected Result/Impact: Best instructional practice and increased successful data.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

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Strategy 2

Price Executive Leadership Team will conduct 1 practice observation for new teachers to the district, and 1 announced and 1 unannounced observation for all teachers using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of HQIM implementation, coaching and actionable feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Strategy 3

Price Elementary School Executive Leadership Team will implement a minimum of 5 walkthroughs per week to ensure fidelity of HQIM implementation, provide coaching, and actionable feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Bullseye to guide the professional learning, through SALT and cluster meetings.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 2 ☑ High Priority

In the 2026-2027 school year, 100% of Price Elementary School teachers, and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership through weekly SALT and cluster meetings lead by campus administration and master teachers.

Evaluation Data Source: PD Catalog, Cluster Meeting agendas, Eduphoria

Strategy 1

Campus instructional leadership team will participate in weekly South San Antonio Academic

Leadership Team (SALT) meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Strategy's Expected Result/Impact: Campus instructional leadership team will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Mentor Teachers, Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Goal 3

Culture and Climate - SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1 ☑ High Priority

Student attendance at Price Elementary School will increase from 94% to 95% for the 2026-2027 school year.

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data
Campus Communication Logs

Strategy 1

Increase attendance monitoring and data analysis by checking students that have chronic absenteeism and calling families to find concerns that they may have.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Principal, Campus Administrators, PEIMS Department, Attendance Advocates, School Counselor, PEIMS clerk, Parent Liaison

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Strategy 2

Provide tiered interventions and monthly incentives to increase student attendance by:

Tier 1: Universal messaging and school-wide incentives monthly.

Tier 2: Personalized phone calls, parent meetings, and student check-ins.

Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocate, School Counselor, PEIMS clerk, Parent Liaison

Problem Statements: School Processes & Programs 1 - Perceptions 1

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 2

By the end of the 2026-2027 school year, Price Elementary School will decrease discipline referrals by 10%.

Evaluation Data Source: Discipline reports in skyward.

Strategy 1

Price Elementary School will establishing a diverse range of clubs and extracurricular activities for students with good behavior to participate in to foster a vibrant and inclusive school community.

Strategy's Expected Result/Impact: Decrease discipline referrals by 10%.

Staff Responsible for Monitoring: Administration, faculty and staff

Problem Statements: School Processes & Programs 1

Formative Reviews

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Strategy 2

Price Elementary School will incorporate field trip opportunities for students with good behavior to enhance students' learning experiences beyond the classroom environment.

Strategy's Expected Result/Impact: Decrease discipline referrals by 10%.

Staff Responsible for Monitoring: Administration, office staff, faculty and staff

Problem Statements: School Processes & Programs 1

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 3

By the end of the 2026-2027 school year, Price Elementary school will increase student achievement on STAAR from 65% to 70% overall in grade 3rd - 5th and growth on STAAR growth 82% to 86%.

Evaluation Data Source: State assessment scores

Strategy 1

Students will be motivated to perform in the classroom by being recognized for achieving

honor roll status, maintaining perfect attendance, and demonstrating outstanding citizenship in award ceremonies.

Strategy's Expected Result/Impact: Increased honor roll, attendance, citizenship.

Staff Responsible for Monitoring: Administrators, counselor, teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 4

Our counselor will work with students to minimize bullying on campus.

Evaluation Data Source: Discipline/bullying reports in skyward

Strategy 1

Our counselor will decrease bullying reports by having campus guidance lesson to teach students on how to be respectful to each other and value each other as individuals.

Strategy's Expected Result/Impact: Discipline/bullying reports in skyward will decrease.

Staff Responsible for Monitoring: Counselor, Campus Administration

Problem Statements: Perceptions 1

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Goal 4

Community Partnerships and Engagement - SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, Price Elementary School will increase the percentage of families who are informed and equipped to support their child's academic progress by 20%, as measured by campus family engagement surveys.

Evaluation Data Source: Family Engagement Survey Results

Strategy 1

Price Elementary School will use parent engagement activities (Ex: parent coffees, open house, report card nights) to enhance family understanding of academic expectations and support student learning at home.

Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Parent Liaison

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

During the 2026-2027 school year, Parent Liaison will design and deliver a minimum of three targeted parent trainings focused on strengthening home-school communication with content aligned to family engagement priorities.

Strategy's Expected Result/Impact: Participation rates, agenda, and feedback surveys

Staff Responsible for Monitoring: Campus Administration, parent liaison

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Strategy 3

Price will utilize McKinney Vento services in the event homeless families come into the school to register.

Strategy's Expected Result/Impact: Assist families with services and children with the ability to attend school.

Staff Responsible for Monitoring: Counselor, Admin

Problem Statements: School Processes & Programs 1

Formative Reviews

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Strategy 4

Price Elementary will ensure families stay informed of upcoming events and important information in the school.

Strategy's Expected Result/Impact: Family support, student success.

Staff Responsible for Monitoring: Parent liaison, administration

Problem Statements: School Processes & Programs 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

Performance Objective 2 ☑ High Priority

By May 2027, Price will increase the percentage of students attending school to a minimum of 95%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

Evaluation Data Source: Student Attendance Records
Attendance Initiatives

Strategy 1

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach.

This includes:

Distributing clear, attendance expectation letters to all families

Engaging families early with personalized communication when attendance drops below 95%

Hosting attendance awareness events (Parent Coffees, Title 1, Meet the Teacher, Open House) that emphasize the link between attendance and academic success

Partnering with district organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism

Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Liaison

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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Goal 5

College and Career Readiness - SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

Students will have an opportunity to join clubs that can que their curiosity for potential real world occupations in the future.

Evaluation Data Source: Clubs to include such as cheer, culinary, lego, patrols, coding, recycling, fine arts, and student council.

Strategy 1

Teachers will either sponsor or participate in a club that will allow for students to que their curiosity of different talents such as culinary, cheerleading, recycling, drama, art etc.

Strategy's Expected Result/Impact: Students will have an idea of different talents they have and how they may want to pursue them further in the future.

Staff Responsible for Monitoring: Administration, Teachers

Problem Statements: School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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Performance Objective 2

Student will engage in meaningful, real world learning experiences that strengthen critical thinking, problem solving, communication, collaboration, and the application of academic skills to prepare them for future college, career, workforce, and military opportunities.

Strategy 1

Implement TEKS aligned, real world learning experiences across grade levels through classroom instruction, hands on activities, guest speakers, career exploration, and purposeful field trips.

Strategy's Expected Result/Impact: These experiences will strengthen student communication, collaboration, critical thinking, and problem solving skills while increasing and problem solving skills while increasing awareness of future college, career, workforce, and military pathways.

Staff Responsible for Monitoring: Counselor, parent liaison, admin, classroom teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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South San Antonio Independent School District

Five Palms Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1 ☑ High Priority

By Spring 2027, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA): from Kinder 11%, 1st 13%, 2nd 9% to 20% for grades Kinder, 1st and 2nd for their Growth.

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Results Driven Accountability

Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our
balanced assessment system.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 5 - School Processes & Programs 1

Funding Sources: 199 Local,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Establish a weekly collaborative planning time for teachers to develop and share lesson plans that incorporate rigorous mathematical tasks and problem-solving activities. Teachers should use this time to align lessons with state standards and ensure consistency across grade levels.

Strategy's Expected Result/Impact: 80% of the students meet the expectation with the tier 1 instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 6

Formative Reviews

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Strategy 3

Utilize formative assessments to regularly monitor student progress in mathematics. Teachers should analyze assessment data during planning sessions to identify gaps and adjust instruction accordingly to meet the needs of all student groups.

Strategy's Expected Result/Impact: 80% of students will meet the expectation for student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 6

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.

5	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.
6	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.

Performance Objective 2 ☑ High Priority

By Spring 2027, students in grades K-2 will demonstrate growth in Mathematics: from Kinder at 23%, 1st at 17%, 2nd at 17% to 30% for our Kinder-2nd grade Map Growth Goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Results Driven Accountability

Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our
balanced assessment system.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 6

Funding Sources: 199 Local,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.

Performance Objective 3 ☑ High Priority

By May 2027, the percentage of students in STAAR Reading 3-5, will increase from 40% to 46% at the Meets performance level or above.

Evaluation Data Source: Staar 2026 to Staar 2027
Unit Assessment

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: With the implementation of high quality instructional materials, students will meet expectations for exit tickets at 80% at the end of each lesson.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 5 - School Processes & Programs 1

Funding Sources: 199 Local,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.

Performance Objective 4 ☑ High Priority

By May 2027, the percentage of students in STAAR Math 3 - 5 will increase from 40% to 49% at the Meets performance level or above.

Evaluation Data Source: Staar 2026 to Staar 2027
Benchmarks
Staar Interim
Bluebonnet Module Assessments

Strategy 1 ☑ Results Driven Accountability

Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: With the implementation of grade level High Quality Instructional Materials, 80% of students will meet the expectations of exit tickets at the end of each lesson.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 6

Funding Sources: 199 Local,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 6

Funding Sources: 199 Local,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.

Performance Objective 5 ☑ High Priority

By May 2027, the percentage of students in STAAR Science 5th, will increase from 37% to 40% at the Meets
performance level or above.

Evaluation Data Source: Teks Ready Science
Staar Science Scores
Unit Assessments

Strategy 1 ☑ Results Driven Accountability

Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: 80% of students will meet the expectation of exit tickets at the end of each lesson.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 7

Funding Sources: 199 Local,

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Prioritize daily, uninterrupted science instructional blocks by protecting time for core science instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: 80% of students will meet the expectation of each exit ticket of each lesson.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 7

Funding Sources: 199 Local,

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Science Achievement Science is the highest academic priority, with current performance at 38% compared to the campus goal of 80%. Historical benchmark and STAAR data indicate a downward trend in science achievement, with chronically absent students also demonstrating lower academic outcomes.	Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction, including limited hands-on investigations through labs, scientific inquiry, academic discourse, and consistent use of assessment data to address learning gaps.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Science Achievement Science is the highest academic priority, with current performance at 38% compared to the campus goal of 80%. Historical benchmark and STAAR data indicate a downward trend in science achievement, with chronically absent students also demonstrating lower academic outcomes.	Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction, including limited hands-on investigations through labs, scientific inquiry, academic discourse, and consistent use of assessment data to address learning gaps.

Performance Objective 6

By May 2027, the percentage of Special Education students in Grades 3-5 will increase 17% to 20% in Reading, 28% to 31% in Math and 22% to 25% in Science on our Staar Assessments.

Evaluation Data Source: Monitoring of data in Cluster, Salt and Executive Meetings
Complete Data Protocols for reteach cycles & reassessment opportunities

Strategy 1

Establish and consistently monitor program priorities for diverse special education settings, focusing
on the implementation of high-leverage strategies that directly support improved student outcomes.

Strategy's Expected Result/Impact: Implementation and monitoring of clear criteria and high-leverage strategies will
ensure instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers
Executive Master Teacher

Problem Statements: Student Learning 6 - School Processes & Programs 2

Funding Sources: 199 Local,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Teachers experience hindered instructional growth due to a lack of structured, manageable feedback within 24 hours.	The campus lacks a standardized feedback framework and concise, bite-sized coaching models, resulting in sporadic, overwhelming feedback that fails to build teacher capacity.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Teachers experience hindered instructional growth due to a lack of structured, manageable feedback within 24 hours.	The campus lacks a standardized feedback framework and concise, bite-sized coaching models, resulting in sporadic, overwhelming feedback that fails to build teacher capacity.

Performance Objective 7 ☑ High Priority

By 10/1/2026, increase student engagement in science through hands-on investigations and academic discourse, as measured by classroom observation data throughout the 2026-2027 school year.

Evaluation Data Source: lesson plans
Bullseye Walkthroughs
EE Pass
Lesson Internalization Planning

Strategy 1

Schedule regular lab sessions where students can engage in hands-on investigations and apply scientific concepts.

Strategy's Expected Result/Impact: 50% of science learning will be hand-on experiences.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers and Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 7

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Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Science Achievement Science is the highest academic priority, with current performance at 38% compared to the campus goal of 80%. Historical benchmark and STAAR data indicate a downward trend in science achievement, with chronically absent students also demonstrating lower academic outcomes.	Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction, including limited hands-on investigations through labs, scientific inquiry, academic discourse, and consistent use of assessment data to address learning gaps.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Science Achievement Science is the highest academic priority, with current performance at 38% compared to the campus goal of 80%. Historical benchmark and STAAR data indicate a downward trend in science achievement, with chronically absent students also demonstrating lower academic outcomes.	Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction, including limited hands-on investigations through labs, scientific inquiry, academic discourse, and consistent use of assessment data to address learning gaps.

Performance Objective 8 ☑ High Priority

By May 2027, 80% of English Learners will demonstrate at least one proficiency level of growth in TELPAS Speaking and Writing, moving the overall domain score from a baseline rating of 0 to 2 through targeted language interventions.

Evaluation Data Source: K-12 Summit Platform
Incentives based on K-12 Summit Platform
Implemented at after school care & at home
Paraprofessionals support platform use during Scholar Time

Strategy 1

Fidelity to the English Language Development and Scholar Time on Friday to utilize the K-12 Summit Platform.

Strategy's Expected Result/Impact: The students will able increase their practice and fluency with listening, speaking, reading and writing skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers and Teachers.

Problem Statements: Student Learning 3 - School Processes & Programs 5

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Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	TELPAS results indicate a significant need to accelerate English language acquisition. Of 146 English Learners, 47 students (32%) demonstrated composite growth, while only 6.9% reached the Advanced High composite level. Speaking and Writing were the greatest areas of need, with only 1% reaching Advanced High in Speaking and 3% in Writing. The campus received 0 out of 4 accountability points-Telpas	English Learners need more consistent and intentional academic language development across all content areas, particularly through structured speaking and writing, academic vocabulary, language-rich tasks, and instruction aligned to individual TELPAS proficiency levels.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	TELPAS results indicate a significant need to accelerate English language acquisition. Of 146 English Learners, 47 students (32%) demonstrated composite growth, while only 6.9% reached the Advanced High composite level. Speaking and Writing were the greatest areas of need, with only 1% reaching Advanced High in Speaking and 3% in Writing. The campus received 0 out of 4 accountability points-Telpas	English Learners need more consistent and intentional academic language development across all content areas, particularly through structured speaking and writing, academic vocabulary, language-rich tasks, and instruction aligned to individual TELPAS proficiency levels.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS and Bullseye

Strategy 1

Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evident by EEPASS
Data.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 6 - School Processes & Programs 2

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 2

Campus administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support
calibration to guide our professional learning, coaching, SALT, and DALT meetings.

Staff Responsible for Monitoring: Master Teachers
Principals
Assistant Principals

Problem Statements: Student Learning 6 - School Processes & Programs 2

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 3

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our
professional learning, coaching, and cluster meeting.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 6 - School Processes & Programs 2

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Teachers experience hindered instructional growth due to a lack of structured, manageable feedback within 24 hours.	The campus lacks a standardized feedback framework and concise, bite-sized coaching models, resulting in sporadic, overwhelming feedback that fails to build teacher capacity.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Teachers experience hindered instructional growth due to a lack of structured, manageable feedback within 24 hours.	The campus lacks a standardized feedback framework and concise, bite-sized coaching models, resulting in sporadic, overwhelming feedback that fails to build teacher capacity.

Performance Objective 2 ☑ High Priority

In the 2026-2027 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district and campus priorities, data-driven practice from EE Pass/Bullseye and student outcome data.

Evaluation Data Source: PD Catalog, Cluster Meeting agendas, Eduphoria

Strategy 1 ☑ Results Driven Accountability

Provide weekly job-embedded professional learning for all teachers.

Strategy's Expected Result/Impact: Teachers will receive high quality professional development tailored to the
needs of their specific grade level and content area, and/or teacher areas of refinement.

Staff Responsible for Monitoring: Campus administration and Master teachers

Problem Statements: Student Learning 5, 6 - School Processes & Programs 1, 2

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2 ☑ Results Driven Accountability

Campus instructional leadership teams will participate in weekly SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and campus-based instructional leadership.

Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Mentor Teachers

Problem Statements: Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2, 5, 6, 7

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Science Achievement Science is the highest academic priority, with current performance at 38% compared to the campus goal of 80%. Historical benchmark and STAAR data indicate a downward trend in science achievement, with chronically absent students also demonstrating lower academic outcomes.	Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction, including limited hands-on investigations through labs, scientific inquiry, academic discourse, and consistent use of assessment data to address learning gaps.
2	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.
3	TELPAS results indicate a significant need to accelerate English language acquisition. Of 146 English Learners, 47 students (32%) demonstrated composite growth, while only 6.9% reached the Advanced High composite level. Speaking and Writing were the greatest areas of need, with only 1% reaching Advanced High in Speaking and 3% in Writing. The campus received 0 out of 4 accountability points-Telpas	English Learners need more consistent and intentional academic language development across all content areas, particularly through structured speaking and writing, academic vocabulary, language-rich tasks, and instruction aligned to individual TELPAS proficiency levels.

5	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.
6	Teachers experience hindered instructional growth due to a lack of structured, manageable feedback within 24 hours.	The campus lacks a standardized feedback framework and concise, bite-sized coaching models, resulting in sporadic, overwhelming feedback that fails to build teacher capacity.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.
2	Teachers experience hindered instructional growth due to a lack of structured, manageable feedback within 24 hours.	The campus lacks a standardized feedback framework and concise, bite-sized coaching models, resulting in sporadic, overwhelming feedback that fails to build teacher capacity.
5	TELPAS results indicate a significant need to accelerate English language acquisition. Of 146 English Learners, 47 students (32%) demonstrated composite growth, while only 6.9% reached the Advanced High composite level. Speaking and Writing were the greatest areas of need, with only 1% reaching Advanced High in Speaking and 3% in Writing. The campus received 0 out of 4 accountability points-Telpas	English Learners need more consistent and intentional academic language development across all content areas, particularly through structured speaking and writing, academic vocabulary, language-rich tasks, and instruction aligned to individual TELPAS proficiency levels.

6	Mathematics Achievement Mathematics achievement remains an area of concern, particularly at the Masters level, which declined from 18% to 16%. Student-group data also show significant declines, including a 22-percentage-point decrease in Approaches performance among White students and a 6-percentage-point decrease in Masters performance among Emergent Bilingual students.	Inconsistent rigor in Tier 1 mathematics instruction and insufficient opportunities for higher-order thinking, mathematical reasoning, problem-solving, and targeted intervention.
7	Science Achievement Science is the highest academic priority, with current performance at 38% compared to the campus goal of 80%. Historical benchmark and STAAR data indicate a downward trend in science achievement, with chronically absent students also demonstrating lower academic outcomes.	Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction, including limited hands-on investigations through labs, scientific inquiry, academic discourse, and consistent use of assessment data to address learning gaps.

Performance Objective 3 ☑ High Priority

By 08/2026, 100% of teacher teams will engage in collaborative planning sessions to analyze assessment data and plan targeted interventions during the 2026-2027 School Year.

Evaluation Data Source: Data Protocols
Cluster & Monthly Monitoring Agendas
Reteach Cycles
MTSS Intervention Plans

Strategy 1

Implement a data-driven intervention program where teachers use assessment data to group students and provide targeted instruction during designated intervention times.

Strategy's Expected Result/Impact: Students will receive targeted instruction to close the gaps to return to domain 1. 25% of students serviced through Tier 2, small group instruction and extended learning times.

Staff Responsible for Monitoring: Instructional Specialist Teacher, Principal, Assistant Principal, Master Teachers

Problem Statements: Student Learning 5 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 Instruction and Data-Driven Intervention Variability in instructional practices, standards alignment, and use of assessment data may contribute to inconsistent achievement across classrooms and student groups.	The campus needs consistent expectations for lesson planning, standards-aligned instruction, formative assessment, collaborative planning, and the cycle of assess - analyze - reteach/ intervene - reassess.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1 ☑ High Priority

ATTENDANCE: Student attendance at Five Palms Elementary will increase from 92.7% to 94% for the 2026-2027 school year.

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data
Campus Communication Logs
Create incentives for students to change behavior based on attendance

Strategy 1 ☑ Targeted Support Strategy

Increase attendance monitoring and data analysis.

Strategy's Expected Result/Impact: Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) when using RAAWEE Data.

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocates, PEIMS clerk, Family Liaison and School Counselor.

Problem Statements: Demographics 1 - Student Learning 4

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Provide tiered interventions and monthly incentives to increase student attendance by:
Tier 1: Universal messaging and school-wide incentives
Tier 2: Personalized phone calls, parent meetings, and student check-ins and small group counseling
Tier 3: Individual attendance plans, counseling referrals, and community resource connections, individual counseling: CareZone/parent referrals

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) using RAAWEE
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Decrease one bullying referral to zero
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocates, PEIMS clerk, Family Liaison and School Counselor.

Problem Statements: Demographics 1 - Student Learning 4

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student Attendance and Chronic Absenteeism Campus attendance was 92.9%, below the 95% state target. Attendance was lower for White students (91.5%) and Native Hawaiian or Other Pacific Islander students (90.0%), while Hispanic student attendance was 93.5%. STAAR data show that students who are not chronically absent generally perform at higher levels than chronically absent students.	Chronic absenteeism limits students' access to instruction and contributes to academic gaps. The campus needs stronger systems for early identification, attendance monitoring, intervention, and family engagement.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Student Attendance and Chronic Absenteeism Campus attendance was 92.9%, below the 95% state target. Attendance was lower for White students (91.5%) and Native Hawaiian or Other Pacific Islander students (90.0%), while Hispanic student attendance was 93.5%. STAAR data show that students who are not chronically absent generally perform at higher levels than chronically absent students.	Chronic absenteeism limits students' access to instruction and contributes to academic gaps. The campus needs stronger systems for early identification, attendance monitoring, intervention, and family engagement.

Performance Objective 2

By May 2027, implement semi-annual stakeholder perception surveys (students, staff, and families) to collect baseline feedback on engagement, belonging, academic rigor, communication, and attendance support, aiming for an overall positive response rate of 80%.

Evaluation Data Source: Surveys: parents, students & staff in Fall & Spring

Strategy 1

Implement regular surveys for students, staff, and families to gather perception data on engagement, belonging, academic rigor, communication, and attendance support. Surveys should be conducted at least twice a year.

Strategy's Expected Result/Impact: Collect feedback to monitor and adjust school processes and systems.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Counselor

Problem Statements: School Processes & Programs 8 - Perceptions 1

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
8	Stakeholder Engagement and School Experience Current data do not provide sufficient student, staff, and family perception information to determine whether perceptions of engagement, belonging, academic rigor, communication, or attendance support are contributing to identified achievement concerns.	The campus lacks sufficient systematic perception data to identify stakeholder concerns and use that information to inform campus improvement decisions.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder Engagement and School Experience Current data do not provide sufficient student, staff, and family perception information to determine whether perceptions of engagement, belonging, academic rigor, communication, or attendance support are contributing to identified achievement concerns.	The campus lacks sufficient systematic perception data to identify stakeholder concerns and use that information to inform campus improvement decisions.

Performance Objective 3 ☑ High Priority

Increase overall campus attendance from 92.9% to 94% by May 2026 with targeted improvements for White students from 91.5% to 95% and Native Hawaiian or Other Pacific Islander students from 90.0% to 95%.

Evaluation Data Source: Raawee Attendance Program
Daily Attendance percentages

Strategy 1

Engage families through regular communication, including phone calls and home visits, to discuss attendance concerns and collaborate on solutions.

Strategy's Expected Result/Impact: Remove barriers to increase attendance percentages to 94%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Counselors, Teachers

Problem Statements: Demographics 1 - Student Learning 4

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student Attendance and Chronic Absenteeism Campus attendance was 92.9%, below the 95% state target. Attendance was lower for White students (91.5%) and Native Hawaiian or Other Pacific Islander students (90.0%), while Hispanic student attendance was 93.5%. STAAR data show that students who are not chronically absent generally perform at higher levels than chronically absent students.	Chronic absenteeism limits students' access to instruction and contributes to academic gaps. The campus needs stronger systems for early identification, attendance monitoring, intervention, and family engagement.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Student Attendance and Chronic Absenteeism Campus attendance was 92.9%, below the 95% state target. Attendance was lower for White students (91.5%) and Native Hawaiian or Other Pacific Islander students (90.0%), while Hispanic student attendance was 93.5%. STAAR data show that students who are not chronically absent generally perform at higher levels than chronically absent students.	Chronic absenteeism limits students' access to instruction and contributes to academic gaps. The campus needs stronger systems for early identification, attendance monitoring, intervention, and family engagement.

Performance Objective 4

2025-2026 discipline data has one incident of bullying and three incidents physical aggression. Reduce the incidents from by 50% to 2 incidents.

Evaluation Data Source: Referral Data
Vector Training
Staff, Students and Community Surveys
Sentinel Drill and Door Audits
Faculty Meeting Training Agendas

Strategy 1

Provide ongoing training on safety protocols, bullying and violence prevention through the Vector Platform, district and campus professional development opportunities and guidance lessons with the use of Character Strong Curriculum.

Strategy's Expected Result/Impact: Reduce the number referrals categorized by bullying and violence.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor, Social Workers, Nurse

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 8 - Perceptions 1

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student Attendance and Chronic Absenteeism Campus attendance was 92.9%, below the 95% state target. Attendance was lower for White students (91.5%) and Native Hawaiian or Other Pacific Islander students (90.0%), while Hispanic student attendance was 93.5%. STAAR data show that students who are not chronically absent generally perform at higher levels than chronically absent students.	Chronic absenteeism limits students' access to instruction and contributes to academic gaps. The campus needs stronger systems for early identification, attendance monitoring, intervention, and family engagement.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Student Attendance and Chronic Absenteeism Campus attendance was 92.9%, below the 95% state target. Attendance was lower for White students (91.5%) and Native Hawaiian or Other Pacific Islander students (90.0%), while Hispanic student attendance was 93.5%. STAAR data show that students who are not chronically absent generally perform at higher levels than chronically absent students.	Chronic absenteeism limits students' access to instruction and contributes to academic gaps. The campus needs stronger systems for early identification, attendance monitoring, intervention, and family engagement.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
8	Stakeholder Engagement and School Experience Current data do not provide sufficient student, staff, and family perception information to determine whether perceptions of engagement, belonging, academic rigor, communication, or attendance support are contributing to identified achievement concerns.	The campus lacks sufficient systematic perception data to identify stakeholder concerns and use that information to inform campus improvement decisions.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder Engagement and School Experience Current data do not provide sufficient student, staff, and family perception information to determine whether perceptions of engagement, belonging, academic rigor, communication, or attendance support are contributing to identified achievement concerns.	The campus lacks sufficient systematic perception data to identify stakeholder concerns and use that information to inform campus improvement decisions.

Goal 4

SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

To increase student, family, and staff knowledge of College, Career, and Military Readiness (CCMR) opportunities through targeted communication and educational sessions.

Evaluation Data Source: Collect student interest-inventory data on future career using Schoolinks.
Guidance lessons
Career & College Fair Flyer

Strategy 1

Guidance lesson on career, college and military and student interest surveys.

Strategy's Expected Result/Impact: Students chose a career of interest and discover information about the specific job responsibilities and facts about the career.

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 7 - School Processes & Programs 4

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

By the end of the 2026-2027 school year, 100% of students will attend and actively participate in the campus Career/College/Military Fair, as verified by attendance tracking and completed reflection logs/surveys.

Strategy's Expected Result/Impact: By May 2027, student explore different career occupations and ask appropriate questions to learn about the career.

Staff Responsible for Monitoring: Counselor & teachers

Problem Statements: Student Learning 7 - School Processes & Programs 4

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Elementary students lack early exposure to career pathways, higher education options, and post-secondary opportunities, limiting their early awareness and connection to College, Career, and Military Readiness (CCMR) concepts.	The campus currently lacks structured career exploration opportunities--such as dedicated guidance lessons and an interactive career/college fair--to foundationalize post-secondary awareness and help young learners connect current academic success to long-term CCMR pathways.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Elementary students lack early exposure to career pathways, higher education options, and post-secondary opportunities, limiting their early awareness and connection to College, Career, and Military Readiness (CCMR) concepts.	The campus currently lacks structured career exploration opportunities--such as dedicated guidance lessons and an interactive career/college fair--to foundationalize post-secondary awareness and help young learners connect current academic success to long-term CCMR pathways.

South San Antonio Independent School District

South San Antonio High School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By May 2027, South San Antonio High School will increase student achievement in English I EOC from 63% Approaches, 38% Meets, and 5% Masters to 75% Approaches, 50% Meets, and 15% Masters, and in English II EOC from 63% Approaches, 43% Meets, and 3% Masters to 75% Approaches, 50% Meets, and 15% Masters.

Evaluation Data Source: UAs, TFAR, Formative assessments.

Strategy 1

☑ Targeted Support Strategy

Teachers in Reading/Language Arts, Mathematics, Science, and Social Studies will use high-quality instructional materials (HQIM), pacing guides, and TEKS-aligned lesson plans, supported by regular internalization and monthly monitor meetings to analyze formative assessment results and adjust instruction.

Strategy's Expected Result/Impact: Teachers consistently deliver TEKS-aligned instruction using HQIM and pacing guides. Monthly data analysis leads to timely instructional adjustments, targeted reteaching, and interventions, resulting in increased student mastery and improved STAAR performance across all tested content areas.

Staff Responsible for Monitoring: Principal, Academic Dean, Master Teachers, Assistant Principals

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A, 211 E11 639900001724000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, South San Antonio High School will increase student achievement to 85% Approaches, 45% Meets, and 15% Masters in Algebra I; 95% Approaches, 60% Meets, and 25% Masters in Biology; and 95% Approaches, 60% Meets, and 25% Masters in U.S. History as measured by STAAR EOC assessments.

Evaluation Data Source: UAs, TFAR, Formative assessments, Interim Assessments

Strategy 1

Provide ongoing, content-specific professional development through weekly clusters (e.g., close reading strategies, academic vocabulary instruction, rigorous questioning, real-world application in math/science/social studies) paired with instructional coaching and observation cycles to strengthen and refine teacher instructional practices.

Strategy's Expected Result/Impact:
Teachers consistently implement content-specific, research-based strategies, resulting in stronger instructional practices, increased student engagement, and improved mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Academic Dean, Master Teachers, Assistant Principals.

Problem Statements: Student Learning 1

Funding Sources: 199 Local, $3,000, 211 Comprehensive Support, $4,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Provide supplemental materials for teachers and supplemental reading supplies/materials for students.

Strategy's Expected Result/Impact: Provide teachers with the instructional supports they need to push rigor in the classroom.

Staff Responsible for Monitoring: Principal, Associate Principal, Academic Dean, Master Teachers, Teachers

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A, 211 E11 639900001724000, $11,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, South San Antonio High School will strengthen accelerated instruction and targeted interventions for students who have not demonstrated proficiency on required EOC assessments, with re-testers reaching overall targets of 70% Approaches, 30% Meets, and 5% Masters in English I and English II, and 75% Approaches, 23% Meets, and 5% Masters in Algebra I, while monitoring progress of Special Education and Emergent Bilingual students toward district achievement expectations.

Evaluation Data Source: UAs, TFAR, Formative assessments, Interim assessments

Strategy 1

Implement a systematic Multi-Tiered System of Support (MTSS) framework, including targeted small-group instruction, tutoring (before/after school or during intervention periods), and progress monitoring for students who have not yet demonstrated proficiency, with specific attention to Special Education and Emergent Bilingual students.

Strategy's Expected Result/Impact: Students who have not demonstrated proficiency will receive timely, targeted support, resulting in accelerated academic growth, reduced achievement gaps, and increased mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Academic Dean, Assistant Principals, Master Teachers, Teachers

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: 211 Title I, Part A, $40,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Intentional master scheduling of intervention courses in the 4 core content areas.

Strategy's Expected Result/Impact: Students identified as needing additional academic support will be intentionally scheduled into intervention courses aligned to their areas of need in English, mathematics, science, and social studies. This will provide targeted, timely instruction designed to address learning gaps, increase course success, improve EOC performance, and reduce the number of students requiring EOC retesting.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Master Teachers, and Intervention Teachers

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Equitable Access and Support: The campus serves a high concentration of students requiring coordinated support, including 86.8% who are economically disadvantaged, 15.4% who receive special education services, and 22.4% who are Emergent Bilingual.	The campus serves 86.8% economically disadvantaged students, 15.4% Special Education students, and 22.4% Emergent Bilingual students, while only 18.3% of all students participate in ECHS or P-TECH. The campus must strengthen systems that ensure student groups receive appropriate support and equitable access to rigorous academic and career opportunities.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus records show that 9% of students who begin a CTE pathway do not complete the full sequence of courses or earn the related industry-based certification. These students may leave high school without completing a coherent program of study or earning the associated CCMR outcome.	Program data are maintained across multiple departments without one campus-wide monitoring system. This prevents leaders from consistently reviewing participation, persistence, completion, and outcomes across Advanced Academics, CTE, extracurricular activities, and student-support programs.

2	Although the campus offers numerous advanced academic, CTE, extracurricular, counseling, and student-support programs, the available evidence does not include consistent participation, completion, or outcome data disaggregated by student group. This limits the campus's ability to determine whether programs are equitably accessed and producing the intended results.	Students and families do not always receive early, repeated, and accessible information about available programs, eligibility requirements, benefits, and completion expectations. This may limit informed participation and persistence.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2027, 100% of South San Antonio High School campus instructional leaders will consistently use district-aligned walkthrough and observation tools to monitor key instructional indicators and provide teachers with timely, actionable feedback and follow-up support to strengthen classroom instruction.

Evaluation Data Source: Bullseye, EEPass

Strategy 1

Establish a campus-wide weekly walkthrough schedule (document in Bullseye/EEPass) focused on high-leverage NIET indicators. Ensure leadership teams conduct walks to promote collaboration and to maintain inter-rater reliability on rubric scoring.

Strategy's Expected Result/Impact: Teachers receive consistent, actionable feedback aligned to the NIET rubric, resulting in more reliable observation scores, improved instructional practices, and stronger student outcomes.

Staff Responsible for Monitoring: Principal, Academic Dean, Assistant Principals, mentor teachers, and Master Teachers.

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Require 100% of teachers to maintain a live, documented IGP aligned to NIET rubric indicators and concrete student achievement metrics. Instructional leaders review and monitor IGP milestones to assess progress.

Strategy's Expected Result/Impact: All teachers will demonstrate measurable growth in identified NIET indicators, resulting in improved instructional practices and increased student achievement.

Staff Responsible for Monitoring: Principal, Academic Dean, Master Teachers, Assistant Principals, Mentor Teachers

Problem Statements: Student Learning 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Equitable Access and Support: The campus serves a high concentration of students requiring coordinated support, including 86.8% who are economically disadvantaged, 15.4% who receive special education services, and 22.4% who are Emergent Bilingual.	The campus serves 86.8% economically disadvantaged students, 15.4% Special Education students, and 22.4% Emergent Bilingual students, while only 18.3% of all students participate in ECHS or P-TECH. The campus must strengthen systems that ensure student groups receive appropriate support and equitable access to rigorous academic and career opportunities.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus records show that 9% of students who begin a CTE pathway do not complete the full sequence of courses or earn the related industry-based certification. These students may leave high school without completing a coherent program of study or earning the associated CCMR outcome.	Program data are maintained across multiple departments without one campus-wide monitoring system. This prevents leaders from consistently reviewing participation, persistence, completion, and outcomes across Advanced Academics, CTE, extracurricular activities, and student-support programs.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

During the 2026-2027 school year, via cluster, 100% of teachers and campus instructional leaders will participate in sustained job-embedded professional development, lesson internalization, collaborative planning, and data-driven instructional practices aligned to district and campus priorities, including differentiated instruction, inclusive education, student engagement, and rigorous Tier I instruction.

Evaluation Data Source: Cluster observations, EEPASS, Campus PD schedules.

Strategy 1

Structure department internalization time around non-negotiables, including data analysis through monthly monitor movements, data analysis through student work analysis protocols, unit internalizations, and lesson plan internalizations, ensuring teachers solve core task exemplars themselves to anticipate student misconceptions before planning daily differentiation.

Strategy's Expected Result/Impact: Teachers will use assessment data and student work to plan rigorous, standards-aligned lessons, anticipate misconceptions, and provide responsive differentiation, resulting in stronger student mastery and improved academic outcomes.

Staff Responsible for Monitoring: Principals, Assistant Principals, Academic Dean, Master Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus records show that 9% of students who begin a CTE pathway do not complete the full sequence of courses or earn the related industry-based certification. These students may leave high school without completing a coherent program of study or earning the associated CCMR outcome.	Program data are maintained across multiple departments without one campus-wide monitoring system. This prevents leaders from consistently reviewing participation, persistence, completion, and outcomes across Advanced Academics, CTE, extracurricular activities, and student-support programs.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By May 2027, South San Antonio High School will increase student attendance from 91.09% to 94% through strengthened family partnerships, targeted attendance interventions, regular progress monitoring, and consistent communication regarding the importance of daily attendance.

Evaluation Data Source: PEIMS attendance reports, skyward attendance documentation

Strategy 1

South San Antonio High School will implement a tiered attendance monitoring and family outreach system. The attendance team will review student attendance reports weekly to identify students with increasing absences. Families will receive same-day automated notifications, followed by personal contact from an assigned staff member when a student reaches an established attendance threshold.

Strategy's Expected Result/Impact: Students with increasing absences will be identified and supported earlier, resulting in improved attendance, reduced chronic absenteeism, increased instructional time, and stronger student achievement.

Staff Responsible for Monitoring: Principal, Academic Dean, Master Teachers, Assistant Principals, Truancy Coordinator

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance and Student Engagement: The campus attendance rate is 90.9%, while 34% of students are identified as chronically absent. This level of absenteeism limits consistent access to instruction, intervention, specialized services, and college and career opportunities.	Evidence from the 90.9% attendance rate and 34% chronic absenteeism rate indicates that the campus's attendance monitoring, early-warning, and intervention systems are not yet producing consistent student attendance because barriers are not always identified and addressed through timely, coordinated support.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, 100% of South San Antonio High School students will have access to a comprehensive and balanced counseling program supporting academic achievement, social-emotional and behavioral needs, graduation planning, student belonging, and college, career, and military readiness.

Evaluation Data Source: Counselor reports

Strategy 1

The counseling department will implement a grade-level counseling delivery calendar that provides academic planning, social-emotional support, graduation guidance, and college, career, and military readiness services through existing required classes. Counselors will provide scheduled classroom lessons through courses such as English, social studies, or other required classes, while also offering individual appointments, small-group support, lunch availability, and a student referral form.

Strategy's Expected Result/Impact: All students will receive consistent access to counseling services and outside/social resources, resulting in improved academic planning, social-emotional well-being, on-time graduation, and completion of college, career, or military readiness outcomes.

Staff Responsible for Monitoring: Principals, Assistant Principal, Academic Dean, counselors

Problem Statements: Demographics 1 - School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance and Student Engagement: The campus attendance rate is 90.9%, while 34% of students are identified as chronically absent. This level of absenteeism limits consistent access to instruction, intervention, specialized services, and college and career opportunities.	Evidence from the 90.9% attendance rate and 34% chronic absenteeism rate indicates that the campus's attendance monitoring, early-warning, and intervention systems are not yet producing consistent student attendance because barriers are not always identified and addressed through timely, coordinated support.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although the campus offers numerous advanced academic, CTE, extracurricular, counseling, and student-support programs, the available evidence does not include consistent participation, completion, or outcome data disaggregated by student group. This limits the campus's ability to determine whether programs are equitably accessed and producing the intended results.	Students and families do not always receive early, repeated, and accessible information about available programs, eligibility requirements, benefits, and completion expectations. This may limit informed participation and persistence.

Performance Objective 3

By May 2027, South San Antonio High School will OSS by 10% from the 2025-2026 baseline through positive behavioral supports, consistent campus expectations, proactive interventions, and initiatives that strengthen student engagement, belonging, and school culture.

Evaluation Data Source: Skyward OSS Discipline Reports

Strategy 1

Implement an administrator-led intervention process to identify students at risk of repeated disciplinary removals and provide individualized support to keep students engaged in learning.

Strategy's Expected Result/Impact: Students and staff will demonstrate a shared understanding of behavioral expectations, resulting in fewer discipline referrals, reduced classroom removals, increased instructional time, and an improved school climate.

Staff Responsible for Monitoring: Principal, Assistant Principals, Associate Principals, Teachers, Counselors, CIS

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Train 100% of campus staff on restorative justice practices.

Strategy's Expected Result/Impact: The expected result is a reduction in overall referrals and an increase in teacher to parent communication.

Staff Responsible for Monitoring: Principal, Assistant Principals, Associate Principals, Teachers, Counselors, CIS

Problem Statements: Demographics 1

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance and Student Engagement: The campus attendance rate is 90.9%, while 34% of students are identified as chronically absent. This level of absenteeism limits consistent access to instruction, intervention, specialized services, and college and career opportunities.	Evidence from the 90.9% attendance rate and 34% chronic absenteeism rate indicates that the campus's attendance monitoring, early-warning, and intervention systems are not yet producing consistent student attendance because barriers are not always identified and addressed through timely, coordinated support.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2027, SSAHS will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by family engagement surveys.

Evaluation Data Source: Event Sign-in Sheets

Strategy 1

Offer a minimum of 15 recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Meet the Bobcat Night, Open House, Title I Campus Policy Meeting, Cafecitos.

Strategy's Expected Result/Impact: Families will demonstrate increased awareness of academic and attendance expectations, improved access to campus resources, and greater capacity to support student success, contributing to improved attendance and academic outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals, Associate Principal, Teachers, Counselors

Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A, $5,000

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance and Student Engagement: The campus attendance rate is 90.9%, while 34% of students are identified as chronically absent. This level of absenteeism limits consistent access to instruction, intervention, specialized services, and college and career opportunities.	Evidence from the 90.9% attendance rate and 34% chronic absenteeism rate indicates that the campus's attendance monitoring, early-warning, and intervention systems are not yet producing consistent student attendance because barriers are not always identified and addressed through timely, coordinated support.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, South San Antonio High School will expand and document active partnerships with community organizations, local colleges, and businesses that provide students and families with academic support, mentoring, career exploration, work-based learning, postsecondary preparation, or other opportunities that advance student success.

Strategy 1

Strengthen partnerships through Community In Schools to connect students and families with academic, social, and community-based resources.

Strategy's Expected Result/Impact: Students and families will have increased access to timely resources that address barriers to attendance, engagement, academic achievement, and overall well-being.

Staff Responsible for Monitoring: Principal, Community in Schools Coordinator, Counselors, Social Workers, Family Engagement Liaison, CCMR Specialist, and Community Partners.

Problem Statements: School Processes & Programs 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although the campus offers numerous advanced academic, CTE, extracurricular, counseling, and student-support programs, the available evidence does not include consistent participation, completion, or outcome data disaggregated by student group. This limits the campus's ability to determine whether programs are equitably accessed and producing the intended results.	Students and families do not always receive early, repeated, and accessible information about available programs, eligibility requirements, benefits, and completion expectations. This may limit informed participation and persistence.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By June 2027, South San Antonio High School will strengthen graduation monitoring, credit recovery, and dropout prevention systems to meet or exceed a four-year graduation rate of 93% and maintain a dropout rate at or below 5%, with targeted support provided to students who are credit deficient or at risk of not graduating.

Evaluation Data Source: OnDataSuite, Opt Flex Enrollment

Strategy 1

The CCMR Guiding Coalition will review individual senior and junior progress toward CCMR indicators (CTE, AP/Dual Credit, TSI, ASVAB) and deploy targeted campus interventions.

Strategy's Expected Result/Impact: Students who are not on track for a CCMR indicator will be identified and supported early, resulting in increased completion of qualifying CCMR outcomes, an increased graduation rate, and improved postsecondary readiness.

Staff Responsible for Monitoring: Principal, CCMR Coordinator, Counselors, CTE Coordinator, Advanced Academics Staff, Testing Coordinator, and Guiding Coalition members.

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus records show that 9% of students who begin a CTE pathway do not complete the full sequence of courses or earn the related industry-based certification. These students may leave high school without completing a coherent program of study or earning the associated CCMR outcome.	Program data are maintained across multiple departments without one campus-wide monitoring system. This prevents leaders from consistently reviewing participation, persistence, completion, and outcomes across Advanced Academics, CTE, extracurricular activities, and student-support programs.
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Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By June 2027, South San Antonio High School will increase the percentage of annual graduates meeting at least one College, Career, or Military Readiness criterion from 91% to 95% through targeted CCMR advising, progress monitoring, and expanded access to qualifying pathways.

Evaluation Data Source: OnDataSuite

Strategy 1

Utilize the CCMR Data Room as an interactive visual tracking hub to conduct bi-weekly data wall walkthroughs, student progress audits, and targeted student-advisor conferences.

Strategy's Expected Result/Impact: Staff and students will have a clear understanding of progress toward CCMR completion, resulting in earlier identification of gaps, timely interventions, increased student ownership, and improved CCMR attainment.

Staff Responsible for Monitoring: Principal, CCMR Coordinator, Counselors, CTE Coordinator, Advanced Academics Staff, Testing Coordinator, and Guiding Coalition members.

Problem Statements: Demographics 2 - School Processes & Programs 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Equitable Access and Support: The campus serves a high concentration of students requiring coordinated support, including 86.8% who are economically disadvantaged, 15.4% who receive special education services, and 22.4% who are Emergent Bilingual.	The campus serves 86.8% economically disadvantaged students, 15.4% Special Education students, and 22.4% Emergent Bilingual students, while only 18.3% of all students participate in ECHS or P-TECH. The campus must strengthen systems that ensure student groups receive appropriate support and equitable access to rigorous academic and career opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although the campus offers numerous advanced academic, CTE, extracurricular, counseling, and student-support programs, the available evidence does not include consistent participation, completion, or outcome data disaggregated by student group. This limits the campus's ability to determine whether programs are equitably accessed and producing the intended results.	Students and families do not always receive early, repeated, and accessible information about available programs, eligibility requirements, benefits, and completion expectations. This may limit informed participation and persistence.

Performance Objective 3

By June 2027, South San Antonio High School will increase postsecondary readiness opportunities so that at least 50% of graduates complete a CTE program of study and earn an industry-based certification, at least 45% of graduates earn college credit through AP, OnRamps, or Dual Credit, and 100% of students indicating military enlistment complete the ASVAB with qualifying scores and required documentation submitted.

Evaluation Data Source: PEIMS, Skyward, OnDataSuite

Strategy 1

Implement systematic, individual graduation audits for all 9th-12th grade students each semester, pairing transcript reviews with mandatory counselor-student progress conferences and immediate credit recovery placement

Strategy's Expected Result/Impact: Students who are off track will be identified and supported earlier, resulting in increased credit attainment, fewer course deficiencies, improved grade-level on-track rates, and higher graduation rates.

Staff Responsible for Monitoring: Principal, CCMR Coordinator, Counselors, CTE Coordinator, Advanced Academics Staff, Testing Coordinator, and Guiding Coalition members.

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Saturday academies for TSI readiness preparation

Strategy's Expected Result/Impact: The expected result is students increase their TSI readiness on the reading and math TSI test.

Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal, EC/CTE Coordinator, CCMR Specialist, Counselors, Academic Dean.

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: 211 Title I, Part A, $4,200

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Grade-Level Achievement: 11% of students achieved Meets Grade Level in Mathematics and 43% achieved Meets in Reading. Additionally, advanced performance remains low in these core areas, with just 2% of students in Mathematics and 5% in Reading reaching the Masters Grade Level. Across all subjects combined, less than half the campus (43%) met grade-level expectations.	HQIM are not implemented with consistent rigor or adjusted systematically after assessment data reveal misconceptions, particularly for re-testers and students requiring intervention.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus records show that 9% of students who begin a CTE pathway do not complete the full sequence of courses or earn the related industry-based certification. These students may leave high school without completing a coherent program of study or earning the associated CCMR outcome.	Program data are maintained across multiple departments without one campus-wide monitoring system. This prevents leaders from consistently reviewing participation, persistence, completion, and outcomes across Advanced Academics, CTE, extracurricular activities, and student-support programs.

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South San Antonio Independent School District



Roy P. Benavidez Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By Spring 2027, 85% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Literacy.

Evaluation Data Source: CIRCLE Progress Monitoring System Reports

Strategy 1

Benavidez Pre-K teachers will participate in yearlong professional learning and ongoing coaching focused on small-group literacy interventions, evidence-based practices, and lesson internalization. Through cluster meetings, modeling, and practice-based learning, teachers will strengthen Tier 1 foundational literacy instruction and alignment with the Pre-K Guidelines, as measured by walkthrough data.

Strategy's Expected Result/Impact: Pre-K students will increase their foundational literacy skills, including phonological awareness, alphabet knowledge, and early writing, as measured by the CIRCLE Progress Monitoring System (CPMS).

Staff Responsible for Monitoring: Head Start Master Teacher
Principal
Assistant Principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By Spring 2027, 85% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Mathematics.

Evaluation Data Source: CIRCLE Progress Monitoring

Strategy 1

Benavidez Pre-K teachers will participate in yearlong professional learning and ongoing coaching focused on small-group math interventions, lesson internalization, modeling, and evidence-based practices to strengthen Tier 1 foundational math instruction aligned with the Pre-K Guidelines, as measured by classroom walkthrough data.

Strategy's Expected Result/Impact: Pre-K students will increase their foundational numeracy skills, including number sense, counting, and problem-solving as measured by the CIRCLE progress monitoring system (CPMS).

Staff Responsible for Monitoring: Head Start Master Teacher
Principal
Assistant Principals

Problem Statements: School Processes & Programs 1

Funding Sources: Head Start Master Teacher 211 Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By Spring 2027, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 54% of students meeting or exceeding their individual MAP Growth Goal.

Evaluation Data Source: MAP Growth Reports

Strategy 1

All Benavidez staff will continue implementing Bluebonnet Learning Reading and Language Arts Curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Instructional Support Teacher

Problem Statements: School Processes & Programs 1

Funding Sources: RLA Master Teacher 211 Title I, Part A, $100,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By Spring 2027, students in grades K-2 will demonstrate growth in Mathematics with at least an average of 62% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1

Provide Instructional Coherence professional development with implementation of Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and district instructional priorities.

Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system. Provide support that includes unit module overviews and lesson internalization, modeling, and practice-based learning through Cluster Professional Learning as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
Instructional Support Teacher

Problem Statements: School Processes & Programs 1

Funding Sources: Math Master Teacher 211 Title I, Part A, $100,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students in STAAR Reading 3-5 will increase from 40% to 46% at the Meets performance level or above.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Benavidez teachers will participate in yearlong, job-embedded professional learning focused on implementing high-quality instructional materials (HQIM), lesson internalization, modeling, and evidence-based practices to strengthen RLA instruction. Professional learning will build teacher content knowledge and alignment with TEKS and STAAR cognitive rigor, as measured by classroom walkthrough data.

Strategy's Expected Result/Impact: Students will demonstrate increased engagement, critical thinking, and mastery of grade-level RLA standards (TEKS), resulting in improved reading comprehension, academic growth, and performance on classroom assessments and STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals
Instructional Support Teacher

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Protect daily, uninterrupted RLA instructional blocks to ensure consistent delivery of core reading and writing instruction, with fidelity to instructional minutes monitored through weekly classroom walkthroughs and observations.

Strategy's Expected Result/Impact: Expected Student Results: Students will benefit from consistent, uninterrupted RLA instruction, resulting in increased engagement, stronger foundational reading and writing skills, improved mastery of grade-level TEKS, and measurable academic growth on classroom assessments, MAP Growth, and STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Implement a balanced assessment system using HQIM-aligned formative and interim assessments. Strengthen teacher capacity to analyze student work, adjust instruction in real time, and monitor progress toward Meets Grade Level performance.

Strategy's Expected Result/Impact: Students will receive targeted, data-driven instruction that addresses learning gaps, strengthens mastery of grade-level TEKS, and increases academic growth, resulting in more students achieving Meets Grade Level performance on assessments and STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on our historic STAAR data, there is a need for stronger Tier 1 instruction.	Teacher content knowledge and implementation of Tier 1 instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students in STAAR Math 3-5 will increase from 32% to 49% at the Meets performance level or above.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Implement TEKS-aligned, high-quality instructional materials (HQIM) through job-embedded professional learning focused on lesson internalization, modeling, student discourse, student work analysis, and data-driven instruction. Strengthen teacher content knowledge and instructional practices aligned with STAAR cognitive rigor, as measured by classroom walkthrough data.

Strategy's Expected Result/Impact: Students will demonstrate increased mathematical understanding, problem-solving skills, critical thinking, and meaningful mathematical discourse. Targeted, data-driven instruction will strengthen mastery of grade-level TEKS, increase academic growth, and improve student performance on classroom assessments and STAAR, with more students achieving Meets Grade Level or above.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals
IST

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Protect daily, uninterrupted math instructional blocks to ensure consistent delivery of core instruction and fidelity to instructional minutes. Monitor implementation through weekly walkthroughs and observations, with posted classroom schedules reflecting instructional expectations.

Strategy's Expected Result/Impact: Students will receive consistent, high-quality math instruction that strengthens conceptual understanding, problem-solving skills, and mastery of grade-level TEKS, resulting in increased engagement, academic growth, and improved performance on classroom assessments and STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Implement a balanced assessment system using HQIM-aligned formative and interim math assessments. Strengthen teacher capacity to analyze student work, adjust instruction in real time, and monitor progress toward Meets Grade Level performance.

Strategy's Expected Result/Impact: Students will receive targeted, data-driven math instruction that addresses learning gaps, strengthens mathematical reasoning and problem-solving skills, and increases mastery of grade-level TEKS, resulting in improved academic growth and more students achieving Meets Grade Level or above on assessments and STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 7

By May 2027, the percentage of students in STAAR Science 5th grade will increase from 11% to 20% at the Meets performance level or above.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Implement TEKS-aligned, high-quality instructional materials (HQIM) through yearlong, job-embedded professional learning focused on lesson internalization, modeling, and evidence-based science instruction. Strengthen teacher content knowledge and instructional practices aligned with STAAR cognitive rigor, as measured by classroom walkthrough data.

Strategy's Expected Result/Impact: Students will demonstrate increased scientific understanding, critical thinking, inquiry, and problem-solving skills through engaging, hands-on learning experiences. Students will strengthen mastery of grade-level science TEKS, resulting in increased academic growth and improved performance on classroom assessments and STAAR, with more students achieving Meets Grade Level or above.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 8 ☑ High Priority ☑ HB3 Goal

By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at approaches or higher from 26% to 36% on STAAR assessments.

Evaluation Data Source: balanced assessment system and Branching Minds.

Strategy 1

Create a a campus master schedule to ensure all HB 1416 students will complete accelerated learning requirements.

Strategy's Expected Result/Impact: Increased student performance as measured by the balanced assessment system and state accountability.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements.

Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416 and increased performance on state accountability.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 9 ☑ High Priority ☑ HB3 Goal

By May 2026, the percentage of Special Education students in grades 3-5 will increase from 17% - 25% at the Meets performance level or above on STAAR assessments.

Evaluation Data Source: Balanced assessment to include STAAR

Strategy 1

Provide professional learning for all staff on Standards-Based IEP Development (SBID) to ensure IEP goals, accommodations, and instructional supports align with grade-level TEKS and student needs. Monitor implementation and effectiveness through State Performance Plan Indicator (SPPI) data.

Strategy's Expected Result/Impact: Students receiving special education services will benefit from individualized, standards-aligned instruction and targeted supports that increase access to grade-level curriculum, strengthen academic growth, and improve progress toward IEP goals, resulting in improved student outcomes and SPPI performance.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant Principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Establish and consistently monitor clear instructional expectations and "look-fors" across special education settings, focusing on high-leverage instructional strategies that promote consistency, effective instruction, and improved student outcomes.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased engagement, improved access to grade-level curriculum, and progress toward individualized learning goals, resulting in measurable academic growth, greater independence, and improved student achievement.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 12 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of Emergent Bilingual students in grades 3-5 will increase from 10.53% to 15% at the Meets performance level or above on STAAR assessments.

Evaluation Data Source: Balanced assessment to include STAAR

Strategy 1

Implement the research-based 90/10 dual language framework with fidelity in 100% of Pre-K-5 dual language classrooms to strengthen bilingual instruction, language development, and academic achievement.

Strategy's Expected Result/Impact: Emergent bilingual students will demonstrate increased proficiency in both Spanish and English, stronger cognitive and literacy skills, and improved mastery of grade-level content, resulting in measurable language development and academic growth as evidenced by the balanced assessment system.

Staff Responsible for Monitoring: Master Teacher
Principal
Assistant Principal
Bilingual Instructional Assistants

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 12 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2027, 100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS and Bullseye

Strategy 1

Campus leaders will implement a minimum of 2 formal observations (announced and unannounced) using the NIET Teaching and Learning Standards rubric, to ensure fidelity of implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, and SALT meetings.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principal

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Bullseye to guide our professional learning, coaching, and cluster meetings.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 2

In the 2026-2027 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: PD catalog, cluster meeting agendas, Eduphoria

Strategy 1

Campus administration will implement professional learning opportunities to ensure support and learning for staff is continuous as measured through walkthroughs and sign in sheets.

Strategy's Expected Result/Impact: Staff will acquire new knowledge and deepen their understanding of effective learning strategies.

Staff Responsible for Monitoring: Campus Administration
Master Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on our historic STAAR data, there is a need for stronger Tier 1 instruction.	Teacher content knowledge and implementation of Tier 1 instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1

☑ **High Priority**

Student attendance at Benavidez Elementary will increase from 92.9% to 94% for the 2026-2027 school year.

Evaluation Data Source: Daily attendance checks by class and overall campus average provided by PEIMS clerk.

Strategy 1

Implement a proactive attendance support system through consistent family communication, real-time attendance monitoring, early intervention when attendance falls below 94%, and community partnerships to address barriers. Promote attendance awareness and strengthen family engagement to reduce chronic absenteeism.

Strategy's Expected Result/Impact: Students will demonstrate improved daily attendance, reduced chronic absenteeism, and increased access to consistent instruction, resulting in stronger academic growth, improved student engagement, and greater overall academic success.

Staff Responsible for Monitoring: Principal
Assistant principals
Counselors
Parent liaison
Head Start Family Service Facilitators
Attendance clerks
Teachers

Problem Statements: Demographics 2 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement a campuswide attendance incentive program using PATRIOT coloring sheets and choice boards to recognize perfect attendance. Classes will earn letters for each day of perfect attendance and select incentives upon completing the word PATRIOT, working toward completing their choice boards. This initiative will promote positive attendance habits, teamwork, and healthy competition across classrooms and grade levels.

Strategy's Expected Result/Impact: Students will demonstrate increased motivation to attend school daily, improved classroom and grade-level attendance rates, and reduced absenteeism. Consistent attendance will provide greater access to instruction, strengthen student engagement, and support academic growth and achievement.

Staff Responsible for Monitoring: Principal
Assistant Principals
Attendance Clerks
Parent Liaison

Problem Statements: Demographics 2

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Strategy 3

Implement monthly attendance incentives recognizing students with perfect attendance and zero tardies by providing an opportunity to enjoy lunch with a guest of their choice. This initiative will motivate students to attend school consistently, arrive on time, and develop positive attendance habits.

Strategy's Expected Result/Impact: Students will demonstrate increased motivation to attend school daily and arrive on time, resulting in improved individual attendance rates, reduced tardiness, and greater access to instructional time, ultimately supporting academic growth and student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principals
Attendance Clerks
Parent Liaison

Problem Statements: Demographics 2

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Low attendance and high absenteeism rate.	High enrollment of transfer students in addition to transportation needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

Performance Objective 2

By Spring 2027, Benavidez Elementary will strengthen a safe, structured, and nurturing school environment through targeted counseling services, Positive Behavioral Interventions, and family engagement opportunities that promote positive behavior, emotional well-being, healthy relationships, and a culture of care for all students.

Evaluation Data Source: Camus-wide Referrals
Counseling lessons
Counseling referrals

Strategy 1

Implement a comprehensive counseling and student support program through targeted small-group counseling, campuswide PBIS lessons, college and career readiness activities, and family engagement opportunities. Counselors will focus on strengthening social-emotional skills, positive behavior, healthy relationships, and school-family connections to foster a safe, structured, and nurturing learning environment.

Strategy's Expected Result/Impact: Students will demonstrate improved social-emotional skills, positive behavior, self-confidence, and healthy peer relationships, resulting in fewer discipline referrals, increased student engagement, stronger school connectedness, and improved academic success.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselors

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and families do not have full trust in administration.	Inconsistency with administration within recent years.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1 ☑ High Priority

Increase relationships with additional family engagement and community opportunities.

Evaluation Data Source: Emails, District Mobile app, Social Media, Campus Marquee, Flyers, Phone Blasts, Cafecito etc.

Strategy 1

Throughout the 2026-2027 school year, campus events/information and important dates will be sent to families by leadership on a weekly basis.

Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance at events.
Increased student growth and achievement as well as attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Parent Liaison 211 Title I, Part A, $25,000

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and families do not have full trust in administration.	Inconsistency with administration within recent years.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1 ☑ High Priority

Students will engage in meaningful, real-world learning experiences that strengthen critical thinking, problem-solving, communication, collaboration, and the application of academic skills to prepare them for future college, career, workforce, and military opportunities.

Evaluation Data Source: Classroom walkthroughs, Internalization, student work samples, student discourse evidence.

Strategy 1

Implement TEKS-aligned, real-world learning experiences across grade levels through classroom instruction, hands-on activities, guest speakers, career exploration, and purposeful field trips.

Strategy's Expected Result/Impact: These experiences will strengthen student communication, collaboration, critical thinking, and problem-solving skills while increasing awareness of future college, career, workforce, and military pathways.

Staff Responsible for Monitoring: Principal
Assistant Principals
Master Teachers

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent MTSS systems for early intervention.	Lack of knowledge, system, and accountability for early intervention.

South San Antonio Independent School District

Palo Alto Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

By Spring 2027, Palo Alto Elementary School will increase academic achievement in Reading Language Arts across all STAAR tested grade levels (3-5) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 63% to at least 76%, at Meets Grade Level from 37% to at least 51%, and at Masters Grade Level from 14% to at least 28%, as measured by the Texas Accountability System.

Evaluation Data Source: Beginning of year to end of year assessments, Unit Assessments, common formative assessments, benchmarks, semester exams, STAAR Assessments

Strategy 1

Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials alignment with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Strategy 2

Provide opportunities for enrichment beyond Tier 1 instruction through after-school tutorials, targeted small-group instruction, and extension activities designed to deepen comprehension, critical thinking, and writing skills.

Strategy's Expected Result/Impact: Moving students from the Approaches to Meets performance level and the Meets to Masters performance level by providing accelerated learning opportunities aligned to high quality instructional materials and STAAR readiness standards.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Strategy 3

Implement grade level shared RLA intervention time for Tier 2 and Tier 3 instruction to target both foundational skill gaps and extend learning as needed for students including those receiving Special Education services and students identified as Emergent Bilingual.

Strategy's Expected Result/Impact: Intervention and extension are critical in closing learning gaps by strengthening reading comprehension, academic vocabulary, and problem-solving skills. As a result, more students will move from the Does Not Meet to Approaches performance levels and from the Approaches to Meets performance levels.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall attendance is stagnant growing only 0.1% in 25-26 school year with the rate growing from 92.8% - 92.9%. We remain 1.1% short of the district's 94% goal.	Although attendance systems and incentives are in place, consistent monitoring, early intervention, and follow-up with students and families need to be strengthened to address barriers contributing to chronic absenteeism.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.
2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By Spring 2027, Palo Alto Elementary School will increase academic achievement in Mathematics across all tested grade levels (Grades 3-5) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 47% to at least 73%, at Meets Grade Level from 27% to at least 43%, and at Masters Grade Level from 8% to at least 21%, as measured by the Texas accountability system.

Evaluation Data Source: BOY - EOY assessments, Unit Assessments, CFA, Benchmarks, Semester Exams, STAAR Assessment

Strategy 1

Fully implement high quality instructional materials (Bluebonnet) aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 199 PIC 30 State Comp, , 211 Title I, Part A,

Formative Reviews

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Strategy 2

Provide opportunities for enrichment beyond Tier 1 instruction in Mathematics through after school tutorials, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of mathematical concepts.

Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as math competitions and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from the Meets to Masters performance level on STAAR.

Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Strategy 3

Implement grade level shared intervention time for math Tier 2 and Tier 3 instruction to target both foundational skill gaps and extend learning as needed for students including those receiving Special Education services and students identified as Emergent Bilingual.

Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening mathematical conceptual knowledge, academic vocabulary, and problem-solving skills. As a result, more students will move from the Does Not Meet to Approaches performance levels and from the Approaches to Meets performance levels.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall attendance is stagnant growing only 0.1% in 25-26 school year with the rate growing from 92.8% - 92.9%. We remain 1.1% short of the district's 94% goal.	Although attendance systems and incentives are in place, consistent monitoring, early intervention, and follow-up with students and families need to be strengthened to address barriers contributing to chronic absenteeism.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.
2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Participation in academic family events consistently averages lower attendance than non academic events. Survey data shows that parents are unsure how to support current grade level learning at home.	The campus lacks a consistent system for two-way learning focused communication that gives families timely ways to support grade-level skills.

Performance Objective 3

By Spring 2027, Palo Alto Elementary School will increase academic achievement in Mathematics across grade levels K-3 by raising the overall percentage of students meeting their individual MAP Math Growth goal from 50% to at least 61%, as measured by NWEA MAP Growth Reports.

Evaluation Data Source: BOY - EOY assessments, Unit Assessments, CFAs

Strategy 1

Fully implement high quality instructional materials aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials alignment with TEKS and the cognitive rigor of MAP and the TEKs.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 211 Title I, Part A,

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Strategy 2

Provide opportunities for enrichment beyond Tier 1 instruction in Mathematics through after school tutorials, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of mathematical concepts.

Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as math competitions and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students meeting their individual growth goals.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Strategy 3

Implement grade level shared math intervention time for Tier 2 and Tier 3 instruction to target both foundational skill gaps and extend learning as needed for students including those receiving Special Education services and students identified as Emergent Bilingual.

Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening mathematical conceptual knowledge, academic vocabulary, and problem-solving skills. As a result, more students meet their individual growth goals.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall attendance is stagnant growing only 0.1% in 25-26 school year with the rate growing from 92.8% - 92.9%. We remain 1.1% short of the district's 94% goal.	Although attendance systems and incentives are in place, consistent monitoring, early intervention, and follow-up with students and families need to be strengthened to address barriers contributing to chronic absenteeism.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.
2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Participation in academic family events consistently averages lower attendance than non academic events. Survey data shows that parents are unsure how to support current grade level learning at home.	The campus lacks a consistent system for two-way learning focused communication that gives families timely ways to support grade-level skills.

Performance Objective 4

By Spring 2027, Palo Alto Elementary School will increase academic achievement in Reading across grade levels K-3 by raising the overall percentage of students meeting their individual MAP Reading Growth goal from 48% to at least 61%, as measured by NWEA MAP Growth Reports.

Evaluation Data Source: BOY - EOY assessments, Unit Assessments, CFAs

Strategy 1

Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials alignment with TEKS and the cognitive rigor of MAP and the TEKs.

Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers, Teachers

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Strategy 2

Provide opportunities for enrichment beyond Tier 1 instruction through after-school tutorials, targeted small-group instruction, and extension activities designed to deepen comprehension, critical thinking, and writing skills.

Strategy's Expected Result/Impact: Students will meet their individual growth goals by providing accelerated learning opportunities aligned to high quality instructional materials and TEK readiness standards.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

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Strategy 3

Implement grade level shared RLA intervention time for Tier 2 and Tier 3 instruction to target both foundational skill gaps and extend learning as needed for students including those receiving Special Education services and students identified as Emergent Bilingual.

Strategy's Expected Result/Impact: Intervention and extension are critical in closing learning gaps by strengthening reading comprehension, academic vocabulary, and problem-solving skills. As a result, more students meet their individual growth goals.

Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.
2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

By May 2027, 100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS data and reports, Bullseye walkthrough data, Mentor walkthrough data

Strategy 1

Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the NIET rubric as evident by EEPASS Data.

Staff Responsible for Monitoring: Master Teachers, Campus Admin

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Strategy 2

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of walkthrough implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Bullseye to guide our professional learning, coaching, and cluster meetings.

Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Palo Alto has a lack of clearly defined systems and routines necessary for effective school operations.	There has been a high rate of staff and instructional leadership turnover.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.
2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Performance Objective 2

In the 2026-2027 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: Professional Development Catalog, Cluster Meeting agendas, Observation Data, Eduphoria, Attendance Reports

Strategy 1

Campus instructional leadership teams will participate in weekly Instructional Leadership Team and South San Leadership Team meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric.

Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers, Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1

By the end of the 2026-2027 school year, Palo Alto Elementary will increase the overall student attendance rate from 92.9% to at least 94% through the implementation of attendance incentives, parent communication, and targeted interventions for chronically absent students.

Evaluation Data Source: Campus Attendance Reports, PEIMS Attendance Data Reports

Strategy 1

Increase attendance monitoring and data analysis and provide tiered interventions to increase student attendance by:
Tier 1: Universal messaging and school-wide incentives
Tier 2: Personalized phone calls, parent meetings, and student check-ins
Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Counselor, PEIMS clerk, Assistant Principals, Principal, Teachers, Parent Liaison

Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 1

Funding Sources: 211 Title I, Part A,

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Recognize and reward grade levels and students that meet or exceed the campus 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plans and teacher/student goal-setting initiatives.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
A culture of prioritizing attendance on all campuses will be established.

Staff Responsible for Monitoring: Counselor, PEIMS clerk, Assistant Principals, Principal, Teachers, Parent Liaison

Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall attendance is stagnant growing only 0.1% in 25-26 school year with the rate growing from 92.8% - 92.9%. We remain 1.1% short of the district's 94% goal.	Although attendance systems and incentives are in place, consistent monitoring, early intervention, and follow-up with students and families need to be strengthened to address barriers contributing to chronic absenteeism.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.
2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Participation in academic family events consistently averages lower attendance than non academic events. Survey data shows that parents are unsure how to support current grade level learning at home.	The campus lacks a consistent system for two-way learning focused communication that gives families timely ways to support grade-level skills.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, Palo Alto School will strengthen family and community engagement by sending regular campus communications (via email, phone messages, and social media) to keep parents informed of academic expectations, campus events, and student supports, as measured by at least 90% of communications sent on schedule, documented in communication logs.

Evaluation Data Source: Weekly Newsletters, Social Media Posts, Parent contact documentation logs, Parent survey feedback results, Family Engagement Event Sign Ins

Strategy 1

Develop and implement a structured communication plan to ensure families timely campus updates. The plan will include scheduled email newsletters, automated phone messages, social media posts, and teacher-led reminders to share academic expectations, upcoming events, and available student supports.

Strategy's Expected Result/Impact: Strengthen partnerships between the school, families, and the community by ensuring parents are informed and engaged in their child's education. As a result,
parents will be better equipped to support academic expectations, participate in campus events, and access student supports, leading to increased parent engagement, stronger home-school connections, and improved student achievement.

Staff Responsible for Monitoring: Campus Admin, Teachers, Parent Liaison

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: 211 Title I, Part A,

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall attendance is stagnant growing only 0.1% in 25-26 school year with the rate growing from 92.8% - 92.9%. We remain 1.1% short of the district's 94% goal.	Although attendance systems and incentives are in place, consistent monitoring, early intervention, and follow-up with students and families need to be strengthened to address barriers contributing to chronic absenteeism.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Participation in academic family events consistently averages lower attendance than non academic events. Survey data shows that parents are unsure how to support current grade level learning at home.	The campus lacks a consistent system for two-way learning focused communication that gives families timely ways to support grade-level skills.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

Students will engage in meaningful, real-world learning experiences that strengthen critical thinking, problem-solving, communication, collaboration, and the application of academic skills to prepare them for future college, career, workforce, and military opportunities.

Evaluation Data Source: Classroom walkthroughs, Internalization, student work samples, student discourse evidence.

Strategy 1

Implement TEKS-aligned, real-world learning experiences across grade levels through classroom instruction, hands-on activities, guest speakers, career exploration, and purposeful field trips.

Strategy's Expected Result/Impact: These experiences will strengthen student communication, collaboration, critical thinking, and problem-solving skills while increasing awareness of future college, career, workforce, and military pathways.

Staff Responsible for Monitoring: Principal
Assistant Principals
Master Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 211 Title I, Part A,

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palo Alto overall math performance declined in 2025-2026 from 31% to 27% at Meets with the largest gap in multi step problem solving.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

2	Palo Alto overall reading performance declined in 24-25 from 38% to 27% at Meets and remained stagnant 2026-2026 with a performance from 37% to 38% with the largest gap in inferencing and constructed responses on STAAR.	Tier 1 instruction does not consistently rise to the rigor of the TEK and task do not consistently require productive struggle.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Currently students are not meeting grade level standards because Tier 1 instruction lacks depth, engagement, and complexity resulting in learning gaps.	Classroom teachers need consistent and timely feedback through systematic classroom walks and feedback.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Participation in academic family events consistently averages lower attendance than non academic events. Survey data shows that parents are unsure how to support current grade level learning at home.	The campus lacks a consistent system for two-way learning focused communication that gives families timely ways to support grade-level skills.

South San Antonio Independent School District



Miguel Carrillo, Jr. Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1 ☑ High Priority

By Spring 2027, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Results Driven Accountability

Provide teachers with planning and implementation support on Bluebonnet Learning Reading and Language Arts curriculum to raise the capacity and efficacy in Tier 1 instruction, specifically in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our
balanced assessment system.

Staff Responsible for Monitoring: Executive Master Teacher
Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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Strategy 2

During weekly Instructional Planning and Cluster Meetings, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). Teachers will also identify the power standards and establish exemplars.

Strategy's Expected Result/Impact: By Spring of 2027, 40% of 3rd - 5th grade students will achieve proficiency by scoring at or above the Meets level on the STAAR Reading Assessment.

Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Teachers

Problem Statements: Student Learning 2, 3, 4 - Perceptions 1

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 2 ☑ High Priority

By Spring 2027, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1

Provide training for planning and implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Teachers will deliver consistently aligned, high-rigor Tier 1 math instruction, leading to increased student conceptual understanding, procedural fluency, and improved

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Mentor Teachers, Teachers

Problem Statements: Student Learning 1, 2, 3, 4 - Perceptions 1

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 3 ☑ High Priority

By May 2027, the percentage of students in STAAR Reading 3-5, will increase from 35% to 46% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through NIET Standards and Practices, including Instructional Planning and Cluster meetings. Progress will be measured by consistent and comprehensive walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4

Funding Sources: 211 Title I, Part A, $29,000, 211 Title I, Part A, $100,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 2

Development and implementation of a Campus Master Schedule that prioritizes uninterrupted RLA instructional blocks, protecting time for core reading instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of Reading and Writing
instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principals
Assistant Principal

Problem Statements: Student Learning 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 4 ☑ High Priority

By May 2027, the percentage of students in STAAR Math 3 - 5 will increase from 36% to 49% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 211 Title I, Part A, $1,000,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 2

Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 5 ☑ High Priority

By May 2027, the percentage of students in STAAR Science 5th, will increase from 8% to 30% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 2

Prioritize daily, uninterrupted science instructional blocks by protecting time for core science

instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction through classroom weekly as measured by walkthroughs and observations.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.

2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 6 ☑ High Priority

By May 2027, students in Reading Grades 4- 5 STAAR will demonstrate an increase in annual expected growth from 81% to 85%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 2

Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction through classroom weekly walkthroughs and observations.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 7 ☑ High Priority

By May 2027, 35% of students in accelerated instruction through HB1416 will perform at Approaches or higher on STAAR Assessment.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1 ☑ Results Driven Accountability

Create campus master schedules to ensure all HB 1416 students will complete accelerated learning requirements.

Strategy's Expected Result/Impact: Increased student performance as measured by the balanced assessment system and state accountability.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements.

Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416, and increased performance on state accountability.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.

2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

Performance Objective 8

By May 2027, the percentage of Special Education students in grades 3-5 will increase from 10% to 20% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Provide training for all staff to ensure all IEPs align with best practices for Standards Based IEP Development (SBID).

Strategy's Expected Result/Impact: Aligned supports for students in special education as measured by State Performance Plan Indicator(SPPI) data.

Staff Responsible for Monitoring: Special Education Teachers
Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 2

Establish and consistently monitor clear criteria and 'look-fors' for diverse special education settings, focusing on the implementation of high-leverage strategies that directly support improved student outcomes.

Strategy's Expected Result/Impact: Implementation and monitoring of clear criteria and high-leverage strategies will ensure instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement.

Staff Responsible for Monitoring: Special Education Teachers
Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Strategy 3

Participate in weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring.

Strategy's Expected Result/Impact: An increase of students receiving Special Education services meeting or exceeding expectations on the balanced assessment system.

Staff Responsible for Monitoring: Director of Elementary Schools
Master Teachers
Principal
Assistant Principal

Problem Statements: Perceptions 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

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Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 9

By May 2027, Emergent Bilingual students in grades 2-5 will increase scores/ratings from 33% to 49% on the TELPAS Assessment.

Evaluation Data Source: Balanced Assessment to include TELPAS

Strategy 1

Implement the bilingual framework aligned with research-based best practices of the 90/10 dual language model in 100% of K-5 dual language classrooms.

Strategy's Expected Result/Impact: Emergent Bilingual students will enhance cognitive skills through proficiency in target language while also building a solid foundation in English as measured by our balanced assessment system.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Strategy 2

Participate in weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring.

Strategy's Expected Result/Impact: An increase of students meeting or exceeding expectations in the language of instruction.

Staff Responsible for Monitoring: Director of Elementary Schools
Master Teachers
Principal
Assistant Principals

Problem Statements: Student Learning 1, 2, 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.

2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 10 ☑ High Priority

By May 2027, the percentage of students in STAAR Reading, Short Constructed and Extended Constructed Responses 3-5, will increase from 3.6% to 10% scoring at the Meets performance level or above.

Evaluation Data Source: Balance assessment responses to include STAAR

Strategy 1

Teachers will deliver explicit, daily instruction on constructed response writing (Short Constructed Responses and Extended Constructed Responses) across core subjects, utilizing standard-aligned rubric feedback and weekly text-dependent writing practice.

Strategy's Expected Result/Impact: Improved student proficiency in analyzing texts and articulating evidence-based answers, leading to higher performance levels on STAAR writing items.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Mentor Teacher, and all Teachers across all grade levels.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

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Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

Performance Objective 10 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

By May 2027, 100% of Campus Instructional Leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable and measurable feedback and support.

Evaluation Data Source: EEPASS and Bullseye

Strategy 1

Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evident by EEPASS
Data.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

Campus Administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support
calibration to guide our professional learning, coaching, SALT, and DALT meetings.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 3

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our
professional learning, coaching, and cluster meeting.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 2 ☑ High Priority

In the 2026-2027 school year, 100% of teachers and Campus Instructional Leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: PD Catalog, Cluster Meeting agendas, District Professional Development, Campus Based Professional Development

Strategy 1

Provide frequent, relevant, job-embedded professional learning for all teachers.

Strategy's Expected Result/Impact: Teachers will receive high quality professional learning tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement.

Staff Responsible for Monitoring: Campus Administration
Master teachers

Problem Statements: Perceptions 1

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Strategy 2

Campus Instructional Leadership Teams will participate in SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Strategy's Expected Result/Impact: Campus Instructional Leadership Teams will strengthen leadership skills.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Performance Objective 3

By May 2027, in coordination with SSAISD policy and structure, campus administration will promote and emphasize performance-based compensation and stipend systems to recognize and retain 90% of high-performing teachers.

Evaluation Data Source: Student growth data, teacher evaluation data, staff retention rates

Strategy 1

Promote the District TAP system for high priority positions.

Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff.

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

Promotion and implementation of Teacher and Student Advancement Program (TAP) performance based incentive pay as well as Teacher Incentive Allotment (TIA)

Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1 ☑ High Priority

ATTENDANCE: Student attendance at Carrillo will increase from 91.8% to 94% for the 2026-2027 school year.

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data

Strategy 1

Increase attendance monitoring and data analysis.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA), Decrease in chronic absenteeism rate (missing 10%+ of school days), Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Principal
Assistant Principal
Data Clerk
PEIMS Department
Attendance Advocates
School Counselors

Problem Statements: Demographics 1

Formative Reviews

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Strategy 2

Provide tiered interventions to increase student attendance by:
Tier 1: Universal messaging and school-wide incentives
Tier 2: Personalized phone calls, parent meetings, and student check-ins
Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Data Clerk
Attendance Advocate
Family Engagement Liaison
PEIMS Department

Problem Statements: Demographics 1

Funding Sources: 199 Local, $3,723

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, Carrillo Elementary will strengthen partnerships with families to support students' academic achievement and increase meaningful family and community engagement.

Evaluation Data Source: Events for the year

Strategy 1

Carrillo Elementary will develop communication methods aligned with instructional units to enhance family understanding of academic expectations and support student learning at home.

Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by state assessment and map data.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Parent Liaisons

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 2

Carrillo Elementary will offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success.
Examples include:
Meet the Teacher Night
Monthly Cafecito
Report Card Nights
Open House
Title I Campus Policy Meeting
Campus Academic Nights
Assessment Nights
Attendance Information Night

Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions
Increase student growth and achievement as evidenced by The Balanced Assessment System

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Parent Liaisons

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: 199 Local, $1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 3

During the 2026-2027 school year, the Carrillo Elementary Parent Liaison will design and deliver a minimum of three targeted parent information sessions and schedule monthly Parent Volunteer Sessions to further connect Campus to Community and create accessible pathways to increase Parent volunteerism and involvement.

Strategy's Expected Result/Impact: Participation rates, agenda, and feedback surveys

Staff Responsible for Monitoring: District Family and Community Engagement Specialist
Parent Liaison
Principal

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

Staff will create classroom learning standards to real-world professions within their lessons.

Evaluation Data Source: Lesson plans, campus events

Strategy 1

Teachers will explicitly integrate real-world applications and career connections into weekly lesson plans across core subjects (RLA, Math, Science, and Social Studies).

Strategy's Expected Result/Impact: Increased student engagement, relevance of learning standards, and early career awareness.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Mentor Teachers and, Teachers.

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

South San Antonio Independent School District

Frank Madla Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Curriculum and Instruction - SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By Spring 2027, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 52% of students meeting or exceeding their end-of-year MAP growth projection.

Evaluation Data Source: MAP Growth Reports

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 2

Campus wide systematic approach to genre annotations and understandings, K-2 support through daily foundational skills spiral morning message.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By Spring 2027, students in grades K-2 will demonstrate growth in Mathematics, with at least 60% of students meeting or exceeding their end-of-year MAP growth projection.

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Instructional coherence to enhance student mastery through alignment of Bluebonnet and assessments.

Strategy's Expected Result/Impact: Student increase in expected growth and achievement percentile.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Reading 3rd - 5th will increase from 43% to 51%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 ☑ Additional Targeted Support Strategy

Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Additional Targeted Support Strategy

Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by classroom weekly walkthroughs and observations.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Math 3 - 5 will increase from 24% to 26%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 5

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Science 5th will increase from 19% to 24%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Adopt and fully implement SAAVAS Science Curriculum as aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Prioritize daily, uninterrupted math instructional block by protecting time for core Science instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 6

By May 2027, the percentage of students in STAAR Reading 4th - 5th will demonstrate annual expected growth will increase from 45% to 65%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Explicit and monitored intervention plans for HB 1416 students identified as Tier II and Tier III Scholar Time interventions through a UA data, MAP, Benchmark data.

Strategy's Expected Result/Impact: Increase in the percentage of students demonstrating growth at EOY STAAR assessments.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Consistent MTSS system of early intervention are needed across grade levels.	Inconsistent accountability, lack of systems.

Performance Objective 7

By May 2027, the percentage of students in STAAR Math 4th - 5th grade will demonstrate annual expected growth will increase from 24% to 44%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Explicit and monitored intervention plans for HB 1416 students identified as Tier II and Tier III Scholar Time interventions through a UA data, MAP, Benchmark data.

Strategy's Expected Result/Impact: Increase in the percentage of students demonstrating growth at EOY STAAR assessments.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Consistent MTSS system of early intervention are needed across grade levels.	Inconsistent accountability, lack of systems.

Performance Objective 8 ☑ High Priority

By May 2027, the percentage of students receiving accelerated instruction through HB 1416 will achieve Approaches or higher on STAAR assessments, increasing from 33% to 50%.

Evaluation Data Source: Balanced Assessment System
Branching Minds
IXL

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Create campus master schedules to ensure all HB 1416 students will complete accelerated learning requirements and monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements.

Strategy's Expected Result/Impact: Increased student performance as measured by the balanced assessment system, state accountability, and graduation rates.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher,

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Consistent MTSS system of early intervention are needed across grade levels.	Inconsistent accountability, lack of systems.

Performance Objective 9

By May 2027, the percentage of Special Education students in 3rd - 5th achieving the Meets performance level or above on all STAAR/EOC assessments across all subjects will increase from 13% to 25%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide training for all staff to ensure all IEPs align with best practices for Standards Based IEP Development.(SBID).

Strategy's Expected Result/Impact: Aligned supports for students in special education as measured by State Performance Plan Indicator (SPPI) data.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Establish and consistently monitor clear criteria and 'look-fors' for diverse special education settings, focusing on the implementation of high-leverage strategies that directly support improved student outcomes.

Strategy's Expected Result/Impact: Implementation and monitoring of clear criteria and high-leverage strategies will ensure instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Conduct weekly collaborative meetings between special education teachers and master teachers to review and analyze student data, complemented by comprehensive campus-wide data coaching sessions held in the fall and spring to inform instruction and improve student outcomes.

Strategy's Expected Result/Impact: An increase of students receiving Special Education services meeting or exceeding expectations on the balanced assessment system.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Consistent MTSS system of early intervention are needed across grade levels.	Inconsistent accountability, lack of systems.

Performance Objective 10 ☑ High Priority

By May 2027, the percentage of students in STAAR Science 5th will increase from 19% to 24% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Prioritize daily, uninterrupted science instructional blocks by protecting time for core science instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction as measured by classroom weekly walkthroughs and observations.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Targeted instruction and development of vocabulary, hands-on experiences, prior knowledge remediation.

Strategy's Expected Result/Impact: Increase in UA data after each assessment by a minimum of 10%.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 10 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Consistent MTSS system of early intervention are needed across grade levels.	Inconsistent accountability, lack of systems.

Performance Objective 11 ☑ High Priority

Implement an MTSS framework that will target Tier II and Tier III students with explicit and targeted intervention to increase student academic growth in K - 5th grades.

Evaluation Data Source: CFA, UA, District Benchmarks, MAP, and STAAR 2027

Strategy 1

Intentional and targeted small group interventions in Math and Reading provided to identified students through our Instructional Support Teacher and classroom teachers.

Strategy's Expected Result/Impact: Students in Tier II and Tier III intervention groups will make academic progress from BOY to MOY.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 11 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Consistent MTSS system of early intervention are needed across grade levels.	Inconsistent accountability, lack of systems.

Goal 2 Collaborative and Effective Staff - SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1

By May 2027, 100% of campus and district leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS and Bullseye

Strategy 1

Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability.

Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evident by EEPASS Data.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Campus administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and Executive Cabinet meetings.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Performance Objective 2 ☑ High Priority

In the 2026-2027 school year, 100% of teachers, campus instructional leaders, and district level administrators will participate in sustained, high-quality professional development, lesson internalization, and lesson planning aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Source: PD Catalog, Cluster Meeting agendas, Lesson Internalization and Planning session agendas, Eduphoria

Strategy 1

Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback.

Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Bullseye to guide our professional learning, coaching, and cluster meeting.

Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students at Madla are in need of continued strong content-based Tier I instruction in all core areas, with a targeted focus in Math.	Teacher content knowledge and implementation of Tier I instruction.

Goal 3

Culture and Climate - SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1 ☑ High Priority

ATTENDANCE: By May 2027, SSAISD will increase the percentage of students attending school to a minimum of 93%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data

Strategy 1

Increase attendance monitoring and data analysis by tracking daily attendance in each class and making parent contact.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Principal , Vice Principal, PEIMS Clerk, School Counselor, Parent Liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Provide tiered interventions and monthly incentives to increase student attendance by:
Tier 1: Universal messaging and school-wide incentives
Tier 2: Personalized phone calls, parent meetings, and student check-ins, home-visits
Tier 3: Individual attendance plans, counseling referrals, and community resource connections

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA from 88% to 94%)
Decrease in chronic absenteeism rate (missing 10%+ of school days)
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

Staff Responsible for Monitoring: Campus administrators, PEIMS Clerk, Parent Liaison, School, Counselor, Teacher, Attendance Committee

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Recognize and reward classrooms that meet or exceed the campus 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plan and teacher/student goal-setting initiatives.

Strategy's Expected Result/Impact: Increase in average daily attendance (ADA). Decrease in chronic absenteeism rate (missing 10%+ of school days) A culture of prioritizing attendance on all campuses will be established.

Staff Responsible for Monitoring: Attendance Committee, Campus Administrators, PEIMS Clerk, Teachers

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families Engaging families early with personalized communication when attendance drops below 95%. Hosting attendance awareness events that emphasize the link between attendance and academic success Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism.

Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results.

Staff Responsible for Monitoring: Attendance Committee, Campus administrators, Teachers

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent support with students being present at school daily.	Lack of resources and prioritizing education.

Performance Objective 2

GUIDANCE & COUNSELING: By May 2027, 100% of Kinder - 5th students will have access to a comprehensive and balanced school counseling program that supports academic, social-emotional, behavioral, and college/career development, bullying, fostering positive school culture, student belonging, and readiness to learn.

Evaluation Data Source: Counseling Referral Data
Discipline Data
Attendance Data
Graduation Rate
CCMR Rate

Strategy 1

Campus Counselor will provide biweekly guidance lesson using Character Strong Curriculum targeting specific campus needs.

Strategy's Expected Result/Impact: Increase use of coping strategies and less defensive behaviors that increase discipline referrals.

Staff Responsible for Monitoring: Principal, Vice Principal, and School Counselor.

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Campus Counselor will create "Lunch Bunch" groups on a rotation schedule to target students teachers have identified as needing additional social emotional supports.

Strategy's Expected Result/Impact: Build strong friendships, healthy boundaries, and strong conflict resolution skills.

Staff Responsible for Monitoring: Principal, Vice Principal, and Campus Counselor

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent support with students being present at school daily.	Lack of resources and prioritizing education.

Performance Objective 3

BEHAVIOR & SCHOOL CLIMATE: By May 2027, SSAISD will reduce student discipline referrals and secondary alternative education placements by 10% through the implementation of positive behavioral supports, strengthened school climate and culture initiatives, and proactive student interventions that promote engagement, belonging, and positive behavior.

Evaluation Data Source: Discipline Reports

Strategy 1

Teachers will nominate a "Gator of the Week" and students will be recognized every Monday

on morning announcement.

Strategy's Expected Result/Impact: Improve student motivation, less discipline, create an environment of leaders.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselor

Problem Statements: Perceptions 1

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent support with students being present at school daily.	Lack of resources and prioritizing education.

Goal 4

Community Partnerships and Engagement - SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, SSAISD will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by district family engagement surveys.

Evaluation Data Source: Family Engagement Survey Results

Strategy 1

Frank Madla will use district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home. Madla teachers will conduct documented parent conferences every nine weeks and as needed.

Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System.

Staff Responsible for Monitoring: Campus Administration, Teachers, Parent Liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of
academic and attendance expectations, which equip families with tools to support their child's
consistent attendance and academic success.
Examples include:
Meet the Teacher Night
Grandparents Day
Report Card Nights
Open House
Title I Campus Policy Meeting

Campus Academic Nights
Assessment Nights
Attendance Information Night

Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions.
Increase student growth and achievement as evidenced by The Balanced Assessment System

Staff Responsible for Monitoring: Campus Administrators, Teachers, Parent Liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent support with students being present at school daily.	Lack of resources and prioritizing education.

Goal 5

College and Career Readiness - SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

GRADUATION: By June 2027, the four year graduation rate in SSAISD will increase from to 91.7% to 93% and the dropout rate in SSAISD will decrease from 7.8% to 5.0%.

Evaluation Data Source: TAPR
TEA Accountability Reports
PEIMS Report
OnDataSuite
RaWeeK12

Strategy 1

College and Career awareness will be acknowledged through College T-Shirt days every Friday with a College "Fun Fact" shared over the morning announcements.

Strategy's Expected Result/Impact: Early awareness of college and career.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselor

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Career Day will be hosted in May 2027 for our students to learn about a various careers.

Strategy's Expected Result/Impact: Early awareness of college and career.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselor

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent support with students being present at school daily.	Lack of resources and prioritizing education.

South San Antonio Independent School District

Alan B. Shepard Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

SSAISD will engage all students with a high-quality, research-based curriculum to achieve academic growth and excellence.

Performance Objective 1

☑ **High Priority**

By Spring 2027, the percentage of students in grades 6-8 achieving Approaches Grade Level or Above on STAAR Reading Language Arts will increase from 61% to at least 65%; Meets Grade Level or Above from 32% to at least 44%; and Masters Grade Level from 13% to at least 18%

Evaluation Data Source: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Spring 2027 STAAR Results

Strategy 1

Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts
standards (TEKS) and build teacher capacity through job-embedded professional learning to support Tier 1, 2 and 3 instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level TEKS on common formative assessments, unit assessments, and interim assessments. Walkthrough and lesson-plan evidence will document implementation of aligned, appropriately rigorous instruction.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Strategically schedule students to meet HB 1416 requirements and ensure intentional, embedded intervention support aligned to student needs.

Strategy's Expected Result/Impact: Students receiving required accelerated instruction will participate in documented, targeted intervention and demonstrate progress on identified skills, as measured by intervention records, progress monitoring, and assessment results

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers
Counselor

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Conduct monthly monitoring movement meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching.

Strategy's Expected Result/Impact: After each monthly student progress meeting, teachers will identify priority skills, implement reteaching or intervention, and document student progress on the next common formative or unit assessment

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Campus instructional leaders will conduct regular classroom walkthroughs, provide specific

and timely feedback aligned to the campus instructional focus, and monitor implementation of feedback through follow up visits. Formal observations will follow district evaluation procedures.

Strategy's Expected Result/Impact: An increasing percentage of observed lessons will demonstrate the identified instructional practices, and students will show improved performance on aligned classroom and campus assessments.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 2 ☑ High Priority

By Spring 2027, the percentage of students included in the campus STAAR mathematics performance measure achieving Approaches Grade Level or Above will increase from 61% to at least 65%; Meets Grade Level or Above from 22% to at least 39%; and Masters Grade Level from 8% to at least 12%.

Evaluation Data Source: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Spring STAAR 2027 results

Strategy 1

Fully implement high quality instructional materials aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning to support Tier 1, 2 and 3 instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level TEKS on common formative assessments, unit assessments, and interim assessments. Walkthrough and lesson-plan evidence will document implementation of aligned, appropriately rigorous instruction

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Strategically schedule students to meet HB 1416 requirements and ensure intentional, embedded intervention support aligned to student needs.

Strategy's Expected Result/Impact: Students receiving required accelerated instruction will participate in documented, targeted intervention and demonstrate progress on identified skills, as measured by intervention records, progress monitoring, and assessment results

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers
Counselor

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Conduct monthly monitoring meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching.

Strategy's Expected Result/Impact: After each monthly student progress meeting, teachers will identify priority skills, implement reteaching or intervention, and document student progress on the next common formative or unit assessment

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Campus instructional leaders will conduct regular classroom walkthroughs, provide specific and timely feedback aligned to the campus instructional focus, and monitor implementation of feedback through follow up visits. Formal observations will follow district evaluation procedures.

Strategy's Expected Result/Impact: An increasing percentage of observed lessons will demonstrate the identified instructional practices, and students will show improved performance on aligned classroom and campus assessments.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 3

By Spring 2027, Shepard Middle School will increase academic achievement in Grade 8 Science on the STAAR assessment by raising the percentage of students at Approaches Performance Level from 64% to at least 67%, at Meets Performance Level from 35% to at least 45%, and at Masters Performance Level from 13% to at least 17%, as measured by the Texas Accountability System.

Evaluation Data Source: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Walkthroughs and Observation Data

Strategy 1

Fully implement high quality instructional materials (SAVVAS) aligned to the State of Texas Science standards
(TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level TEKS on common formative assessments, unit assessments, and interim assessments. Walkthrough and lesson-plan evidence will document implementation of aligned, appropriately rigorous instruction.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Conduct monthly monitoring movement meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching.

Strategy's Expected Result/Impact: Teachers' knowledge of students will increase, and students' specific learning gaps will be identified and addressed.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Students will demonstrate increased mastery of grade-level TEKS on common formative assessments, unit assessments, and interim assessments. Walkthrough and lesson-plan evidence will document implementation of aligned, appropriately rigorous instruction.

Strategy's Expected Result/Impact: There will be an increase in students' academic performance on assessment and performance in earning course credit.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 4

By Spring 2027, Shepard Middle School will increase academic achievement in Grade 8 Social Studies on the STAAR assessment by raising the percentage of students at Approaches Performance Level from 47% to at least 50%, at Meets Performance Level from 25% to at least 35%, and at Masters

Performance Level from 7% to at least 10%, as measured by the Texas Accountability System.

Evaluation Data Source: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Walkthroughs and Observation Data

Strategy 1

Conduct monthly monitoring movement meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level TEKS on common formative assessments, unit assessments, and interim assessments. Walkthrough and lesson-plan evidence will document implementation of aligned, appropriately rigorous instruction.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Each Social Studies teacher will receive three formal observations during the 2026-2027 school year: one practice observation for new teachers only, one announced observation, and one unannounced observation. In addition, all campus leaders, including the Campus Principal, Assistant Principal, and Master Teachers will conduct a minimum of five walkthroughs per week, providing ongoing and timely feedback to teachers. This structure ensures that the social studies teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade-level TEKS on common formative assessments, unit assessments, and interim assessments. Walkthrough and lesson-plan evidence will document implementation of aligned, appropriately rigorous instruction.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Goal 2 SSAISD will recruit, retain, and develop a collaborative and highly effective staff.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of our Alan B. Shepard staff will participate in intentional staff development in an effort to support and retain effective teachers, instructional staff, and administrators.

Evaluation Data Source: Cluster Data
Student Performance on Unit Assessments and Common Formative Assessments
Eduphoria Staff Attendance
Survey Data

Strategy 1

Shepard Middle School's Master Teachers will facilitate weekly cluster meetings to analyze classroom walk-through data and student performance outcomes, internalize upcoming lessons, collaboratively develop and refine action plans, and build capacity through research-based best practices and instructional strategies aligned to the NIET Teaching and Standards Learning Rubric.

Strategy's Expected Result/Impact: Increase in students' performance data and NIET teacher evaluation ratings.

Staff Responsible for Monitoring: Master Teachers
Mentor Teachers
Assistant Principal
Principal

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Shepard Administrators and Master Teachers will engage in ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on strengthening school leadership, instructional supervision, and campus management.

Strategy's Expected Result/Impact: Campus instructional leaders will demonstrate improved quality and consistency of classroom feedback, coaching follow-up, and instructional monitoring, as measured by coaching records, feedback reviews, and leadership development evidence.

Staff Responsible for Monitoring: Master Teachers
Mentor Teachers
Assistant Principal
Principal

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 211 Title I, Part A, , 255 Title II, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Goal 3

SSAISD will create a safe, structured, and nurturing environment where all stakeholders feel supported and valued to foster a culture of care.

Performance Objective 1 ☑ High Priority

By May 2027, Shepard Middle School will increase its average daily student attendance rate from 91.7% to at least 94%, as measured by official campus attendance reports

Evaluation Data Source: Parent Engagement Surveys
Attendance Data/Reports
Home Visit Data
Parent Engagement Event Attendance
Referral data to CareZone
Counseling Data/Reports

Strategy 1

Families attending engagement sessions will receive attendance expectations and available supports; the campus will monitor attendance patterns of students identified for follow-up and document changes in attendance

Strategy's Expected Result/Impact: Students referred for attendance-related wraparound services will receive documented support and follow-up; the campus will monitor changes in individual attendance rates after intervention.

Staff Responsible for Monitoring: Principal
Assistant Principal
Parent Liaison
Truancy Officer
Communities In Schools Representative

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Alan B. Shepard Middle School will collaborate with Communities in Schools to provide wrap around services to increase attendance.

Strategy's Expected Result/Impact: Students referred for attendance-related wraparound services will receive documented support and follow-up; the campus will monitor changes in individual attendance rates after intervention.

Staff Responsible for Monitoring: Communities In Schools Representative
Social Worker
School Counselor
Principal
Assistant Principal

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Alan B. Shepard Middle School will implement Securely (Digital Hall Pass) to improve hallway monitoring and increase the amount of time students remain in class, supporting stronger attendance and instructional engagement.

Strategy's Expected Result/Impact: Digital hall pass records will be reviewed monthly to identify repeated or extended time out of class. Campus staff will intervene as needed and monitor reductions in missed instructional time.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School needs to increase the daily attendance rate; Shepard has not met the goal of 94% for the last 5 years.	A high mobility rate, the lack of transportation has been a concern, and a lack of parental awareness of the importance of daily attendance have contributed to attendance
2	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.
2	Alan B. Shepard Middle School needs to increase the daily attendance rate; Shepard has not met the goal of 94% for the last 5 years.	A high mobility rate, the lack of transportation has been a concern, and a lack of parental awareness of the importance of daily attendance have contributed to attendance

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Goal 4 SSAISD will build strong partnerships with families, communities, and businesses to advance student success.

Performance Objective 1

By May 2027, Alan B. Shepard Middle School will increase opportunities for connection and engagement with local community stakeholders by 15% compared to the previous school year.

Evaluation Data Source: Attendance Records from Family Engagement events
Campus Calendar
Parent Surveys
Social Media Analytics

Strategy 1

Alan B. Shepard Middle School will host monthly informational Parent Connection Meetings for local stakeholders and community members, as well as additional events designed to engage all stakeholders in the school community.

Strategy's Expected Result/Impact: Families will report improved awareness of campus programs and opportunities, as measured by parent feedback surveys and communication engagement data

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Shepard Middle School will enhance communication with stakeholders through newsletters, social media, marquee updates, and email in order to foster a sense of belonging among parents and the community.

Strategy's Expected Result/Impact: Families will report improved awareness of campus programs and opportunities, as measured by parent feedback surveys and communication engagement data

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Goal 5

SSAISD will ensure all students graduate prepared for college, the workforce, or military service through real-world learning experiences.

Performance Objective 1

☑ **High Priority**

By May 2027, at least 90% of students in grades 6-8 will complete grade-appropriate career exploration activities and identify at least two potential postsecondary pathways or career interests, as measured
by career exploration records, student reflections, and counseling documentation.

Evaluation Data Source: Career exploration records; student reflections; interest inventories; eighth-grade course selection records; counseling documentation

Strategy 1

The school counselor and instructional staff will provide grade-appropriate career exploration activities that help students identify interests, strengths, and potential career pathways.

Strategy's Expected Result/Impact: Students will demonstrate increased awareness of career and postsecondary pathways and make more informed educational choices as they prepare for high school.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Alan B. Shepard Middle School performs below the state average in all content areas at the approaches level or above at 60% versus 75% by the state.	Instructional planning, delivery of grade-level tasks, targeted intervention, and monitoring of student mastery have not been implemented consistently across classrooms and student groups.
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 2 ☑ High Priority

By May 2027, at least 90% of students in grades 6-8 will complete grade-appropriate career exploration activities and identify at least two potential postsecondary pathways or career interests, as measured by career exploration records, student reflections, and counseling documentation.

Evaluation Data Source: Career exploration records; student reflections; interest inventories; eighth-grade course selection records; counseling documentation

Strategy 1

The campus will coordinate career speakers, college and technical education presentations,

and other experiences connecting academic learning to future education and employment opportunities.

Strategy's Expected Result/Impact: Students will demonstrate increased awareness of career and postsecondary pathways and make more informed educational choices as they prepare for high school

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Performance Objective 3 ☑ High Priority

By May 2027, at least 90% of students in grades 6-8 will complete grade-appropriate career exploration activities and identify at least two potential postsecondary pathways or career interests, as measured by career exploration records, student reflections, and counseling documentation.

Evaluation Data Source: Career exploration records; student reflections; interest inventories; eighth-grade course selection records; counseling documentation.

Strategy 1

Eighth-grade students will explore high school programs of study, available courses, and pathways through coordinated counseling and transition activities.

Strategy's Expected Result/Impact: The campus will coordinate career speakers, college and technical education presentations, and other experiences connecting academic learning to future education and employment opportunities

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Performance Objective 4 ☑ High Priority

By May 2027, at least 90% of students in grades 6-8 will complete grade-appropriate career exploration activities and identify at least two potential postsecondary pathways or career interests, as measured by career exploration records, student reflections, and counseling documentation.

Evaluation Data Source: Career exploration records; student reflections; interest inventories; eighth-grade course selection records; counseling documentation

Strategy 1

Students will complete a career interest inventory or reflection identifying at least two potential career or postsecondary interests and related next steps.

Strategy's Expected Result/Impact: Students will demonstrate increased awareness of career and postsecondary pathways and make more informed educational choices as they prepare for high school.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Co-teaching teams do not consistently use common planning time to plan differentiated grade-level instruction and review student progress.	Expectations and monitoring procedures for co-planning products, instructional roles, and follow-up have not been consistently established.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff and families have experienced inconsistent campus communication and follow-through	Campuswide procedures for timely updates, documenting concerns, assigning follow-up, and monitoring resolution have not been consistently implemented.