SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 16, 2026

Agenda Section: Consent

Agenda Item Title: District Improvement Plan

From: Dr. Jennifer Gutierrez, Deputy Superintendent

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

Description: The District Education Improvement Council (DEIC) reviewed the District Improvement Plan (DIP), providing a collaborative platform for key stakeholders, including teachers, administrators, district staff, parents, and community members. Their collective efforts focused on identifying areas of need, setting measurable goals, and outlining evidence-based strategies to improve educational outcomes across the district.

The DEIC met on September 28, 2026, to provide feedback and suggestions on the plan and on October 26, 20026, to approve the DIP after the recommended revisions were incorporated. The DIP aligns with Texas Education Agency (TEA) requirements and statutory guidance, ensuring that the plan includes:

- Comprehensive needs assessment based on student performance data and accountability ratings.
- District-wide performance objectives with measurable outcomes.
- Evidence-based improvement strategies and instructional initiatives.
- Resource allocation, including staffing, materials, and budget considerations to support plan implementation.
- Designated responsibilities for staff and administrators in executing strategies.
- Timelines and monitoring procedures to track progress and adjust strategies as needed.
- Stakeholder engagement and feedback mechanisms to ensure transparency and community involvement.

The DIP serves as a roadmap for continuous district improvement and provides guidance for campuses in developing their Campus Improvement Plans (CIPs), ensuring alignment between district priorities and campus-level actions to enhance teaching, learning, and student success.

Historical: The Board approves the District Improvement Plan (DIP) on an annual basis. Each school district is required to have a DIP that is developed, evaluated, and revised annually in accordance with district policy by the Superintendent, with assistance from the district-level committee.

Recommendation: Approve the District Improvement Plan 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

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, 81% of Pre-Kindergarten students will score On Track on the CIRCLE Progress Monitoring System (CPMS) for Phonological Awareness.

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

Evaluation Data Source: CIRCLE Progress Monitoring System Reports, Professional Development agendas and sign-in sheets

Strategy 1

Provide comprehensive training and ongoing coaching to 100% of SSAISD Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidenced based resources including Heggerty to ensure strong Tier 1 and Tier 2 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: Division of Academics
Head Start Program Administrator
Head Start Master Teachers
Principals
Assistant Principals

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Instructional Resources 205 Head Start, $200,000, Head Start Staff 205 Head Start, $260,000

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By Spring 2027, 89% of Pre-Kindergarten students will score On Track on the CIRCLE Progress Monitoring System (CPMS) for Mathematics.

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

Evaluation Data Source: CIRCLE Progress Monitoring, Frog Street professional development on numeracy connections, to include subitizing and number sense, agendas, and sign-in sheets.

Strategy 1

Provide comprehensive training and ongoing coaching to 100% of SSAISD Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based mathematics practices including Frog Street Numeracy Connections to ensure strong Tier 1 and Tier 2 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: Division of Academics
Head Start Program Administrator
Head Start Master Teachers
Principals
Assistant Principals

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Head Start Program Administrator 205 Head Start, $100,000

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

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 end-of-year MAP growth projection.

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

Evaluation Data Source: MAP Growth Reports

Strategy 1

Train staff and provide implementation and/or 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 MAP Growth, MAP Reading Fluency, District Unit Assessments, and progress monitoring measures.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals

Problem Statements: District Processes & Programs 1

Funding Sources: MAP Assessment Suite 410 IMA, $100,000, Instructional Resources 410 IMA, 199, $400,000, Teaching and Learning Specialist 199 PIC 36 Early Education, $80,000, Director of Early Childhood 199 Local, $100,000

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Strategy 2

Develop and implement a consistent campuswide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teachers
Master Teachers
Instructional Support Teacher
Principals
Assistant Principals

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Strategy 3

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teachers
Master Teachers
Instructional Support Teacher
Principals
Assistant Principals

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By Spring 2027, students in grades K-2 will demonstrate growth in Mathematics, with at least 59% of students meeting or exceeding their end-of-year MAP growth projection.

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

Evaluation Data Source: MAP Growth Reports

Strategy 1

Train staff and provide implementation and/or support on Bluebonnet Learning Mathematics 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 MAP Growth, District Unit Assessments, and progress monitoring measures.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Math Bluebonnet Professional Learning 493 Local grants, $400,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across

grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teachers
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals

Problem Statements: District Processes & Programs 1

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Strategy 3 ☑ Results Driven Accountability

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teachers
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Reading 3rd - 8th, EOC English I, and EOC English II will increase from 41% to 51%.

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

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Train staff and provide implementation and/or support on High Quality Instructional Materials for Reading and Language Arts to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Students in 3rd - 8th, EOC English I, and EOC English II will increase their literacy skills as measured by district approved assessments.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: District Processes & Programs 1

Funding Sources: Bluebonnet RLA professional learning 493 Local grants, $400,000, Lead4ward Field Guides 199 Local, $5,000, Instructional Resources 211 Title I, Part A, 199, $50,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: District Processes & Programs 1

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Strategy 3

Utilize a Balanced Assessment System in Eduphoria that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Teachers will utilize 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: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Assessment training and development 211 Title I, Part A, $50,000

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Strategy 4

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Math 3 - Algebra I EOC will increase from 30% to 40%.

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

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Train staff and provide implementation and/or support on High Quality Instructional Materials for Mathematics to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Students in 3rd - 8th and EOC Algebra I will increase their numeracy skills as measured by district approved assessments.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1

Funding Sources: Executive Master Teacher 211 Title I, Part A, $90,000, Instructional Resources 410 IMA, 199, $400,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Carnegie Learning materials 199 PIC 30 State Comp, $63,575

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Strategy 3

Utilize a Balanced Assessment System in Eduphoria that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Teachers will utilize 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: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Lead4ward Accountability Connect 199 Local, $4,000, Eduphoria Aware and Test Bank 199 Local, $60,000

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Strategy 4

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students in SSAISD perform 10-15 percentage points below regional and state averages at the Meets Grade Level standard across core tested subjects. This gap indicates that too few students are meeting grade-level expectations.	Teachers are still developing consistent practices for internalizing lessons from high-quality instructional materials (HQIM), delivering rigorous and responsive Tier I instruction, and using student performance data to adjust instruction. Ongoing professional learning, support, and coaching are needed to strengthen implementation across classrooms.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 7

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Science 5th, 8th, and Biology EOC will increase from 32% to 44%.

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

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Train staff and provide implementation and/or support on High Quality Instructional Materials for Science to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Students in grades 3-8 and Biology EOC will demonstrate increased proficiency in science through consistent engagement with high-quality instructional materials, scientific practices, and evidence-based reasoning as measured by district-approved assessments.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Instructional Resources 410 IMA, 199, $400,000, Science Lead4ward Professional Learning 255 Title II, Part A, $25,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Instructional Support Teacher
Master Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Science Master Teacher 211 Title I, Part A, $80,000

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Strategy 3

Utilize a Balanced Assessment System in Eduphoria that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Teachers will utilize 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: Division of Academics
Executive Master Teacher
Instructional Support Teacher
Master Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Strategy 4

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1

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Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 7 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 8

By May 2027, the percentage of students achieving the Meets performance level or above in STAAR Social Studies 8th grade and US History EOC will increase from 40% to 48%.

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

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Train staff and provide implementation and/or support on High Quality Instructional Materials for Social Studies and History to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Students in grades 3-8 and U.S. History EOC will increase their social studies proficiency through consistent engagement with high-quality instructional materials, historical inquiry, source analysis, and evidence-based reasoning as measured by district-approved assessments.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Instructional Support Teachers
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Instructional Resources 410 IMA, 199, $80,000, Social Studies Lead4ward Professional Learning and Resources 255 Title II, Part A, $25,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Social Studies Master Teacher 211 Title I, Part A, $80,000

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Strategy 3

Utilize a Balanced Assessment System in Eduphoria that ensures the use of HQIM-Based Formative Assessments to drive instruction.

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

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: District Processes & Programs 1

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Strategy 4

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1

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Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 8 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 9

By May 2027, the percentage of students in STAAR Reading 4th - English II EOC demonstrating annual expected growth will increase from 67% to 76%.

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

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Train staff and provide implementation and/or support on High Quality Instructional Materials for Reading and Language Arts to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Students in 3rd - 8th, EOC English I, and EOC English II will increase their literacy skills as measured by district approved assessments.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Instructional Support Teachers
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: RLA Master Teachers 211 Title I, Part A, $1,200,000, Instructional Resources 410 IMA, 199, $200,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Literacy and Language Coordinator 211 Title I, Part A, 199 Local, $100,000

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Strategy 3

Utilize a Balanced Assessment System in Eduphoria that ensures the use of HQIM-Based Formative Assessments to drive instruction.

Strategy's Expected Result/Impact: Teachers will utilize 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 through the monthly monitoring movement and on-going data conversations.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Strategy 4

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1

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Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 9 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 10

By May 2027, the percentage of students in STAAR Math 4th - Algebra I EOC demonstrating annual expected growth will increase from 66% to 76%.

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

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

Train staff and provide implementation and/or support on High Quality Instructional Materials for Mathematics to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: Students in 3rd - 8th and Algebra I EOC will increase their numeracy skills as measured by district approved assessments.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

Funding Sources: Instructional Resources 410 IMA, 199, $300,000, Math Master Teachers 211 Title I, Part A, $1,200,000

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Strategy 2

Develop and implement a consistent districtwide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Strategy 3

Utilize a Balanced Assessment System in Eduphoria that ensures the use of HQIM-Based Formative Assessments to drive instruction.

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

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1 - District Processes & Programs 1

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Strategy 4

Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework within Eduphoria to ensure consistent implementation of clearly defined tiered interventions, data-driven decision-making, and ongoing progress monitoring to address students' academic and behavioral needs.

Strategy's Expected Result/Impact: Establish a consistent districtwide MTSS process that strengthens early identification of student needs, ensures timely and targeted interventions, and utilizes progress-monitoring data to evaluate intervention effectiveness and improve student outcomes.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals

Problem Statements: Student Learning 1

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Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 10 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 11 ☑ High Priority

By May 2027, the percentage of students receiving accelerated instruction through HB 1416 will achieve Approaches or higher on STAAR/EOC assessments, increasing from 33% to 50%.

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

Evaluation Data Source: Balanced Assessment System
IXL

Strategy 1

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, state accountability, and graduation rates.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: IXL 410 IMA, $44,709

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Strategy 2

Monitor progress of all students toward academic growth through the tiers in the MTSS framework 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: Division of Academics
Executive Master Teacher
Master Teachers
Instructional Support Teachers
Principal
Assistant Principals
Deans

Problem Statements: Student Learning 1

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Performance Objective 11 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students in SSAISD perform 10-15 percentage points below regional and state averages at the Meets Grade Level standard across core tested subjects. This gap indicates that too few students are meeting grade-level expectations.	Teachers are still developing consistent practices for internalizing lessons from high-quality instructional materials (HQIM), delivering rigorous and responsive Tier I instruction, and using student performance data to adjust instruction. Ongoing professional learning, support, and coaching are needed to strengthen implementation across classrooms.

Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.
2	Students receiving special education services, emergent bilingual students, and economically disadvantaged students are not yet making the academic gains needed to reach the Meets Grade Level standard at the same rate as their peers across SSAISD.	District and campus systems do not yet consistently use student performance data to identify learning needs, adjust Tier I instruction, and coordinate timely academic and behavioral supports for these student groups.

Performance Objective 12

By May 2027, the percentage of Special Education students in 3rd - 11th achieving the Meets performance level or above on all STAAR/EOC assessments across all subjects will increase from 13% to 25%.

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

Evaluation Data Source: Balanced Assessment System 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: Division of Academics with emphasis on Special Education Department
Executive Master Teacher
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1, 2

Funding Sources: Instructional Resources 410 IMA, 199, $40,000

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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: Division of Academics with emphasis on Special Education Department
Executive Master Teacher
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1, 2

Funding Sources: SPED Facilitators 199 PIC 23 Special Ed Local, 224, $200,000, Everyway 211 Title I, Part A, $10,703

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Performance Objective 12 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.
2	Students receiving special education services, emergent bilingual students, and economically disadvantaged students are not yet making the academic gains needed to reach the Meets Grade Level standard at the same rate as their peers across SSAISD.	District and campus systems do not yet consistently use student performance data to identify learning needs, adjust Tier I instruction, and coordinate timely academic and behavioral supports for these student groups.

Performance Objective 13

By May 2027, the percentage of Emergent Bilingual students in 3rd - 11th achieving the Meets performance level or above on all STAAR/EOC assessments across all subjects will increase from 30% to 35%.

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

Evaluation Data Source: Balanced Assessment System to include STAAR

Strategy 1

Implement and monitor the District's PK-5 Dual Language Bilingual Framework by providing ongoing professional learning, instructional coaching, and implementation support to ensure fidelity to the research-based 90/10 dual language model.

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: Division of Academics with emphasis on Bilingual Department
Executive Master Teacher
Instructional Support Teachers
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1, 2

Funding Sources: Bilingual Facilitator 263 Title III ESA, $80,000, Instructional Resources 263 Title III ESA, 199, $50,000, Bilingual Coordinator 199 Local, $90,000

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Strategy 2

Implement and monitor a comprehensive K-12 ESL support system that provides professional learning, instructional coaching, and implementation support to ensure Emergent Bilingual students receive high-quality, language-rich instruction that accelerates English language development and academic achievement across all content areas.

Strategy's Expected Result/Impact: Increase in students performing at the Meets performance level on STAAR and EOCs at all levels in all subjects

Staff Responsible for Monitoring: Division of Academics with emphasis on Bilingual Department
Executive Master Teacher
Instructional Support Teachers
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1, 2

Funding Sources: 199 Local, $90,000, 263 Title III ESA, $80,000, 263 Title III ESA, $50,000

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Performance Objective 13 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

2	Students receiving special education services, emergent bilingual students, and economically disadvantaged students are not yet making the academic gains needed to reach the Meets Grade Level standard at the same rate as their peers across SSAISD.	District and campus systems do not yet consistently use student performance data to identify learning needs, adjust Tier I instruction, and coordinate timely academic and behavioral supports for these student groups.

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.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: EEPASS and Bullseye

Strategy 1 ☑ Talent Plan

District/Campus administration will implement practice observations for new to district teachers using the NIET Teaching and Learning Standards Rubric, to ensure calibration, 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: Division of Academics
Executive Master Teacher
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: District Processes & Programs 1

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Strategy 2 ☑ Talent Plan

District/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: Division of Academics
Executive Master Teacher
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: District Processes & Programs 1

Funding Sources: Salaries for Master Teachers 211 Title I, Part A, $2,200,000, Salaries for Master Teachers 493 Local grants, HQIM state grant, $500,000

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

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.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: PD Catalog, Cluster Meeting agendas, Lesson Internalization and Planning session agendas, Eduphoria

Strategy 1 ☑ Talent Plan

Cluster cycles are structured to provide expanded opportunities for implementation through collaborative learning, reflection, and implementation of high-impact instructional strategies.

Strategy's Expected Result/Impact: Increase staff capacity and expertise in implementing NIET processes through sustained, collaborative professional learning. Expanded time for cluster topics will strengthen instructional practices, enhance teacher effectiveness, promote consistency across campuses, and contribute to higher levels of staff engagement, retention, and student achievement, which will be measured through classroom walkthroughs.

Staff Responsible for Monitoring: Campus administration and Master teachers
Division of Academics

Problem Statements: District Processes & Programs 1

Funding Sources: Professional Learning 255 Title II, Part A, 199, $50,000

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Strategy 2 ☑ Talent Plan

District and campus instructional leadership teams will participate in DALT meetings focused on progress monitoring and high leverage strategies to achieve District Meets level goals.

Strategy's Expected Result/Impact: District and campus instructional leadership teams will strengthen leadership skills.

Staff Responsible for Monitoring: Department of Academics

Problem Statements: District Processes & Programs 1

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Strategy 3

Develop and implement a consistent campuswide unit and vertical planning process that provides structured opportunities for teachers and instructional leaders to collaborate across grade levels and campuses. The process will focus on standards alignment, lesson internalization, instructional expectations, student work analysis, and vertical alignment to ensure rigorous, high-quality instruction across the district.

Strategy's Expected Result/Impact: Strengthen instructional coherence and consistency across grade levels and campuses through a common unit and vertical planning process. Progress will be measured through planning artifacts, implementation walkthroughs, student work and assessment data, and evidence of alignment to district instructional expectations. Results will demonstrate increased consistency in instructional practices and improved student achievement over time.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teachers
Master Teachers
Principals
Assistant Principals
Deans

Problem Statements: Student Learning 1, 2 - District Processes & Programs 1 - Perceptions 1

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.
2	Students receiving special education services, emergent bilingual students, and economically disadvantaged students are not yet making the academic gains needed to reach the Meets Grade Level standard at the same rate as their peers across SSAISD.	District and campus systems do not yet consistently use student performance data to identify learning needs, adjust Tier I instruction, and coordinate timely academic and behavioral supports for these student groups.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the first year of implementing NIET and other districtwide systems, stakeholder feedback indicates that campuses and departments are still developing a shared understanding of expectations, roles, and processes. As a result, communication, implementation, and timely support vary across instructional practices, attendance, and parent engagement.	Leadership transitions and turnover among campus administrators and staff have disrupted the consistent implementation of districtwide systems. Shared procedures, role expectations, and monitoring routines are still being established across campuses and departments, resulting in variation in instructional practices, attendance interventions, and parent engagement efforts.

Performance Objective 3

By May 2027, SSAISD will implement a performance-based compensation and stipend system to recruit, to recognize, and to retain high-performing teachers and campus administrators.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Student growth data, teacher evaluation data, staff retention rates

Strategy 1 ☑ Talent Plan

Implement a stipend system for high priority positions.

Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff.

Staff Responsible for Monitoring: Human Resources
Campus Principals
Division of Academics Directors

Problem Statements: Student Learning 1

Funding Sources: Stipends 199 Local, $100,000

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Strategy 2 ☑ Talent Plan

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: Human Resources
Campus Principals
Division of Academics Directors

Problem Statements: Student Learning 1

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Strategy 3

Division of Academics will partner with Human Resources Department and area universities to implement strategic recruitment initiatives that attract and retain high-quality, certified teachers and instructional staff in all content areas, with a focus on hard-to-fill positions and programs serving special populations.

Strategy's Expected Result/Impact: Strengthened university partnerships will expand access to highly qualified educator candidates, improve workforce readiness, and support the recruitment and retention of effective staff across the district.

Staff Responsible for Monitoring: Division of Academics
Human Resources Executive Director

Problem Statements: Student Learning 1

Funding Sources: Resident Teachers incentive Compensation 493 Local grants, CPI grant, $100,000

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust 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.

TEA Priorities: Improve low-performing schools

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data

Strategy 1

Implement strategic campus attendance plans that recognize and reinforce strong attendance while providing tiered supports for students with attendance concerns through universal messaging and incentives, personalized outreach and family engagement, and individualized attendance plans, counseling supports, and community resource connections to improve student engagement and attendance outcomes.

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: Principals, Assistant Principals, PEIMS Department, Attendance Advocates, and School Counselors

Problem Statements: Perceptions 1

Funding Sources: Attendance Incentives 199 Local, $20,000

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Strategy 2

Recognize and reward campuses that meet or exceed the district's 93% 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: District Attendance Advocates and PEIMS Department

Problem Statements: Perceptions 1

Funding Sources: Director of Support Services 199 Local, $100,000

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Strategy 3

Establish a district CARES (Caring About Reaching Every Student) Committee consisting of campus administrators, counselors, social workers, and district leaders that meets quarterly to review attendance, dropout rates, graduation risk indicators, behavioral data, and other student outcome measures. The committee will monitor the implementation and effectiveness of targeted interventions, identify students requiring additional supports, coordinate resources across departments, and develop action plans to improve student engagement, attendance, persistence, and graduation outcomes.

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.
Reduced drop out Rates.

Staff Responsible for Monitoring: Division of Academic Directors
Student Support Services Department

Problem Statements: Perceptions 1

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the first year of implementing NIET and other districtwide systems, stakeholder feedback indicates that campuses and departments are still developing a shared understanding of expectations, roles, and processes. As a result, communication, implementation, and timely support vary across instructional practices, attendance, and parent engagement.	Leadership transitions and turnover among campus administrators and staff have disrupted the consistent implementation of districtwide systems. Shared procedures, role expectations, and monitoring routines are still being established across campuses and departments, resulting in variation in instructional practices, attendance interventions, and parent engagement efforts.

Performance Objective 2

GUIDANCE & COUNSELING: By May 2027, 100% of PK-12 students will have access to a comprehensive and balanced school counseling program that supports academic, social-emotional, behavioral, and college/career development, bullying prevention, fostering positive school culture, student belonging, and readiness to learn.

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

Evaluation Data Source: Counseling Referral Data
Discipline Data
Attendance Data
Graduation Rate
CCMR Rate

Strategy 1

Implement the Character Strong guidance curriculum across all PK-5 campuses through school counselors to provide consistent instruction in character development and positive school culture.

Strategy's Expected Result/Impact: Reduced Discipline Referrals
Increased Attendance Rates

Staff Responsible for Monitoring: Guidance and Counseling Department
Division of Academics
Campus Administration
Lead Counselor and Lead Social Worker

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A, $30,000

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Strategy 2

Implement a vertically aligned secondary counseling program through school counselors and social workers that provides students with support in character development, college, career, and military readiness, academic planning and scheduling, and social-emotional growth. Social workers will lead targeted interventions and small-group supports for identified students to address barriers to success, strengthen student engagement, and promote positive school culture.

Strategy's Expected Result/Impact: Reduced Discipline Referrals
Increased Attendance Rates
CCMR Rates
Graduation Rates

Staff Responsible for Monitoring: Guidance and Counseling Department
Division of Academics
Campus Administration
Lead Counselor and Lead Social Worker

Problem Statements: Perceptions 1

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Strategy 3

Provide professional development to strengthen staff capacity to support students' social-emotional, behavioral, and mental health needs. Training opportunities will include Youth Mental Health First Aid, ChildSafe Trauma-Informed Care, Conscious Discipline for PK staff, and other evidence-based practices that promote safe, supportive, and responsive learning environments.

Strategy's Expected Result/Impact: Reduced Discipline Referrals
Increased Attendance Rates
Graduation Rates

Staff Responsible for Monitoring: Guidance and Counseling Department
Division of Academics
Campus Administration
Lead Counselor and Lead Social Worker

Problem Statements: Perceptions 1

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the first year of implementing NIET and other districtwide systems, stakeholder feedback indicates that campuses and departments are still developing a shared understanding of expectations, roles, and processes. As a result, communication, implementation, and timely support vary across instructional practices, attendance, and parent engagement.	Leadership transitions and turnover among campus administrators and staff have disrupted the consistent implementation of districtwide systems. Shared procedures, role expectations, and monitoring routines are still being established across campuses and departments, resulting in variation in instructional practices, attendance interventions, and parent engagement efforts.

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.

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

Evaluation Data Source: Discipline Reports

Strategy 1

Implement District-based Empowering Voices of Leadership (student groups) at secondary campuses to strengthen student engagement, leadership development, peer connectedness, and positive school culture through regular meetings, mentoring, and school improvement activities.

Strategy's Expected Result/Impact: Reduced Discipline Rates

Staff Responsible for Monitoring: Student Support Services
Campus Administration

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 2

Expand mentoring and student-adult connection opportunities by partnering with community organizations, local agencies, businesses, and volunteers to provide identified at-risk students with positive adult mentors who foster engagement, build supportive relationships, encourage goal setting, and promote academic, behavioral, and postsecondary success.

Strategy's Expected Result/Impact: Reduced Discipline Rates

Staff Responsible for Monitoring: Guidance Department
Student Support Services Department
Campus Administration

Problem Statements: Perceptions 1

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Strategy 3

Implement structured intervention checklists and proactive support protocols for students with persistent behavioral referrals, including regular data reviews, progress monitoring, parent communication, mentoring, counseling supports, behavior interventions, and timely consideration of additional services or ARD committee review when appropriate

Strategy's Expected Result/Impact: Reduced Discipline Rates
Reduced Alternative School Placements

Staff Responsible for Monitoring: Special Education Department
Guidance Department
Student Support Services Department
Campus Administration

Problem Statements: Student Learning 1, 2 - District Processes & Programs 1

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Strategy 4

Develop and implement clear districtwide protocols for student discipline and alternative education referrals, including defined referral criteria, consistent application of progressive discipline practices, documentation requirements, intervention expectations, and administrator training on behavior management, restorative practices, legal requirements, manifestation determination considerations, and equitable decision-making to ensure consistent, appropriate, and legally compliant implementation across campuses.

Strategy's Expected Result/Impact: Reduced Discipline Rates
Reduced Alternative School Placements

Staff Responsible for Monitoring: Special Education Department
Guidance Department
Student Support Services Department
Campus Administration

Problem Statements: Perceptions 1

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.
2	Students receiving special education services, emergent bilingual students, and economically disadvantaged students are not yet making the academic gains needed to reach the Meets Grade Level standard at the same rate as their peers across SSAISD.	District and campus systems do not yet consistently use student performance data to identify learning needs, adjust Tier I instruction, and coordinate timely academic and behavioral supports for these student groups.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the first year of implementing NIET and other districtwide systems, stakeholder feedback indicates that campuses and departments are still developing a shared understanding of expectations, roles, and processes. As a result, communication, implementation, and timely support vary across instructional practices, attendance, and parent engagement.	Leadership transitions and turnover among campus administrators and staff have disrupted the consistent implementation of districtwide systems. Shared procedures, role expectations, and monitoring routines are still being established across campuses and departments, resulting in variation in instructional practices, attendance interventions, and parent engagement efforts.

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.

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

Evaluation Data Source: Family Engagement Survey Results

Strategy 1

Campuses will use district-provided Bluebonnet 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.

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

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Principals
Assistant Principals
Deans
Parent Liaisons

Problem Statements: Perceptions 1

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Strategy 2

SSAISD will host at least three large-scale community engagement events annually to strengthen family involvement, build community partnerships, and increase awareness of district programs, services, and student opportunities. Examples include:

District:
Back to School Bash
Community Block Party
Community Engagement Events
Community Informational Meetings

District Education Improvement Committee
Parent Symposium
GT Showcase
Townhall Meetings
Senior Citizen Outreach

Campuses:
Meet the Teacher Night
Report Card Nights
Open House
Title I Campus Policy Meeting
Campus Academic Nights
Assessment Nights
Attendance Information Night

Strategy's Expected Result/Impact: Increased family and community engagement and a greater understanding that strong school, family, and community partnerships, along with consistent daily student attendance, are essential to improving student achievement, educational outcomes, and long-term student success.

Staff Responsible for Monitoring: Division of Academics
Executive Master Teacher
Master Teachers
Principals
Assistant Principals
Deans
Parent and Community Specialist
Parent Liaisons
Communications Team

Problem Statements: Perceptions 1

Formative Reviews

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Strategy 3

During the 2026-2027 school year, Parent Liaisons will design and deliver a minimum of three family engagement trainings focused on content aligned priorities while providing students performances or incentives for attendance.

Strategy's Expected Result/Impact: Increase in participation rates, agenda, and feedback surveys

Staff Responsible for Monitoring: District Family and Community Engagement Specialist
Parent Liasions
Campus Leadership Team

Problem Statements: Perceptions 1

Funding Sources: Part Time Parent Liaisons Salary 211 Title I, Part A, $192,000

Formative Reviews

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Strategy 4

Utilize services of ESC-20 for supplemental academic support, including a Share Services Agreement for Title I, Part A Private Non-Profit Organizations support.

Strategy's Expected Result/Impact: Increase Academic achievement on local, state and standardized assessments; meet ESEA/ESSA requirements

Staff Responsible for Monitoring: Federal Programs Director

Problem Statements: Demographics 1

Funding Sources: Shared Services Agreement and educational services 211 Title I, Part A, $50,000

Formative Reviews

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Strategy 5

Provide a Program Specialist to coordinate the Identification and Recruitment of eligible migratory families and McKinney Vento identified students, per the Texas Education Agency's guidelines, with the Education Service Center-Region 20 as a member of the Shared Service Agreement (SSA).

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

Staff Responsible for Monitoring: Staff Responsible for Monitoring
Family and Community Specialist
School Counselors

Problem Statements: Student Learning 1

Formative Reviews

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Strategy 6

SSAISD will increase attendance and community engagement at district events (student led

and student focused) through enhanced social media marketing and communication efforts.

Strategy's Expected Result/Impact: Increased family and community participation in district-sponsored events, improved awareness of district programs and initiatives, and higher engagement with district communications as evidenced by increased event attendance, social media reach, engagement metrics, and stakeholder participation.

Staff Responsible for Monitoring: Family and Community Specialist
Parent Liasions
Campus Leadership Team

Problem Statements: Perceptions 1

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Strategy 7

SSAISD will implement and consistently utilize a district-wide two-way communication platform across all campuses and departments to ensure cohesive, timely, and consistent communication with families and community members.

Strategy's Expected Result/Impact: Families and community members will receive clear, consistent, and timely information from all campuses and departments, resulting in increased engagement, stronger school-home partnerships, improved awareness of district initiatives, and greater support for student success and daily attendance.

Staff Responsible for Monitoring: Family and Community Specialist
Communications Team
Parent Liasions
Campus Leadership Team

Problem Statements: Perceptions 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students in SSAISD perform 10-15 percentage points below regional and state averages at the Meets Grade Level standard across core tested subjects. This gap indicates that too few students are meeting grade-level expectations.	Teachers are still developing consistent practices for internalizing lessons from high-quality instructional materials (HQIM), delivering rigorous and responsive Tier I instruction, and using student performance data to adjust instruction. Ongoing professional learning, support, and coaching are needed to strengthen implementation across classrooms.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the first year of implementing NIET and other districtwide systems, stakeholder feedback indicates that campuses and departments are still developing a shared understanding of expectations, roles, and processes. As a result, communication, implementation, and timely support vary across instructional practices, attendance, and parent engagement.	Leadership transitions and turnover among campus administrators and staff have disrupted the consistent implementation of districtwide systems. Shared procedures, role expectations, and monitoring routines are still being established across campuses and departments, resulting in variation in instructional practices, attendance interventions, and parent engagement efforts.

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 89% to 93%.

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

Evaluation Data Source: TAPR
TEA Accountability Reports
PEIMS Report
OnDataSuite
RaWeeK12

Strategy 1

Strengthen and support students earning course credit through dropout prevention programs including Credit Recovery and Optional Flexible School Day Program so that students remain on track for graduation with their cohort.

Strategy's Expected Result/Impact: Increase in four-year graduation rate
Reduction in credit-deficient juniors and seniors
Mitigate risk factors for graduation
CARES Team-Caring about reaching every student

Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, Director of Support Services, School Counselors, Campus Leadership, Academic Dean, Credit Recovery & Opt Flex Teacher, CARES team

Problem Statements: District Processes & Programs 1

Funding Sources: Director of Guidance 199 Local, $100,000

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Strategy 2

Conduct transcript audits to monitor and review course pass/fail data to ensure students are on track for graduation requirements; Conduct public and community notification of LEA status for state and federal compliance.

Strategy's Expected Result/Impact: Increase in four-year graduation rate
Reduction in credit-deficient juniors and seniors

Staff Responsible for Monitoring: Director of Guidance, School Counselors, Direct of Student Support Services, Director of Federal and State Programs,
CARES Team

Problem Statements: District Processes & Programs 1

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Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

POST SECONDARY READINESS: By June 2027, SSAISD will expand College, Career, and Military Readiness (CCMR) support to increase the percentage of annual graduates meeting CCMR criteria from 67% to 88%, thereby improving accountability performance.

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

Evaluation Data Source: Increase in four-year graduation rate
Decrease in dropout rate
Reduction in credit-deficient juniors and seniors
Improved college, career, and military readiness (CCMR) scores
100% of students indicating military enlistment complete the ASVAB with qualifying scores and documentation submitted
50% of graduates complete a CTE program of study and earn an industry-based certification
45% of graduates earn college credit through AP, On Ramps, or Dual Credit courses

Strategy 1

Monitor CCMR progress and connect individual students with supports and resources to support post secondary readiness.

Strategy's Expected Result/Impact: Improved college, career, and military readiness (CCMR) scores
100% FAFSA/TASFA completion rate across the senior class
10% increase in number of graduating seniors complete a college or postsecondary application
Implementation and progress monitoring of 4 year plans

Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, School Counselors, CCMR Coordinator, Campus Administrators

Problem Statements: Student Learning 1, 2

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Strategy 2

Increase the percent of students enrolled in career and technical education (CTE) pathways in Middle and High School that lead to aligned programs of study, industry-based certifications, and real-world experiences.

Strategy's Expected Result/Impact: Improved college, career, and military readiness (CCMR) scores
50% of graduates complete a CTE program of study and earn an industry-based certification

Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, CTE Master Teacher, CTE Coordinator, School Counselors, CTE Teachers, Academic Dean

Problem Statements: Student Learning 1

Funding Sources: CTE Coordinator 244 Perkins, $50,000, CTE Master Teacher 211 Title I, Part A, $85,000

Formative Reviews

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Strategy 3

Provide opportunities for enrollment in Advanced Placement (AP), On Ramps, and Dual Credit courses to increase student engagement and awareness of postsecondary readiness.

Strategy's Expected Result/Impact: Improved college, career, and military readiness (CCMR) scores
Graduates earn college credit through AP, On Ramps, or Dual Credit courses

Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, School Counselors, ECHS/CTE Coordinator, CCMR Specialist, Campus Administrators

Problem Statements: Student Learning 1, 2

Formative Reviews

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Strategy 4

Provide school day assessment opportunities to include TSIA, PSAT, SAT and ASVAB to increase the number of students earning CCMR readiness.

Strategy's Expected Result/Impact: Increase in four-year graduation rate
Decrease in dropout rate
Improved college, career, and military readiness (CCMR) scores
15% Increase in the percentage of students meeting TSI benchmarks in ELA and Math
100% of students indicating military enlistment complete the ASVAB with qualifying scores and documentation submitted

Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, School Counselors, CCMR Specialist/Campus Testing Coordinator, Principal

Problem Statements: District Processes & Programs 1

Formative Reviews

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Strategy 5

Implement and consistently use the SchooLinks platform, ensuring all students engage in intentional course selection, pathway planning, and progress monitoring toward graduation and postsecondary goals.

Strategy's Expected Result/Impact: Increased CCMR Readiness
Increase completer status in CTE pathways of study
Increased autonomy and ownership in students' course selection and 4 year graduation plans
Increased effectiveness of Counseling support

Staff Responsible for Monitoring: Counselors, Director of Guidance, CCMR Specialist, Director of Student Support Services

Problem Statements: District Processes & Programs 1

Funding Sources: 255 Title II, Part A,

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across SSAISD, the percentage of students performing at the Meets Grade Level standard remains below state and regional averages. Gaps are especially pronounced for students receiving special education services, emergent bilingual students, and economically disadvantaged students.	District and campus systems for implementing high-quality instructional materials and rigorous Tier I instruction are still developing. Teachers and leaders need more consistent processes for using student data, targeted professional learning, and coordinated academic and behavioral supports to identify needs and adjust instruction.
2	Students receiving special education services, emergent bilingual students, and economically disadvantaged students are not yet making the academic gains needed to reach the Meets Grade Level standard at the same rate as their peers across SSAISD.	District and campus systems do not yet consistently use student performance data to identify learning needs, adjust Tier I instruction, and coordinate timely academic and behavioral supports for these student groups.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

DROPOUT RATE: By June 2027, the district will decrease the drop out rate from 7.8% to 5.0%.

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

Evaluation Data Source: TAPR
TEA Accountability Reports
PEIMS Report
OnDataSuite
RaWeeK12

Strategy 1

Establish and implement a district-wide CARES team to develop and execute a systematic, data driven dropout prevention and intervention plan.

Strategy's Expected Result/Impact: A comprehensive districtwide dropout prevention system will strengthen early identification, intervention, and progress monitoring of at-risk students, resulting in increased student engagement, improved attendance, higher student retention, and a reduction in the district dropout rate.

Staff Responsible for Monitoring: Director of Student Support Services, Director of Secondary School, PEIMS Coordinator, Principal, Assistant Principal, Registrar/PEIMS clerk, Lead Counselor and Social worker

Problem Statements: District Processes & Programs 1

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Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	District systems and processes are in the second year of implementation and are still becoming fully embedded, resulting in variability in understanding, trust, and implementation fidelity across campuses as practices continue to be refined for consistency and effectiveness.	Persistent variability in implementation across campuses is driven by differences in leadership capacity and recent administrative turnover, as well as uneven internalization of district systems and expectations, resulting in inconsistent instructional and operational implementation fidelity.