



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 17, 2025

Agenda Section: Consent

Agenda Item Title: Campus Improvement Plans

From/Presenters: Dr. Jennifer Gutierrez, Deputy Superintendent

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

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

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

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

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

Recommendation: Approve the Campus Improvement Plans as presented.

Purchasing Director and Approval Date: N/A

Funding Budget Code and Amount: N/A

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

South San Antonio Independent School District

Alan B. Shepard Middle School

2025-2026 Formative Reviews



SHEPARD MIDDLE SCHOOL
COUGARS

Mission Statement

“At Alan B. Shepard Middle School we cultivate an engaging environment in which all students are valued.”

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Vision

“The Alan B. Shepard Community will collaborate with students, families, and each other to provide a safe learning environment and utilize high expectations in pursuit of student success.”

Collective Commitment

At Alan B. Shepard we will have an emphasis on student outcomes and student academic achievement. We will model values grounded in passion, respect, inclusivity, dedication, and engagement. We will provide a welcoming and safe school atmosphere for students, parents, staff, and other stakeholders. We will be proactive to collaborate, communicate, and involve parents and our community on issues affecting the education of our students.

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Goals

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post secondary educational or career paths.





Performance Objective 1: By Spring 2026, Shepard Middle School will increase academic achievement in Reading Language Arts across all grade levels (6-8) on the STAAR assessment by raising the overall percentage of students at Approaches Performance Level from 61% to at least 70%, at Meets Performance Level from 32% to at least 40%, and at Masters Performance Level from 10% to at least 20%, as measured by the Texas Accountability System.

High Priority

Evaluation Data Sources: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Walkthroughs and Observation Data

Strategy 1 Details	Reviews			
Strategy 1: Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts standards (TEKS) and build teacher capacity through job-embedded professional learning to support Tier 1, 2 and 3 instruction. Strategy's Expected Result/Impact: Implement the District's yearlong professional learning plan by supporting unit and lesson internalization, modeling instructional practices, and embedding practice-based learning into cluster meetings. Progress will be measured through walkthrough data reflecting growth in teachers' understanding and delivery of high-quality instructional materials aligned to TEKS and the cognitive rigor required by STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Strategically schedule students to meet HB 1416 requirements and ensure intentional, embedded intervention support aligned to student needs. Strategy's Expected Result/Impact: Alan B. Shepard will ensure state compliance with HB 1416 by providing embedded school day intervention support to increase student achievement. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: - 211 Title I, Part A	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly monitoring movement meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching. Strategy's Expected Result/Impact: Teachers' knowledge of students will increase, and students' specific learning gaps will be identified and addressed. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: - 199 Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Each ELAR teacher will receive three formal observations during the 2025-2026 school year: one practice observation, one announced observation, and one unannounced observation. In addition, all campus leaders, including the Campus Principal, Assistant Principal, and Master Teachers will conduct a minimum of five walkthroughs per week, providing ongoing and timely feedback to teachers. This structure ensures that the ELAR teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students' academic performance on assessments and in the attainment of course credits.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1</p> <p>Funding Sources: - 211 Title I, Part A</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post secondary educational or career paths.

Performance Objective 2: By Spring 2026, Shepard Middle School will increase academic achievement in Mathematics across all grade levels (Grade 6, Grade 8, and Algebra I) on the STAAR assessment by raising the overall percentage of students at Approaches Performance Level from 54% to at least 70%, at Meets Performance Level from 15% to at least 35%, and at Masters Performance Level from 5% to at least 12%, as measured by the Texas Accountability System.

High Priority

Evaluation Data Sources: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Walkthroughs and Observation Data

Strategy 1 Details		Reviews			
Strategy 1: Fully implement high quality instructional materials aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning to support Tier 1, 2 and 3 instruction. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan by supporting unit and lesson internalization, modeling instructional practices, and embedding practice-based learning into cluster meetings. Progress will be measured through walkthrough data reflecting growth in teachers' understanding and delivery of high-quality instructional materials aligned to TEKS and the cognitive rigor required by STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Strategically schedule students to meet HB 1416 requirements and ensure intentional, embedded intervention support aligned to student needs. Strategy's Expected Result/Impact: Alan B. Shepard will ensure state compliance with HB 1416 by providing embedded school day intervention support to increase student achievement. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly monitoring meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching. Strategy's Expected Result/Impact: Teachers' knowledge of students will increase, and students' specific learning gaps will be identified and addressed. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1 Funding Sources: - 199 Local	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Each Math teacher will receive three formal observations during the 2025-2026 school year: one practice observation, one announced observation, and one unannounced observation. In addition, all campus leaders, including the Campus Principal, Assistant Principal, and Master Teachers will conduct a minimum of five walkthroughs per week, providing ongoing and timely feedback to teachers. This structure ensures that the Math teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices. Strategy's Expected Result/Impact: There will be an increase in students' academic performance on assessments and in the attainment of course credits. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post secondary educational or career paths.

Performance Objective 3: By Spring 2026, Shepard Middle School will increase academic achievement in Grade 8 Science on the STAAR assessment by raising the percentage of students at Approaches Performance Level from 61% to at least 70%, at Meets Performance Level from 25% to at least 35%, and at Masters Performance Level from 4% to at least 15%, as measured by the Texas Accountability System.

Evaluation Data Sources: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Walkthroughs and Observation Data

Strategy 1 Details		Reviews			
Strategy 1: Fully implement high quality instructional materials (SAVVAS) aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the District's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June






Strategy 2 Details		Reviews			
Strategy 2: Conduct monthly monitoring movement meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching. Strategy's Expected Result/Impact: Teachers' knowledge of students will increase, and students' specific learning gaps will be identified and addressed. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Each Science teacher will receive three formal observations during the 2025-2026 school year: one practice observation, one announced observation, and one unannounced observation. In addition, all campus leaders, including the Campus Principal, Assistant Principal, and Master Teachers will conduct a minimum of five walkthroughs per week, providing ongoing and timely feedback to teachers. This structure ensures that the science teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices. Strategy's Expected Result/Impact: There will be an increase in students' academic performance on assessment and performance in earning course credit. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
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Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post secondary educational or career paths.

Performance Objective 4: By Spring 2026, Shepard Middle School will increase academic achievement in Grade 8 Social Studies on the STAAR assessment by raising the percentage of students at Approaches Performance Level from 41% to at least 65%, at Meets Performance Level from 16% to at least 30%, and at Masters Performance Level from 7% to at least 15%, as measured by the Texas Accountability System.

Evaluation Data Sources: Unit Assessments
Common Formative Assessments (CFAs)
Interim Assessments
Walkthroughs and Observation Data

Strategy 1 Details		Reviews			
Strategy 1: Conduct monthly monitoring movement meetings to review and analyze student data in order to identify instructional needs and determine knowledge and skills requiring re-teaching. Strategy's Expected Result/Impact: Teachers' knowledge of students will increase, and students' specific learning gaps will be identified and addressed. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
		No Progress			






Strategy 2 Details	Reviews			
<p>Strategy 2: Each Social Studies teacher will receive three formal observations during the 2025-2026 school year: one practice observation, one announced observation, and one unannounced observation. In addition, all campus leaders, including the Campus Principal, Assistant Principal, and Master Teachers will conduct a minimum of five walkthroughs per week, providing ongoing and timely feedback to teachers. This structure ensures that the social studies teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students' academic performance on assessments and in the attainment of course credits.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
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Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of our Alan B. Shepard staff will participate in intentional staff development in an effort to support and retain effective teachers, instructional staff, and administrators.

High Priority

Evaluation Data Sources: Cluster Data
Student Performance on Unit Assessments and Common Formative Assessments
Eduphoria Staff Attendance
Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Shepard Middle School's Master Teachers will facilitate weekly cluster meetings to analyze classroom walk-through data and student performance outcomes, internalize upcoming lessons, collaboratively develop and refine action plans, and build capacity through research-based best practices and instructional strategies aligned to the NIET Teaching and Standards Learning Rubric.</p> <p>Strategy's Expected Result/Impact: Increase in students' performance data and NIET teacher evaluation ratings.</p> <p>Staff Responsible for Monitoring: Master Teachers Mentor Teachers Assistant Principal Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Shepard Administrators and Master Teachers will engage in ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on strengthening school leadership, instructional supervision, and campus management.</p> <p>Strategy's Expected Result/Impact: Increase in students' performance data and NIET teacher evaluation ratings.</p> <p>Staff Responsible for Monitoring: Master Teachers Mentor Teachers Assistant Principal Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: In the 2025-2026 school year, Shepard Middle School will collaborate with parents and the community to ensure that student attendance increases from 92% to 94%.

High Priority

Evaluation Data Sources: Parent Engagement Surveys
Attendance Data/Reports
Home Visit Data
Parent Engagement Event Attendance
Referral data to CareZone
Counseling Data/Reports

Strategy 1 Details		Reviews			
Strategy 1: Shepard Middle School will offer a minimum of four recurring Family Engagement Sessions that build trust and increase awareness of attendance expectations, so that families are equipped with tools to support their child's consistent attendance and to positively impact their academic success. Strategy's Expected Result/Impact: Student attendance will increase. Parent awareness, knowledge, and engagement will increase. Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison Truancy Officer Communities In Schools Representative TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Alan B. Shepard Middle School will collaborate with Communities in Schools to provide wrap around services to increase attendance. Strategy's Expected Result/Impact: Wrap around services and support will increase daily student attendance. Staff Responsible for Monitoring: Communities In Schools Representative Social Worker School Counselor Principal Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: - 199 Local		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Alan B. Shepard Middle School will implement Securely (Digital Hall Pass) to improve hallway monitoring and increase the amount of time students remain in class, supporting stronger attendance and instructional engagement. Strategy's Expected Result/Impact: Identification, Progress Monitoring, and Data Analysis of attendance and truancy needs on campus. Increase in parents' knowledge of attendance and truancy Targeted intervention addressing attendance and truancy issues Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 Funding Sources: - 199 Local		Formative			Summative
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		 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2026, Alan B. Shepard Middle School will increase opportunities for connection and engagement with local community stakeholders by 15% compared to the previous school year.

Evaluation Data Sources: Attendance Records from Family Engagement events
Campus Calendar
Parent Surveys
Social Media Analytics

Strategy 1 Details		Reviews			
Strategy 1: Alan B. Shepard Middle School will host monthly informational Cafecitos for local stakeholders and community members, as well as additional events designed to engage all stakeholders in the school community. Strategy's Expected Result/Impact: Increase community and local stakeholder engagement Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2, 4 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Shepard Middle School will enhance communication with stakeholders through newsletters, social media, marquee updates, and email in order to foster a sense of belonging among parents and the community. Strategy's Expected Result/Impact: Parents will have a greater awareness and knowledge of school events, programs, opportunities, and celebrations. Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 1 Funding Sources: - 199 Local		Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

South San Antonio Independent School District

DAEP

2025-2026 Formative Reviews



Mission Statement

The D.A.E.P provides a safe, nurturing environment that fosters community growth through guidance and support that empowers both the students and their families to become well-rounded, successful individuals in society.

Vision

The Disciplinary Alternative Education Program (D.A.E.P.) will empower all students with resources and skills necessary for future success in order to develop strong individuals who will positively contribute to their communities and society.

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Goals


Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.






Performance Objective 1: By May 2026, 100% of students attending the D.A.E.P. will complete and submit all assigned academic work. This effort will contribute to an overall increase in the percentage of middle and high school students districtwide achieving the Meets Grade Level or higher performance level on STAAR Math (Grades 6-Algebra I) and STAAR Reading (Grades 6-EOC) assessments.

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: All DAEP teachers will fully implement high-quality instructional materials (HQIM) aligned to the State of Texas ELAR and Math TEKS and will build instructional capacity through job-embedded professional learning in core content areas (Grades 6-12) to ensure students receive strong Tier 1 instruction aligned with grade-level expectations. Strategy's Expected Result/Impact: 6th-12th grade students will increase performance in Math, ELAR, Science, and Social Studies as measured by the Balanced Assessment System. Staff Responsible for Monitoring: D.A.E.P. Teachers, Principal, and Executive Master Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Continue to ensure that 100% of students receive assigned work in their ELAR, Math, Science, and Social Studies classes. DAEP teachers will provide and monitor student assignments aligned to the District Scope and Sequence for core subjects, and students will complete elective courses through the Edgenuity program. Strategy's Expected Result/Impact: The students return back to their home campus in ELAR, Science, Math, and Social Studies with fewer gaps while placed at the DAEP. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
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		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.






Performance Objective 1: During the 2025-2026 school year, the campus, in collaboration with the district, will provide professional development for 100% of our teachers, focused on increasing student engagement and supporting social-emotional learning. Training opportunities will include sessions through Lead4ward, Conscious Discipline, NIET, and lesson planning workshops.

High Priority

Evaluation Data Sources: NIET evaluations and Feedback

Walkthroughs announced and unannounced with a minimum of 5 walkthroughs per week

Eduphoria Professional Development Certificates for District PD






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All D.A.E.P. teachers will receive ongoing professional development and support through District and Campus PD opportunities aligned to the NIET Evaluation System Rubric. Support will include feedback from announced and unannounced walkthroughs, participation in book studies such as Conscious Discipline, and engagement in Cluster Meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will become more effective in social emotional learning and high quality teaching practices.</p> <p>Staff Responsible for Monitoring: Principal, Executive Master Teacher, and Director of Secondary Schools</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: 100% of High-Quality Instructional Materials (HQIM) will be provided to promote high levels of student engagement and to support rigorous, grade-level instruction.

High Priority

Evaluation Data Sources: Gradebook data, District level and campus level assessments







Strategy 1 Details		Reviews			
Strategy 1: The Campus Principal will ensure that High-Quality Instructional Materials (HQIM) training is implemented to promote high levels of student engagement and to support rigorous, grade-level instruction. Strategy's Expected Result/Impact: Teachers will have High Quality Instructional Materials to close the gaps as well as increase students formative and summative assessment performance. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By June 2026, the recidivism rate for the 2025-2026 school year will be reduced by 10% compared to the 2024-2025 school year.

High Priority

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






Strategy 1 Details		Reviews			
Strategy 1: We will provide students and their families with supports and services to address social-emotional needs using resources such as CIS, Care Zone, The Rise Recovery, home campus counselors, and daily SEL lessons incorporating DBT strategies. Strategy's Expected Result/Impact: Decrease the recidivism rate from 2024-2025 school year. Staff Responsible for Monitoring: Principal and Counselors Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 2 Details		Reviews			
Strategy 2: The Counselor will coordinate guest speakers and organize a Career Day featuring representatives such as Armed Forces recruiters, vocational contractors, fitness instructors, and college admissions staff. Strategy's Expected Result/Impact: Increase knowledge and awareness of College, Career, and Military Readiness for future career options. Staff Responsible for Monitoring: Counselor and Campus Principal - TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: Student attendance will increase by 10% with the help of mental and social emotional support through the CareZone and other school initiatives.

High Priority

Evaluation Data Sources: PEIMS Attendance Report, Counseling logs


Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The school counselor and DAEP teachers will provide social-emotional learning (SEL) through Character Strong, DBT strategies, SEL literature, and mindfulness practices, including yoga. Strategy's Expected Result/Impact: 100% of 6th-12th grade students will receive guidance from the school counselor or social worker Staff Responsible for Monitoring: Campus Principal, Campus Counselor, and DAEP Teachers Problem Statements: Demographics 1 - School Processes & Programs 1	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2026, the D.A.E.P. will create programs to inform, support, and increase parental involvement by 20%, as measured by sign-in sheets for workshops, informational sessions, and other engagement activities.

High Priority

Evaluation Data Sources: Agendas and Sign In Sheets

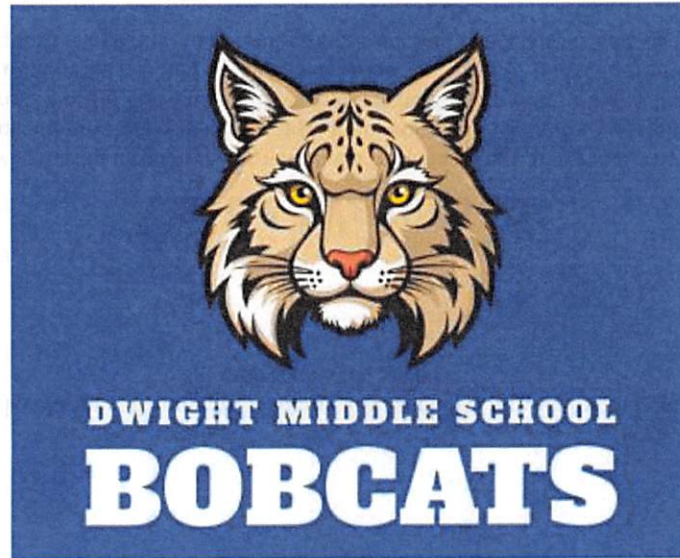
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Invite parents to Cafecito every 6 weeks held on a Saturday with guest speakers & topics that will help and influence parents and students (Armed Forces Recruiters, Bexar County Court-Truancy, Domestic Violence, San Antonio Food Bank, Grandparents Raising Grand-kids, Bexar County Drug Force, etc.). Attendance will guarantee one day off of their placement. Strategy's Expected Result/Impact: Inform students and parents of programs and topics that can help them with College, Career, Military Readiness (CCMR) and making better life choices. Staff Responsible for Monitoring: Principal and Counselor Title I: 2.53 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1, 2 - Perceptions 1	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Monitor and update school website with D.A.E.P. intake information Strategy's Expected Result/Impact: Ensure there is communication with parents and community at all times with an updated District Website, school flyers, and the use of the new Finalsite Digital Platform. Staff Responsible for Monitoring: Principal and Webmaster Teacher Problem Statements: Demographics 1, 2 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

South San Antonio Independent School District

Dwight Middle School

2025-2026 Formative Reviews



Mission Statement

Dwight Middle School Mission:

Empower every student to ignite their greatness by equipping them with the tools for critical thinking, resiliency and problem-solving.

Vision

Dwight Middle School Vision:

Dwight Middle School will be the model of excellence in developing all students academically, socially, physically and emotionally, thus empowering students to compete in a global interconnected society.

Value Statement

1. We believe in transcending our classroom by fostering a relationship with the community built upon integrity and honor to create successful student leaders.
2. We believe students will become critical thinkers and problem-solvers through innovation and technology coupled with high expectations and student engagement.
3. We believe building a positive trusting relationship between students and teachers will result in individual success and high academic achievement.
4. We believe that the appearance of our campus should be a physical representation of our school pride found throughout our community.
5. We believe that effective leadership is essential to meeting high academic expectations and sustaining a positive school culture.

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Goals

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By the end of the 2025-2026 school year, Dwight Middle School will increase the percentage of students who score at the Meets or above performance level on STAAR assessments by at least 10% from 2025 to 2026 on all state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Assessment data

Common assessments





Unit assessments

Benchmarks

Eduphoria reports





Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will use and implement the SSAISD lesson internalization protocol. Strategy's Expected Result/Impact: The teacher implements lessons with fluency. Staff Responsible for Monitoring: Master Teachers, Principal, Assistant Principal, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: Teacher's Editions, instructional resources, TEKS - 199 Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: The teachers will design activities that provide active student engagement opportunities for all students. Strategy's Expected Result/Impact: Increase in student engagement and active participation through collaborative lessons, allowing students to deepen their understanding of the concepts being taught in the classroom. Staff Responsible for Monitoring: Master Teachers, Teachers, Principal, Assistant Principal Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: instructional supplies - 199 Local		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: The teachers will analyze student assessment data to drive instruction during planning, cluster meetings and core teacher pull outs during Primetime. Strategy's Expected Result/Impact: Analyzing data will help teachers know if students are meeting their classroom targets to adjust small group instruction and tutoring groups. Staff Responsible for Monitoring: Mentor Teachers, Master Teachers, Principal, Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: assessment reports, data trackers - 199 Local		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The teachers will aggressively monitor students and provide them with academic feedback. Strategy's Expected Result/Impact: Teachers will provide one on one feedback, support engagement and monitor student work. Staff Responsible for Monitoring: Teachers, Master Teachers, Principal, Assistant Principal Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: Data trackers, instructional materials - 199 Local	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By May 2026, the percentage of students meeting or exceeding grade-level growth expectations on the state assessments will increase by 10 percentage points in both Reading Language Arts and Mathematics for All Students and for the Hispanic student group, as measured by state accountability data.

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted small-group instruction in RLA and Math based on student performance data, with specific supports for Hispanic learners and Emergent Bilinguals. Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: SSAISD will recruit, develop, support and retain effective teachers and instructional staff.

Performance Objective 1: Dwight Middle School will improve campus culture by increasing staff attendance by 10% compared to the 2024-2025 school year.

High Priority

Evaluation Data Sources: Walkthroughs, observations, attendance, leadership recommendations, Teacher of the Month, staff survey





Strategy 1 Details		Reviews			
Strategy 1: Attendance incentives will be provided to teachers who have perfect attendance each 9 weeks. Strategy's Expected Result/Impact: Improve teacher attendance, teacher retention and campus culture. Staff Responsible for Monitoring: Principal, Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: Teacher incentives, snacks, luncheons - 199 Local		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Monthly birthday breakfasts and holiday luncheons will be provided for teachers throughout the 2025-2026 school year. Strategy's Expected Result/Impact: Improve campus culture. Staff Responsible for Monitoring: Hospitality Committee, Principal, Campus Secretary ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: Snacks, Luncheons - 199 Local		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: A teacher of the month will be recognized throughout the school year. Strategy's Expected Result/Impact: Improved teacher morale and campus culture. Staff Responsible for Monitoring: Attendance Committee, Campus Secretary, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: incentives, certificates - 199 Local	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers and instructional staff.

Performance Objective 2: 100% of teachers will receive high level professional development and lesson internalization.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend weekly cluster and planning meetings with Master Teachers for support in lesson internalization and professional development. Strategy's Expected Result/Impact: Teachers implement lessons with fluency and instructional strategies are implemented effectively. Staff Responsible for Monitoring: Master teachers, principal, mentor teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Resources for planning, materials - 199 Local	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Teachers will review and analyze data at the end of every campus assessment in order to inform instruction. Strategy's Expected Result/Impact: Instruction is adjusted in real-time based on assessment data, leading to targeted interventions and improved student outcomes, as reflected in increased mastery of standards and higher performance on subsequent assessments. Staff Responsible for Monitoring: Teachers (including inclusion support teachers, mentor teachers), master teachers, administration. Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Data reports of assessments - 199 Local	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: 100% of students will be provided with the opportunity to access Social Emotional Learning activities in order to improve student well being.

Evaluation Data Sources: Class Catalyst, Counselor's sign in logs, Prime Time calendar

Strategy 1 Details	Reviews			
Strategy 1: All students will check into Class Catalyst every morning, which is a platform that students use to create self awareness and express how they are feeling daily. Strategy's Expected Result/Impact: Student needs will be addressed and resolved timely so that students can focus on academics. Staff Responsible for Monitoring: Counselor, Social Worker Problem Statements: Perceptions 2 Funding Sources: SEL Lessons, presentations from outside agencies - 199 Local	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: All students are provided with Social Emotional Learning activities every Friday during PRIME Time. Strategy's Expected Result/Impact: The activities will equip students with strategies to manage and respond to stressful situations. Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal Problem Statements: Perceptions 2 Funding Sources: Activities and materials for PRIME Time - 199 Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Guidance lessons will be presented to all students by grade level on anti-bullying, drug abuse, and dealing with stress. Strategy's Expected Result/Impact: Increase student awareness and provide coping strategies to handle personal issues. Staff Responsible for Monitoring: Counselor Problem Statements: Perceptions 2 Funding Sources: Outside agencies - 199 Local	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: Dwight Middle School will enhance communication strategies to ensure parents stay informed and engaged in the educational process of our students, and monitor effectiveness through sign-in sheets, and engagement analytics.

High Priority

Evaluation Data Sources: Robocalls, Family Engagement Events Report/Attendance,

Strategy 1 Details	Reviews			
Strategy 1: A weekly campus newsletter will be shared with parents via email to keep them informed about school events and important updates. Strategy's Expected Result/Impact: Inform parents of campus events, educational information and showcase students. Staff Responsible for Monitoring: Campus Principal, Campus Secretary, Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus events and student learning will be showcased on a variety of social media platforms and on the campus web page. Strategy's Expected Result/Impact: Share campus information with parents and the community about student learning to increase awareness and foster a sense of connectedness. Staff Responsible for Monitoring: Webmaster and Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District

Five Palms Elementary School

2025-2026 Formative Reviews



Mission Statement

Mission Statement

At Five Palms Elementary, inspiring, educating, and preparing all SSAISD students for success beyond the classroom by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Goal Statement

At Five Palms Elementary, our goal is to foster a culture of high expectations where every student feels safe, valued, and inspired to learn. We are committed to building strong partnerships with families, to embrace our diverse community, and to empower students to achieve academic success, personal growth, and confidence for the future.

Vision

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Empoderar a todos los estudiantes de SSAISD para que alcancen la excelencia académica y el éxito personal brindándoles acceso equitativo a educación, recursos y oportunidades de alta calidad.

Value Statement

We believe that:

1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.
2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.
3. All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.

4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.
5. Authentic transformation requires being comfortable with being uncomfortable.

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Goals





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth projection.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details		Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or

exceeding their MAP Growth projections.

High Priority

Evaluation Data Sources: MAP Growth Reports





Strategy 1 Details		Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 28% to 35% at the Meets performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.</p> <p>Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by weekly classroom walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By May 2026, the percentage of students in STAAR Math 3 - 5 will increase from 39% to 41% at the Meets performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 5: By May 2026, the percentage of students in STAAR Science 5th, will increase from 23% to 31% at the Meets performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize daily, uninterrupted science instructional blocks by protecting time for core science instruction and ensure fidelity to instructional minutes.</p> <p>Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction as measured by weekly classroom walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 6: By May 2026, the percentage of students in Reading Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 71% to 87%.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings. as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers Executive Master Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.</p> <p>Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by weekly classroom walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 7: By May 2026, the percentage of students in Math Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 84% to 88%.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings. as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted math instructional blocks by protecting time for math instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 8: By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at Approaches or higher from 34% to 50% on STAAR Assessments.

High Priority

Evaluation Data Sources: Balanced Assessment System
Branching Minds





Strategy 1 Details	Reviews			
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 and state accountability. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements. Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416, and increased performance on state accountability. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 9: By May 2026, the percentage of Special Education students in Grades 3-5 will increase from 11% to 25% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Sources: SSAISD Balanced Assessment System

Strategy 1 Details		Reviews			
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: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
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: Master Teachers Principal Assistant Principal Teachers Executive Master Teacher TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring. Strategy's Expected Result/Impact: An increase of students receiving Special Education services meeting or exceeding expectations on the balanced assessment system. Staff Responsible for Monitoring: Master Teachers Principals Assistant Principals Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 10: By May 2026, the percentage of Emergent Bilingual students in grades 3-5 will increase from 35% to 41% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the bilingual framework aligned with research-based best practices of the 90/10 dual language model in 100% of K-5 dual language classrooms. Strategy's Expected Result/Impact: Emergent Bilingual students will enhance cognitive skills through proficiency in target language while also building a solid foundation in English as measured by our balanced assessment system. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1				





Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring. Strategy's Expected Result/Impact: An increase of students meeting or exceeding expectations in the language of instruction. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Sources: EEPASS and Jotdot

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evident by EEPASS Data. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1, 2, 3				





Strategy 2 Details	Reviews			
Strategy 2: Campus administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Master Teachers Principals Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: Provide weekly job-embedded professional learning for all teachers. Strategy's Expected Result/Impact: Teachers will receive high quality professional development tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement. Staff Responsible for Monitoring: Campus administration and Master teachers TEA Priorities: Recruit, support, retain teachers and principals - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leadership teams will participate in weekly SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and campus-based instructional leadership. Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills. TEA Priorities: Recruit, support, retain teachers and principals - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: ATTENDANCE: Student attendance at Five Palms Elementary will increase from 92.7% to 94% for the 2025-2026 school year.

High Priority





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

Strategy 1 Details	Reviews			
Strategy 1: Increase attendance monitoring and data analysis. Strategy's Expected Result/Impact: Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocates, PEIMS clerk, Family Liason and School Counselor. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide tiered interventions and monthly incentives to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocates, PEIMS clerk, Family Liaison and School Counselor. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By May 2026, Five Palms Elementary will increase the percentage of families who are informed and equipped to support their child's academic progress by 20%, as measured by family engagement survey.

Evaluation Data Sources: Family Engagement Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Campuses will use district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home. Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Parent Liaison TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Grandparents Day Academic Night 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 parent engagement as evidenced by attendance sessions Increase student growth and achievement as evidenced by The Balanced Assessment System Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Parent Liaison TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District

Frank Madla Elementary School

2025-2026 Formative Reviews



Mission Statement

Good conduct is our aim. Achievement is our goal. We take pride in what we do. We obey all the rules. Respect is a big part of our school.
We study, and we learn, in order to achieve. Gator Success Nothing Less!

Vision

Frank Madla Elementary focuses on the whole child by offering experiences through clubs, social emotional learning, a place to feel safe, and for every child to show academic growth. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Through opportunities for enrichment, intervention, and remediation as necessary, we maintain high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Value Statement

1. We believe in educating life long learners and instilling a love for learning.
2. We believe in empowering parents to be active participants in their child's education by building positive relationships.
3. We believe in creating an enjoyable and safe learning environment where all students will be engaged and challenged.
4. We believe in developing problem solvers and leaders today in order to prepare them for tomorrow.
5. We believe in promoting a strong partnership between community and school by creating a welcoming environment.

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Goals

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.





Performance Objective 1: By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports





Strategy 1 Details		Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
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Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 29% to 39% at the Meets performance level or above.

High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by classroom weekly walkthroughs and observations. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.





Performance Objective 4: By May 2026, the percentage of students in STAAR Math 3- 5 will increase from 31% to 41% at the Meets performance level or above.

High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 5: By May 2026, the percentage of students in STAAR Science 5th will increase from 12% to 15% at the Meets performance level or above.

High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize daily, uninterrupted science instructional blocks by protecting time for core science instruction and ensure fidelity to instructional minutes.</p> <p>Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction as measured by classroom weekly walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 6: By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at approaches or higher from 24% to 34% STAAR Assessments.

High Priority

Evaluation Data Sources: Balanced Assessment System
 Branching Minds

Strategy 1 Details	Reviews			
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: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements. Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416, and increased performance on state accountability. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 7: By May 2026, the percentage of Special Education students in grades 3-5 will increase from 24% to 30% at the Meets performance level or above on STAAR Assessments.

High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
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: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
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: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Conduct weekly collaborative meetings between special education teachers and master teachers to review and analyze student data, complemented by comprehensive campus-wide data coaching sessions held in the fall and spring to inform instruction and improve student outcomes. Strategy's Expected Result/Impact: An increase of students receiving Special Education services meeting or exceeding expectations on the balanced assessment system. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus administrators will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

High Priority

Evaluation Data Sources: EEPASS and Jotdot

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evident by EEPASS Data. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly job-embedded professional learning for all teachers through campus Cluster Meetings. Strategy's Expected Result/Impact: Teachers will receive high quality professional learning tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leadership teams will participate in weekly SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership. Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills. Staff Responsible for Monitoring: Principal, Vice Principal, Math Master Teacher, Reading Master Teacher Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Student attendance at Madla Elementary will increase from 91.8% to 94% for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Campus Attendance Reports

Strategy 1 Details		Reviews			
Strategy 1: Increase attendance monitoring and data analysis by tracking daily attendance in each class and making parent contact. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal , Vice Principal, PEIMS Clerk, School Counselor, Parent Liaison Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide tiered interventions and monthly incentives to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA from 88% to 94%) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Campus administrators, PEIMS Clerk, Parent Liaison, School Counselor,Teacher Attendance Committee Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Recognize and reward classrooms that meet or exceed the campus 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plan and teacher/student goal-setting initiatives. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) A culture of prioritizing attendance on all campuses will be established. Staff Responsible for Monitoring: Attendance Committee, Campus Administrators, PEIMS Clerk, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families Engaging families early with personalized communication when attendance drops below 95% Hosting attendance awareness events that emphasize the link between attendance and academic success Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results. Staff Responsible for Monitoring: Attendance Committee, Campus administrators, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2026, Frank Madla will increase the percentage of families who are informed and equipped to support their child's academic progress by 20%, as measured by family engagement surveys.

High Priority

Evaluation Data Sources: Family Engagement Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Frank Madla will use district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home. Madla teachers will conduct documented parent conferences every nine weeks and as needed.</p> <p>Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Parent Liaison</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success.</p> <p>Examples include: Meet the Teacher Night Grandparents Day Report Card Nights Open House Title I Campus Policy Meeting Campus Academic Nights Assessment Nights Attendance Information Night</p> <p>Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions Increase student growth and achievement as evidenced by The Balanced Assessment System</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Parent Liaison</p> <p>Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District

Hutchins Elementary School

2025-2026 Formative Reviews



Mission Statement

Together, with our super-powered educators, we will conquer challenges, overcome obstacles, and inspire greatness in our students.

Vision

AT HUTCHINS, WE BELIEVE OUR STUDENTS WILL BE LED BY THE GUIDANCE AND SUPPORT OF A DEDICATED COMMUNITY TO BECOME CRITICAL THINKERS AND RESPECTFUL LEADERS IN PURSUIT OF LIFE-LONG LEARNING.

Value Statement

CORE VALUES:

Student Centered

Capacity Building

Integrity

Excellence

Commitment

The following information was obtained from the public records of the City of Houston, Texas, regarding the proposed development of a new residential subdivision in the area of the City of Houston, Texas, known as the "Hutchins Elementary School" area. The information was obtained from the public records of the City of Houston, Texas, and is being provided to you for your information. The information is being provided to you for your information and is not intended to be used for any other purpose. The information is being provided to you for your information and is not intended to be used for any other purpose. The information is being provided to you for your information and is not intended to be used for any other purpose.

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Goals





Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 39% to 49% at the Meets performance level or higher.

Evaluation Data Sources: STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Implement and monitor HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Master Teachers Bilingual Aide TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Reading Master Teacher - 211 Title I, Part A - \$100,000, Bilingual Aide - 211 Title I, Part A - \$29,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement a balanced assessment system that ensures the use of HQIM-Based Formative Assessments that drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Principal Assistant Principal Master Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By May 2026, the percentage of students in STAAR Math 3-5, will increase from 34% to 44% at the Meets performance level or higher.

Evaluation Data Sources: STAAR Data





Strategy 1 Details		Reviews			
Strategy 1: Implement and monitor HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings ,as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Master Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Math Master Teacher - 211 Title I, Part A - \$100,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By May 2026, the percentage of students in STAAR Science 5th, will increase from 10% to 25% Meets performance level or higher.





Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and monitor HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR Staff Responsible for Monitoring: Principal Master Teachers Assistant Principal Problem Statements: Student Learning 1, 2, 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: South San Antonio ISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.





Evaluation Data Sources: EEPASS and Jot dot

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administration will implement a minimum of 5 walkthroughs per week providing teacher feedback. This will ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher Problem Statements: School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: South San Antonio ISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers will participate in sustained, high-quality professional development aligned to campus priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.





Evaluation Data Sources: Cluster Meeting agendas, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly job-embedded professional learning for all teachers. Strategy's Expected Result/Impact: Teachers will receive high quality professional development tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement. (Cluster Meetings) Staff Responsible for Monitoring: Principal Assistant Principal Master teachers Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: South San Antonio ISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Student attendance at Hutchins will increase from 93% to 95% for the 2025-2026 school year.





Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
Strategy 1: Provide tiered interventions to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate Staff Responsible for Monitoring: Principal Assistant Principal Counselor PEIMS Clerk Attendance Advocate Parent Liaison Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement weekly and quarterly incentives for students, such as raffles and weekly giveaways, to improve overall attendance. Strategy's Expected Result/Impact: Increase our attendance rate by 2% this school year. Staff Responsible for Monitoring: Principal Assistant Principal Counselor PEIMS Clerk Attendance Advocate Parent Liaison Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: South San Antonio ISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 1: By May 2026, Hutchins will increase the percentage of family involvement by 20% as measured by attendance of school wide events such as cafecito and family nights.

Evaluation Data Sources: attendance sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Offer a minimum of five recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Cafecitos Meet the Teacher Night Open House Title I Campus Policy Meeting Campus Academic Nights STAAR Night Grandparents Day Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sign ins Staff Responsible for Monitoring: Principal Assistant Principal Counselor HS Family Facilitator Parent Liaison Problem Statements: Perceptions 1 Funding Sources: Family Liaison - 211 Title I, Part A - \$16,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District
Miguel Carrillo, Jr. Elementary
2025-2026 Formative Reviews



Mission Statement

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Vision

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Value Statement

We believe that:

- - 1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.**
 - 2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.**
 - 3. All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.**
 - 4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.**
 - 5. Authentic transformation requires being comfortable with being uncomfortable.**

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Goals

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details		Reviews			
Strategy 1: Provide teachers with planning and implementation support on Bluebonnet Learning Reading and Language Arts curriculum to raise the capacity and efficacy in Tier 1 instruction, specifically in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Executive Master Teacher Master Teachers Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: During weekly Instructional Planning and Cluster Meetings, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). Teachers will also identify the power standards and establish exemplars. Strategy's Expected Result/Impact: By Spring of 2026, 40% of 3rd - 5th grade students will achieve proficiency by scoring at or above the Meets level on the STAAR Reading Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Teachers Problem Statements: Student Learning 4		Formative			Summative
		Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or exceeding their MAP Growth goals.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide training for planning and implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 25% to 35% at the Meets performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through NIET Standards and Practices, including Instructional Planning and Cluster meetings. Progress will be measured by consistent and comprehensive walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A - \$100,000, - 211 Title I, Part A - \$29,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Development and implementation of a Campus Master Schedule that prioritizes uninterrupted RLA instructional blocks, protecting time for core reading instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of Reading and Writing instruction as measured by weekly classroom walkthroughs and observations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principals Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By May 2026, the percentage of students in STAAR Math 3 - 5 will increase from 22% to 35% at the Meets performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A - \$1,000,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 5: By May 2026, the percentage of students in STAAR Science 5th, will increase from 9% to 25% at the Meets performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted science instructional blocks by protecting time for core science instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction through classroom weekly as measured by walkthroughs and observations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 6: By May 2026, students in Reading Grades 4- 5 STAAR will demonstrate an increase in annual expected growth from 53% to 65%.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1				





Strategy 2 Details	Reviews			
Strategy 2: Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction through classroom weekly walkthroughs and observations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 7: By May 2026, 41% of students in accelerated instruction through HB1416 will perform at Approaches or higher on STAAR Assessment.

High Priority

Evaluation Data Sources: Balanced Assessment System
Branching Minds

Strategy 1 Details	Reviews			
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 and state accountability. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements. Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416, and increased performance on state accountability. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Results Driven Accountability Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 8: By May 2026, the percentage of Special Education students in grades 3-5 will increase from 6% to 18% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide training for all staff to ensure all IEPs align with best practices for Standards Based IEP Development (SBID). Strategy's Expected Result/Impact: Aligned supports for students in special education as measured by State Performance Plan Indicator(SPPI) data. Staff Responsible for Monitoring: Special Education Teachers Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish and consistently monitor clear criteria and 'look-fors' for diverse special education settings, focusing on the implementation of high-leverage strategies that directly support improved student outcomes. Strategy's Expected Result/Impact: Implementation and monitoring of clear criteria and high-leverage strategies will ensure instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement. Staff Responsible for Monitoring: Special Education Teachers Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Participate in weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring. Strategy's Expected Result/Impact: An increase of students receiving Special Education services meeting or exceeding expectations on the balanced assessment system. Staff Responsible for Monitoring: Director of Elementary Schools Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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Goal 1: South San Antonio ISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 9: By May 2026, Emergent Bilingual students in grades 2-5 will increase scores/ratings from 33% to 49% on the TELPAS Assessment.

Evaluation Data Sources: Balanced Assessment to include TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implement the bilingual framework aligned with research-based best practices of the 90/10 dual language model in 100% of K-5 dual language classrooms. Strategy's Expected Result/Impact: Emergent Bilingual students will enhance cognitive skills through proficiency in target language while also building a solid foundation in English as measured by our balanced assessment system. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Participate in weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring. Strategy's Expected Result/Impact: An increase of students meeting or exceeding expectations in the language of instruction. Staff Responsible for Monitoring: Director of Elementary Schools Master Teachers Principal Assistant Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June





 No Progress
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Goal 2: South San Antonio ISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.

Performance Objective 1: By May 2026, 100% of Campus Instructional Leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable and measurable feedback and support.

Evaluation Data Sources: EEPASS and Jotdot

Strategy 1 Details		Reviews			
Strategy 1: Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evident by EEPASS Data. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: South San Antonio ISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers and Campus Instructional Leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide frequent, relevant, job-embedded professional learning for all teachers. Strategy's Expected Result/Impact: Teachers will receive high quality professional learning tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement. Staff Responsible for Monitoring: Campus Administration Master teachers Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Instructional Leadership Teams will participate in SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership. Strategy's Expected Result/Impact: Campus Instructional Leadership Teams will strengthen leadership skills. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: South San Antonio ISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.

Performance Objective 3:

By May 2026, in coordination with SSAISD policy and structure, campus administration will promote and emphasize performance-based compensation and stipend systems to recognize and retain 90% of high-performing teachers.

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

Strategy 1 Details	Reviews			
Strategy 1: Promote the District TAP system for high priority positions. Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff. Staff Responsible for Monitoring: Campus Principal Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Promotion and implementation of Teacher and Student Advancement Program (TAP) performance based incentive pay as well as Teacher Incentive Allotment (TIA) Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff. Staff Responsible for Monitoring: Principal Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: South San Antonio ISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: ATTENDANCE: Student attendance at Carrillo will increase from 91.8% to 94% for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Campus Attendance Reports
PEIMS Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Increase attendance monitoring and data analysis. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA), Decrease in chronic absenteeism rate (missing 10%+ of school days), Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal Assistant Principal Data Clerk PEIMS Department Attendance Advocates School Counselors Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide tiered interventions to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal Assistant Principal Counselor Data Clerk Attendance Advocate Family Engagement Liaison PEIMS Department Problem Statements: Demographics 1 Funding Sources: - 199 Local - \$3,723	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: South San Antonio ISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 1: By May 2026, Carrillo Elementary will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by Campus Family Engagement Surveys.

Evaluation Data Sources: Family Engagement Survey Results

Strategy 1 Details		Reviews			
Strategy 1: Carrillo Elementary will utilize district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home. Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Parent Liaisons TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Carrillo Elementary will offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Meet the Teacher Night Monthly Cafecito Report Card Nights Open House Title I Campus Policy Meeting Campus Academic Nights Assessment Nights Attendance Information Night Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions Increase student growth and achievement as evidenced by The Balanced Assessment System Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Parent Liaisons TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: - 199 Local - \$1,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: During the 2025-2026 school year, the Carrillo Elementary Parent Liaison will design and deliver a minimum of three targeted parent information sessions and schedule monthly Parent Volunteer Sessions to further connect Campus to Community and create accessible pathways to increase Parent volunteerism and involvement. Strategy's Expected Result/Impact: Participation rates, agenda, and feedback surveys Staff Responsible for Monitoring: District Family and Community Engagement Specialist Parent Liaison Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June





 No Progress
  Accomplished
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Goal 4: South San Antonio ISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 2: By May 2026, Carrillo Elementary will increase the percentage of students attending school to 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

High Priority

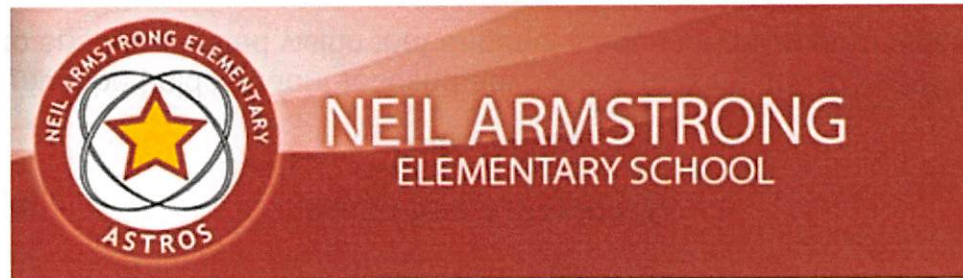
Evaluation Data Sources: Student Attendance Records
 Communication Logs
 Attendance Initiatives

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families Engaging families early with personalized communication when attendance drops below 95% Hosting attendance awareness events that emphasize the link between attendance and academic success Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results. Staff Responsible for Monitoring: Principal Assistant Principal Counselors Parent Liaisons Data Clerk Attendance Advocate TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District

Neil Armstrong Elementary School

2025-2026 Formative Reviews



Mission Statement

South San Antonio ISD

Mission

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Vision

South San Antonio ISD

Vision

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Value Statement

South San Antonio ISD

Core Values

All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.

Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.

All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.

All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.

Authentic transformation requires being comfortable with being uncomfortable.

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Goals





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, 75% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Literacy.

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Progress Monitoring System (CPMS)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide comprehensive training and ongoing coaching to SSAISD Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based literacy practices to ensure strong Tier 1 instruction in foundational literacy skills.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Head Start Instructional Coaches Pre-K Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 205 Head Start</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, 75% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Mathematics.

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Progress Monitoring System (CPMS)

Strategy 1 Details	Reviews			
Strategy 1: Provide comprehensive training and ongoing coaching to SSAISD Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based mathematics practices to ensure strong Tier 1 instruction in foundational numeracy skills. Strategy's Expected Result/Impact: Pre-K students will increase their foundational numeracy skills, including number sense, counting, and problem-solving, as measured by the CIRCLE Progress Monitoring System (CPMS). Staff Responsible for Monitoring: Principal Assistant Principal Head Start Instructional Coaches Pre-K Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 205 Head Start	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: - 211 Title I, Part A				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or exceeding their MAP Growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports





Strategy 1 Details	Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher Mentor Teachers Career Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 5: By May 2026, the percentage of students in STAAR Reading 3-5 will increase from 37% to 47% at the Meets performance level or above.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Follow the districts yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a master schedule that prioritizes and adheres to daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.</p> <p>Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by weekly classroom walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize the balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 6: By May 2026, the percentage of students in STAAR Math 3-5 will increase from 30% to 40% at the Meets performance level or above.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Fully implement the district's adopted HQIM that is aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that provides teachers with opportunities for unit and lesson internalization, modeling, and practice-based learning during cluster meetings. Progress will be measured through walkthrough data that reflects growth in teachers' understanding and effective use of high-quality instructional materials (HQIM) in alignment with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Teacher Master Teacher</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a master schedule that prioritizes and adheres to daily, uninterrupted math instructional blocks by protecting time for core math instruction and ensure fidelity to instructional minutes.</p> <p>Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly classroom walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Create a master schedule that prioritizes and adheres to daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.





Performance Objective 7: By May 2026, the percentage of students in STAAR Science 5th will increase from 7% to 20% at the Meets performance level or above.

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that provides teachers with opportunities for unit and lesson internalization, modeling, and practice-based learning during cluster meetings. Progress will be measured through walkthrough data that reflects growth in teachers' understanding and effective use of high-quality instructional materials (HQIM) in alignment with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher Problem Statements: Student Learning 3 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Create a master schedule that prioritizes daily, uninterrupted science instructional block by protecting time for core science instruction and ensure fidelity to instructional minutes Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction through classroom weekly as measured by walkthroughs and observations. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize the districts balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

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Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 8: By May 2026, the percentage of students in Reading Grade 4&5 STAAR will demonstrate an increase in annual expected growth from 73% to 76%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Follow the districts year long professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings. as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June





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Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 9: By May 2026, the percentage of students in Math Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 76% to 80%.

High Priority

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





Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings. as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Master Teacher ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026,100% of campus leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

High Priority





Evaluation Data Sources: EEPASS & Jot Dot

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evidenced by EEPASS Data. Staff Responsible for Monitoring: Principal Assistant Principal Master Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will perform a practice evaluation on each teacher using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, and SALT meetings. Staff Responsible for Monitoring: Principal Assistant Principal Master Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Establish a system that provides immediate and ongoing feedback after walkthroughs and evaluations that is supportive to teacher growth.

Evaluation Data Sources: Jotform data





Strategy 1 Details	Reviews			
Strategy 1: Create and follow a schedule of walkthroughs and formal observations that will include timely feedback. Strategy's Expected Result/Impact: Gather authentic and real time data to inform improvement efforts for the teachers Staff Responsible for Monitoring: Administration, Master Teachers, Teachers Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Student attendance at Armstrong will increase from 91.8% to 94% for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Campus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Recognize and reward students that meet or exceed the district's 94% attendance goal, as well as those demonstrating significant attendance improvements. Strategy's Expected Result/Impact: Increase in Average Daily Attendance Staff Responsible for Monitoring: Principal Assistant Principal Data Processor Problem Statements: Demographics 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2026, SSAISD will increase the percentage of students attending school to a minimum of 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

High Priority

Evaluation Data Sources: Attendance Reports

Strategy 1 Details		Reviews			
Strategy 1: Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, promote two-way communication, and educate families on new initiatives and resources. These meetings will include Parent Cafecitos, Meet the Teacher night, Open House/Title I, STAAR information sessions, CILT and will be communicated via flyers and electronically. Light snacks will be provided. Strategy's Expected Result/Impact: Increase in parent and family participation and communication Staff Responsible for Monitoring: Administration, Counselor, Parent Liaison, Secretary, Staff Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Conduct parent meetings to inform them of ways they can help make a positive impact on the academic progress and success of their student(s) at home. These meetings include Convivios, Academic/STEM Nights, Report Card Nights, Book Fairs, Ceremonies and will be communicated electronically and through flyers. Light snacks will be provided. Strategy's Expected Result/Impact: Increase in student academic achievement and parent/family participation in their child's academic progress and success. Staff Responsible for Monitoring: Administration, Teachers, Counselor, Staff, Secretary Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: To support student participation and engagement, parents and families will be given the opportunity to attend social events such as School Performances, Breakfast Buddies, Grandparent's Day Celebration, Family Lunch Day. These events will be communicated via Flyers and electronically and light snacks and refreshments will be served. Strategy's Expected Result/Impact: Increase in parent participation. Staff Responsible for Monitoring: Administration, Secretary, Counselor, Parent Liaison, Teachers Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 2: By May 2026, Armstrong will increase the percentage of students attending school to a minimum of 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

High Priority

Evaluation Data Sources: Student Attendance Records
 Communication Logs
 Attendance Initiatives

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families. Engaging families early with personalized communication when attendance drops below 95%. Hosting attendance awareness events that emphasize the link between attendance and academic success. Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism. Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Parent Liaison Problem Statements: Demographics 1 Funding Sources: - 211 Comprehensive Support	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District

Palo Alto Elementary School

2025-2026 Formative Reviews



Mission Statement

SSAISD

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Palo Alto Elementary School

Palo Alto Elementary School will provide a well-balanced curriculum and a positive learning environment to ensure mastery of basic skills and to foster each child's attainment of his or her highest potential in academics as well as in extra-curricular interest. We believe that the mastery of these skills combined with the positive reinforcement of each child's inherent skills and talents will result in a productive involved citizen for tomorrow. We at Palo Alto will accomplish this mission through the implementation of best practices and the PLC process, which includes instructional focus and leadership, high expectations, a positive school climate, systematic measurement and evaluation and parental involvement. The success of this mission will be measured by student achievement data, attendance data and formal and informal surveys of faculty, students, and parents.

I can motivate and inspire myself to be the hero of my own story...

Vision

SSAISD

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Palo Alto Elementary School

All students enjoy successful education experiences, empowering them to make decisions while enriching their lives in the future they create.

I can motivate and inspire myself to be the hero of my own story...

Value Statement

SSAISD

WE believe that:

1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.
2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.
3. All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.
4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.
5. Authentic transformation requires being comfortable with being uncomfortable.

Palo Alto Elementary School

WE BELIEVE:

- A SAFE AND STRUCTURED STUDENT ENVIROMENT will provide a positive learning atmosphere that will enable students to achieve academic success.
- TEAMWORK, COLLABORATION, and STRATEGIC PLANNING create effective curriculum to cultivate successful learners.
- CONSISTENT INFORMATIVE AND POSITIVE COMMUNICATION among all stakeholders will instill good rapport and promote academic achievement.

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Goals





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by the SSAISD balanced assessment system. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers (RLA) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or exceeding their MAP Growth goals.

High Priority

HB3 Goal





Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by the SSAISD balanced assessment system. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teacher (Math) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	X			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 38% to 48% at the MEETS performance level or above.





Evaluation Data Sources: Balanced Assessments to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Follow the SSAISD yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teacher (RLA) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Hire and utilize two part-time literacy tutors to provide small-group and individualized instruction targeting specific reading needs in grades 2-4. Tutors will work alongside classroom teachers and Master Teachers to deliver supplemental literacy instruction aligned to the campus reading framework. Strategy's Expected Result/Impact: Increase reading fluency and comprehension skills. Improve classroom reading performance among identified students. Staff Responsible for Monitoring: Principal, Master Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By May 2026, the percentage of students in STAAR Math 3-5, will increase from 31% to 41% at the MEETS performance level or above.

Evaluation Data Sources: Balance Assessment to include STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Follow the SSAISD yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teacher (Math) TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 5: By May 2026, the percentage of students in STAAR Science 5th, will increase from 10% to 20% at the MEETS performance level or above.

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Follow the SSAISD yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers Problem Statements: School Processes & Programs 1				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: SSAISD will recruit, develop, support and retain effective teachers and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs and observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Sources: EE Pass and JotDot

Strategy 1 Details		Reviews			
Strategy 1: Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the rubric as evidenced by EEPASS data. Staff Responsible for Monitoring: Admin and Master Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: SSAISD will recruit, develop, support and retain effective teachers and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers and campus instructional leaders including Master/Mentor Teachers will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

High Priority

Evaluation Data Sources: Professional Development Catalog, Agendas (SALT, Cluster), Eduphoria

Strategy 1 Details		Reviews			
Strategy 1: Provide weekly job-embedded professional development opportunities for all teachers. Strategy's Expected Result/Impact: Teachers will receive high quality professional development tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Overall student attendance will increase from 92.1% to 94% for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Campus Attendance Reports (Daily/Weekly), PEIMS Attendance Data

Strategy 1 Details		Reviews			
Strategy 1: Increase attendance monitoring and data analysis. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA), decrease in chronic absenteeism rate (students missing more than 10% of the school year), and improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations). Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk, counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2026, Palo Alto Elementary will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by campus family engagement surveys.

Evaluation Data Sources: Campus Family Engagement Surveys

Strategy 1 Details		Reviews			
Strategy 1: Palo Alto Elementary will use district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home. Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by the SSAISD balanced assessment system. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Parent Liaison ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 2: By May 2026, Palo Alto Elementary will increase the percentage of students attending school to a minimum of 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

High Priority

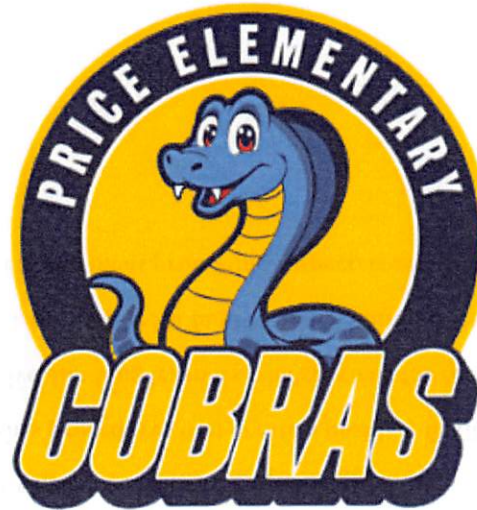
Evaluation Data Sources: Student Attendance Records, Parent Communication Logs, Attendance Incentive Initiatives

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach.</p> <p>Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by the SSAISD balanced assessment system. This includes: (1) distributing clear, attendance letters to all families; (2) engaging families early with personalized communication when attendance drops below 95%.; (3) hosting attendance awareness events that emphasize the link between attendance and academic success; (4) partner with community organizations to remove barriers (e.g.. transportation, health access, basic needs). All that contribute to chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Counselor, Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

South San Antonio Independent School District

Price Elementary School

2025-2026 Formative Reviews



Mission Statement

**Work Hard, Work Smart, Work Together
WE ARE PRICE!!!**

Vision

**Our students will be guided by a dedicated school community to become critical thinkers
and life-long learners.**

Value Statement

We believe...

Innovative leaders engage, enrich and empower students' learning experiences.

An individualized organizational system establishes procedures that create a positive, flexible environment that meets the needs of students.

Educators are reflective, life-long learners who set goals for themselves and students.

Positive connections through collaboration with families, and communities are essential to student success.

In a safe, nurturing environment promoting respect, commitment, and compassion.

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Goals

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: RLA Objective(s): By spring of 2026, we aim to increase student proficiency on the STAAR Reading Assessment in 3rd - 5th grade, achieving a score at or above the "Meets" level, with the target rising from 40% last year to 50% this year.





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

Strategy 1 Details	Reviews			
Strategy 1: Instruction will be planned and delivered at DOK levels 2 and higher. Strategy's Expected Result/Impact: By spring of 2026, 50% of our 3rd - 5th grade students will achieve proficiency by scoring at or above the meets level on the STAAR Reading Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars. Strategy's Expected Result/Impact: By spring of 2026, 50% of our 3rd - 5th grade students will achieve proficiency by scoring at or above the meets level on the STAAR Reading Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: Math Objective(s): By spring of 2026, we aim to increase student proficiency on the STAAR Math Assessment in 3rd - 5th grade, achieving a score at or above the "Meets" level, with the target rising from 47% last year to 57% this year.





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

Strategy 1 Details	Reviews			
Strategy 1: Instruction will be planned and delivered at DOK levels 2 and higher. Strategy's Expected Result/Impact: By spring of 2026, 57% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Math Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars. Strategy's Expected Result/Impact: By spring of 2026, 57% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Math Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: Science Objective(s): By spring of 2026, we aim to increase student proficiency on the STAAR Science Assessment in 5th grade, achieving a score at or above the "Meets" level, with the target rising from 18% last year to 28% this year.

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





Strategy 1 Details	Reviews			
Strategy 1: Instruction will be planned and delivered at DOK levels 2 and higher. Strategy's Expected Result/Impact: By spring of 2026, 28% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Science Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars. Strategy's Expected Result/Impact: By spring of 2026, 28% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Science Assessment. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: Additional Objective(s) for Accountability: By spring of 2026, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Growth goals.

Evaluation Data Sources: MAP Assessments

Strategy 1 Details	Reviews			
Strategy 1: Instruction will be planned and delivered at DOK levels 2 and higher. Strategy's Expected Result/Impact: By spring of 2026, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Growth goals. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars. Strategy's Expected Result/Impact: By spring of 2026, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Growth goals. Staff Responsible for Monitoring: Campus Administration, Master Teachers, Mentor Teachers, Career Teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, Price Elementary School will use common tools to conduct a minimum of 5 classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Sources: EEPASS and Jotdot

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Price administration will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the NIET rubric as evidenced by EEPASS Data. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				





Strategy 2 Details		Reviews			
Strategy 2: Price administration will implement 1 practice, 1 announced and 1 unannounced observation using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Price Elementary School administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of Price Elementary School teachers, and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

High Priority





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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus instructional leadership team will participate in weekly South San Antonio Academic Leadership Team (SALT) meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership. Strategy's Expected Result/Impact: Campus instructional leadership team will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric. Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Mentor Teachers, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: By the end of the 2025-2026 school year, Price Elementary School will ensure that 100% of the classrooms are staffed with a certified teacher, with paraprofessionals strategically placed and assigned to identified areas of need.

Evaluation Data Sources: Staff Assignment Sheet





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Enhance the campus hiring process to ensure the selection of the most qualified staff members for all open positions through the implementation of an effective interview panel structure. Strategy's Expected Result/Impact: Provide each classroom with a certified staff member in their area of expertise. Staff Responsible for Monitoring: Administration, master teachers, teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Student attendance at Price Elementary School will increase from 92.91% to 94% for the 2025-2026 school year.





High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Increase attendance monitoring and data analysis by checking students that have chronic absenteeism and calling families to find concerns that they may have. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal, Campus Administrators, PEIMS Department, Attendance Advocates, School Counselor, PEIMS clerk, Parent Liaison Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide tiered interventions and monthly incentives to increase student attendance by: Tier 1: Universal messaging and school-wide incentives monthly. Tier 2: Personalized phone calls, parent meetings, and student check-ins. Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocate, School Counselor, PEIMS clerk, Parent Liaison Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: By the end of the 2025-2026 school year, Price Elementary School will decrease discipline referrals by 10% by fostering a positive learning environment that includes offering a variety of clubs, extracurricular activities, field trip experiences, and leadership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2025-2026 school year, Price Elementary School will decrease discipline referrals by 10% by establishing a diverse range of clubs and extracurricular activities, including cheerleading, running club, culinary club, student council, and more, to foster a vibrant and inclusive school community. Strategy's Expected Result/Impact: Decrease discipline referrals by 10%. Staff Responsible for Monitoring: Administration, faculty and staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2025-2026 school year, Price Elementary School will decrease discipline referrals by 10% by incorporating field trip opportunities to enhance students' learning experiences beyond the classroom environment. Strategy's Expected Result/Impact: Decrease discipline referrals by 10%. Staff Responsible for Monitoring: Administration, office staff, faculty and staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 3: By the end of the 2025-2026 school year, Price Elementary school will increase student achievement on STAAR from 69% to 75% overall in grade 3rd - 5th.





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student achievement on STAAR from 69% to 75% overall in grade 3rd - 5th by incorporating award ceremonies into the campus improvement plan to recognize students for achieving honor roll status, maintaining perfect attendance, and demonstrating outstanding citizenship. Strategy's Expected Result/Impact: Increased honor roll, attendance, citizenship. Staff Responsible for Monitoring: Administrators, counselor, teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2026, Price Elementary School will increase the percentage of families who are informed and equipped to support their child's academic progress by 20%, as measured by campus family engagement surveys.

Evaluation Data Sources: Family Engagement Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Price Elementary School will use parent engagement activities (Ex: parent coffees, open house, report card nights) to enhance family understanding of academic expectations and support student learning at home. Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Parent Liaison Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				





Strategy 2 Details	Reviews			
Strategy 2: Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Grandparent Night Meet the Teacher Night Report Card Nights Open House Title I Campus Policy Meeting Campus Academic Nights Assessment Nights Attendance Information Night Award Ceremonies Parent Coffees Student Showcases/PTA meetings Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions, Increase student growth and achievement as evidenced by The Balanced Assessment System. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principal Parent Liaison Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: During the 2025-2026 school year, Parent Liaison will design and deliver a minimum of three targeted parent trainings focused on strengthening home-school communication with content aligned to family engagement priorities. Strategy's Expected Result/Impact: Participation rates, agenda, and feedback surveys Staff Responsible for Monitoring: Campus Administration, parent liaison Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 2: By May 2026, Price will increase the percentage of students attending school to a minimum of 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

High Priority

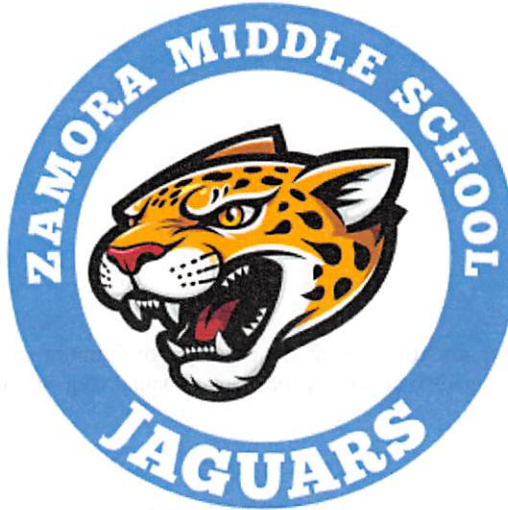
Evaluation Data Sources: Student Attendance Records
Attendance Initiatives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach.</p> <p>This includes:</p> <p>Distributing clear, attendance expectation letters to all families</p> <p>Engaging families early with personalized communication when attendance drops below 95%</p> <p>Hosting attendance awareness events (Parent Coffees, Title 1, Meet the Teacher, Open House) that emphasize the link between attendance and academic success</p> <p>Partnering with district organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism</p> <p>Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Parent Liaison</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

South San Antonio Independent School District

Robert C. Zamora Middle School

2025-2026 Formative Reviews



Mission Statement

At Robert C. Zamora Middle School, our mission is to create a safe, supportive, and inclusive learning environment where every student is challenged to reach their full potential. We are committed to delivering rigorous, high-quality instruction, fostering critical thinking and collaboration, and providing equitable access to resources and opportunities. By partnering with families and the community, we strive to prepare all students for academic excellence, personal growth, and future success.

Vision

To empower all students to achieve academic excellence and personal success by ensuring equitable access to high-quality education, resources, and opportunities tailored to meet the needs of our campus community.

Value Statement

At Robert C. Zamora Middle School, we believe every student deserves the chance to succeed. We value respect, hard work, and fairness, and we are committed to working together with families and our community to help students grow, learn, and become future leaders.

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Goals





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, Zamora Middle School will increase academic achievement in Reading Language Arts across all grade levels (6-8) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 63% to at least 78%, at Meets Grade Level from 38% to at least 45%, and at Masters Grade Level from 15% to at least 20%, as measured by the Texas Accountability System.

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

Strategy 1 Details	Reviews			
Strategy 1: Fully implement high quality instructional materials aligned to the State of Texas Reading Language Arts standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials alignment with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction through after-school tutorials, literacy clubs, targeted small-group instruction, and extension activities designed to deepen comprehension, critical thinking, and writing skills.</p> <p>Strategy's Expected Result/Impact: Moving students from the Approaches to Meets performance level and the Meets to Masters performance level by providing accelerated learning opportunities aligned to high quality instructional materials and STAAR readiness standards.</p> <p>Staff Responsible for Monitoring: Campus Admin, Master Teachers, Mentor Teacher, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual.</p> <p>Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening reading comprehension, academic vocabulary, and problem-solving skills. As a result, more students will move from the Does Not Meet to Approaches performance levels and from the Approaches to Meets performance levels.</p> <p>Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing professional development for all content teachers focused on integrating writing strategies into daily instruction. Strategy's Expected Result/Impact: Teachers will strengthen their content mastery in all content areas, but will also directly increase academic achievement in Reading Language Arts by improving students' comprehension, written expression, and performance on extended response items. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data. Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks. Increased percentages of students achieving Approaches, Meets, and Masters on STAAR. Staff Responsible for Monitoring: Admin, master teachers, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, Zamora Middle School will increase academic achievement in Mathematics across all grade levels (Grade 6, Grade 8, and Algebra I) on the STAAR assessment by raising the overall percentage of students at Approaches Grade Level from 59% to at least 75%, at Meets Grade Level from 24% to at least 35%, and at Masters Grade Level from 7% to at least 12%, as measured by the Texas accountability system.

Strategy 1 Details		Reviews			
Strategy 1: Fully implement high quality instructional materials (Bluebonnet) aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction in Mathematics through after-school tutorials, math clubs, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of mathematical concepts. Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as math competitions, coding, robotics, and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from the Meets to Masters performance level on STAAR. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers, Club Sponsors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening numerical fluency, academic vocabulary, and problem-solving skills in mathematical reasoning and application. As a result, more students will move from Does Not Meet to Approaches and from Approaches to Meets on the STAAR Math assessment. Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate hands-on activities, structured collaboration, and targeted small-group instruction based on data. Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks. Increased percentages of students achieving Approaches, Meets, and Masters on STAAR. Staff Responsible for Monitoring: Admin / Master Teachers / Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By Spring 2026, Zamora Middle School will increase academic achievement in Grade 8 Science on the STAAR assessment by raising the percentage of students at Approaches Grade Level from 59.6% to at least 72%, at Meets Grade Level from 33.7% to at least 40%, and at Masters

Grade Level from 8.4% to at least 15%, as measured by the Texas accountability system.

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

Strategy 1 Details		Reviews			
Strategy 1: Fully implement high quality instructional materials (SAVVAS) aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 Funding Sources: - 211 Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction in Science through after-school tutorials, science clubs, STEM projects, targeted small-group instruction, and extension activities that promote problem-solving, reasoning, and real-world application of science concepts. Strategy's Expected Result/Impact: Enrichment will include advanced academic opportunities such as science competitions, coding, robotics, and project-based STEM learning to challenge students at or above grade level, support critical thinking, and increase the number of students moving from Meets to Masters on STAAR. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teachers, Teachers, Club Sponsors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for Special Education and Emergent Bilingual students. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening scientific reasoning, academic vocabulary, and problem-solving skills in content application and experimentation will result in increasing student achievement from Does Not Meet to Approaches and from Approaches to Meets on the STAAR Science assessment. Staff Responsible for Monitoring: Campus Admin, Master Teachers, Teachers, Special Education Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 5		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Design and implement engaging, standards-aligned lessons that increase student discourse, critical thinking, and ownership of learning. Lessons will incorporate high-interest, culturally relevant texts, structured collaboration, and targeted small-group instruction based on data. Strategy's Expected Result/Impact: Improved student outcomes on CFAs, UAs, and MAP Growth benchmarks. Increased percentages of students achieving Approaches, Meets, and Masters on STAAR. Staff Responsible for Monitoring: Master teachers / teachers/ admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 9		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By Spring 2026, Zamora Middle School will increase academic achievement in Grade 8 Social Studies on the STAAR assessment by raising the percentage of students at Approaches Grade Level from 46.6% to at least 65%, at Meets Grade Level from 18.5% to at least 28%, and at Masters

Grade Level from 7.3% to at least 12%, as measured by the Texas accountability system.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Fully implement high quality instructional materials aligned to the State of Texas Social Studies standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Implement the district's yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.</p> <p>Staff Responsible for Monitoring: Campus Admin, Master Teacher, Mentor Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for enrichment beyond Tier 1 instruction in Social Studies through after-school tutorials, history and geography clubs, targeted small-group instruction, and extension activities designed to deepen comprehension of primary and secondary sources, strengthen critical thinking, and develop skills in argumentation and historical writing. Enrichment will also include project-based learning and civic engagement opportunities to challenge students.</p> <p>Strategy's Expected Result/Impact: Increase content mastery, and support movement from the Meets to Masters performance levels on the STAAR Social Studies assessment.</p> <p>Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teacher, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Supplement Tier 2 and Tier 3 instruction with targeted intervention programs that address foundational skill gaps for students receiving Special Education services and students identified as Emergent Bilingual students. Strategy's Expected Result/Impact: Accelerated progress in closing learning gaps by strengthening historical thinking, academic vocabulary, and problem-solving skills in content analysis and source evaluation will result in increasing student achievement from the Does Not Meet to Approaches performance level and from the Approaches to Meets performance level on the STAAR Social Studies assessment. Staff Responsible for Monitoring: Admin, Master Teachers, Mentor Teacher, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 7 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.





Evaluation Data Sources: EEPASS data and reports, Jotdot data analytics, Google Form

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the NIET rubric as evident by EEPASS Data. Staff Responsible for Monitoring: Master Teachers, Campus Admin TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 8 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of walkthrough implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meetings. Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 8 Funding Sources: - 211 Title I, Part A	Formative			Summative
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Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.





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

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership teams will participate in weekly Instructional Leadership Team and South San Leadership Team meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership. Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric. Staff Responsible for Monitoring: Campus Admin, Mentor Teachers, Master Teachers, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 5 Funding Sources: - 211 Title I, Part A	Formative			Summative
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Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By the end of the 2025-2026 school year, Zamora Middle School will increase the overall student attendance rate from 92% to at least 94% through the implementation of attendance incentives, parent communication, and targeted interventions for chronically absent students.

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





Strategy 1 Details	Reviews			
Strategy 1: Increase attendance monitoring and data analysis and provide tiered interventions to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Counselors, PEIMS clerk, Assistant Principals, Principal, Teachers, Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 2 Funding Sources: - 211 Title I, Part A	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Recognize and reward grade levels and students that meet or exceed the campus 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plans and teacher/student goal-setting initiatives. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) A culture of prioritizing attendance on all campuses will be established. Staff Responsible for Monitoring: Counselors, PEIMS clerk, Assistant Principals, Principal, Teachers, Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 2 Funding Sources: - 211 Title I, Part A	Formative			Summative
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Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 1: By May 2026, Zamora Middle School will strengthen family and community engagement by sending weekly campus communications (via email, phone messages, and social media) to keep parents informed of academic expectations, campus events, and student supports, as measured by at least 90% of communications sent on schedule, documented in communication logs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Develop and implement a structured communication plan to ensure families receive weekly campus updates. The plan will include scheduled email newsletters, automated phone messages, social media posts, and teacher-led reminders to share academic expectations, upcoming events, and available student supports.</p> <p>Strategy's Expected Result/Impact: Strengthen partnerships between the school, families, and the community by ensuring parents are informed and engaged in their child's education. As a result, parents will be better equipped to support academic expectations, participate in campus events, and access student supports, leading to increased parent engagement, stronger home-school connections, and improved student achievement.</p> <p>Staff Responsible for Monitoring: Campus Admin, Family Engagement Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A</p>				

Strategy 2 Details	Reviews			
Strategy 2: Offer ongoing Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Meet the Teacher Night Open House Title I Campus Policy Meeting Monthly Cafecitos Strategy's Expected Result/Impact: Families will be better equipped with strategies and resources to support their child's learning and consistent attendance. Results will include increased parent participation, improved student attendance rates, and increased academic achievement. Staff Responsible for Monitoring: Family Engagement Liaison, Mentor Teachers, Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
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South San Antonio Independent School District

Roy P. Benavidez Elementary School

2025-2026 Formative Reviews



Mission Statement

South San ISD

Mission Statement

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Roy P. Benavidez Elementary School

Mission Statement

Rich educational experiences, student empowerment, and enrichment.

Vision

South San ISD

Vision Statement

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Roy P. Benavidez Elementary School

Vision Statement

Providing high quality instruction that develops successful future global leaders.

Value Statement

Roy P. Benavidez Elementary

Core Values

Family, Faith, Service

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Goals

Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By Spring 2026, 85% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Literacy.

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Progress Monitoring System Reports

Strategy 1 Details		Reviews			
Strategy 1: Provide comprehensive training and ongoing coaching to Benavidez PreK staff on effectively implementing the CIRCLE Activity Collection and other evidence-based literacy practices to ensure strong Tier 1 instruction in foundational literacy skills Strategy's Expected Result/Impact: Pre-K students will increase their foundational literacy skills, including phonological awareness, alphabet knowledge, and early writing, as measured by the CIRCLE Progress Monitoring System (CPMS). Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with the Pre-K Guidelines. Staff Responsible for Monitoring: Head Start Coordinator Head Start Instructional Coaches Principal Assistant Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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No Progress



Accomplished



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Discontinue

Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By Spring 2026, 85% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Mathematics.

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Progress Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide comprehensive training and ongoing coaching to Benavidez Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based mathematics practices to ensure strong Tier 1 instruction in foundational numeracy skills.</p> <p>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). Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with the Pre-K Guidelines.</p> <p>Staff Responsible for Monitoring: Head Start Coordinator Head Start Instructional coaches Principal Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



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Discontinue

Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.</p> <p>Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system. Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
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No Progress



Accomplished



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Discontinue

Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 4: By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics with at least 55% of students meeting or exceeding their MAP Growth goals.

High Priority
HB3 Goal
Evaluation Data Sources: MAP Growth Reports





Strategy 1 Details		Reviews			
Strategy 1: Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations. Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system. Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 5: By May 2026, the percentage of students in STAAR Reading 3-5 will increase from 38% to 48% at the Meets performance level or above.

High Priority**HB3 Goal****Evaluation Data Sources:** Balanced assessments to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas RLA (reading language arts) standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading instruction as measured by weekly walkthroughs and observations. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols/samples/artifacts to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2		Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.





Performance Objective 6: By May 2026, the percentage of students in STAAR Math 3-5 will increase from 41% to 55% at the Meets performance level or above.

High Priority

HB3 Goal

Evaluation Data Sources: Balanced assessments to include STAAR





Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted math instructional blocks by protecting time for core math instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly walkthroughs and observations. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols/samples/artifacts to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 7: By May 2026, the percentage of students in STAAR Science 5th grade will increase from 8% to 20% at the Meets performance level or above.

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas science standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted science instructional blocks by protecting time for instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction as measured by weekly walkthroughs and observations. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.





Performance Objective 8: By May 2026, the percentage of students in Reading Grades 4-5 will demonstrate an increase in annual expected growth from 62% to 76%.

High Priority

HB3 Goal

Evaluation Data Sources: Balanced assessments to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Adopt and fully implement HQIM aligned to the State of Texas RLA standards (TEKS) and build teacher capacity through job-embedded professional learning. Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by weekly classroom walkthroughs and observations. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work and data protocols to adjust instruction in real-time and use interim assessments to measure student growth using Domain II progress measures. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 9: By May 2026, the percentage of students in math Grades 4-5 will demonstrate an increase in annual expected growth from 63 to 76%.

High Priority

HB3 Goal

Evaluation Data Sources: Balanced assessments to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction. Strategy's Expected Result/Impact: Train teachers to use student work and data protocols to adjust instruction in real-time and use interim assessments to measure student growth using Domain II progress measures. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1		Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 10: By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at approaches or higher from 26% to 36% on STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: balanced assessment system and Branching Minds.

Strategy 1 Details	Reviews			
Strategy 1: Create a campus master schedule to ensure all HB 1416 students will complete accelerated learning requirements. Strategy's Expected Result/Impact: Increased student performance as measured by the balanced assessment system and state accountability. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements. Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416 and increased performance on state accountability. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.





Performance Objective 11: By May 2026, the percentage of Special Education students in grades 3-5 will increase from 17% - 25% at the Meets performance level or above on STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Balanced assessment to include STAAR

Strategy 1 Details	Reviews			
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: Master teachers Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
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: master teachers principal assistant principal Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Goal 1: SSAISD will increase student achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 12: By May 2026, the percentage of Emergent Bilingual students in grades 3-5 will increase from 29% to 35% at the Meets performance level or above on STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Balanced assessment to include STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement the bilingual framework aligned with research-based best practices of the 90/10 dual language model in 100% of PreK-5 dual language classrooms. Strategy's Expected Result/Impact: Emergent bilingual students will enhance cognitive skills through proficiency in target language while also building a solid foundation in English as measured by our balanced assessment system. Staff Responsible for Monitoring: Master Teacher Principal Assistant Principal Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
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Goal 2: SSAISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.





Performance Objective 1: By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

High Priority

HB3 Goal

Evaluation Data Sources: EEPASS and JotDot





Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with the NIET rubric as evidenced by EEPASS data. Staff Responsible for Monitoring: Master Teachers Principal Assistant principals Title I: 2.51, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards rubric, to ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Master teachers Principal Assistant principal Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meetings. Staff Responsible for Monitoring: Master teachers Principal Assistant principals Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.





Performance Objective 2: In the 2025-2026 school year, 100% of teachers and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Sources: PD catalog, cluster meeting agendas, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will implement professional learning opportunities to ensure support and learning for staff is continuous as measured through walkthroughs and sign in sheets. Strategy's Expected Result/Impact: Staff will acquire new knowledge and deepen their understanding of effective learning strategies. Staff Responsible for Monitoring: Campus Administration Master Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.





Performance Objective 1: Student attendance at Benavidez Elementary will increase from 91.8% to 94% for the 2025-2026 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: distributing clear, attendance expectation letters to all families; Engaging families early with personalized communication when attendance drops below 95%; hosting attendance awareness events that emphasize the link between attendance and academic success; partnering with community organizations to remove barriers (transportation, health access, basic needs) that contribute to chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant principals Counselors Parent liaison Attendance clerks Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 1: By May 2026, Benavidez Elementary will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20% as measured by school family engagement surveys.

Evaluation Data Sources: Family engagement surveys

Strategy 1 Details	Reviews			
Strategy 1: Benavidez Elementary will use district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home. Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance at events. Increased student growth and achievement as well as attendance. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

South San Antonio Independent School District

South San Antonio High School

2025-2026 Formative Reviews



Mission Statement

Our mission is to inspire, empower and educate students through mutual respect to foster ingenuity and compassion within a rigorous, comfortable and safe learning environment.

Vision

Our vision is to ensure that all students graduate with the knowledge and skills necessary for college and career readiness to attain a successful future.

Value Statement

We believe in the academic freedom to pursue issues close to the student's heart.

We believe in a positive work ethic across all areas of academic life for the continued success of our students.

We believe that treating students with respect will result in respectful students.

We believe encouraging student through high expectations will result in students realizing their full potential.

We believe in providing an environment that supports safety, security and a sense of belonging.

We believe that all students genuinely want to learn, excel and succeed in life.

We believe in professional development to improve the quality of teaching within the school.

We believe communication with all stakeholders, parents, student and community is imperative to student achievement.

We believe that innovative and challenging experiences produce successful learners.

We believe that a strong support system and effective leadership are essential to building a culture of high expectations.

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Goals

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC English I and EOC English II examination will increase from 55.66% to 85% .

By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC Algebra I examination will increase from 53.62% to 85%.

By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC Biology examination will increase from 87.41% to 90%.

By May 2026, the percentage of students at the Approaches performance level or above on the STAAR EOC US History examination will increase from 89.76% to 95%.

By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC English I and English II examination will increase from 32.56% to 55%.

By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC Algebra I examination will increase from 7.72% to 38%.

By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC Biology examination will increase from 47.44% to 55%.

By May 2026, the percentage of students at the Meets performance level or above on the STAAR EOC US History examination will increase from 46.92% to 55%.

By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC English I and English II examination will increase from 3.97% to 20%.

By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC Algebra I examination will increase from 3.27% to 20%.

By May 2026, the percentage of students at the Masters performance level or above on the STAAR EOC Biology examination will increase from 6.46% to

20%.

By May 2026, the percentage of students at the Masters performance level or above. on the STAAR EOC US History examination will increase from 17.75% to 20%.





High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR Walkthrough Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Adopt and fully implement High Quality Instructional Materials aligned to the State of Texas English Language Arts and Reading, Math, Science, and Social Studies standards (TEKS) and build teacher capacity through job-embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who attain the Meets level or above performance level on the English I, English II, Biology, US History, and Algebra I STAAR exams.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Master Teachers - 211 Title I, Part A - 211 - \$307,916</p>				

Strategy 2 Details		Reviews			
Strategy 2: Prioritize daily uninterrupted intervention periods by protecting time for core reading instruction ensuring fidelity to instructional minutes. Strategy's Expected Result/Impact: Increase the percentage of students who attain Meets level or above on the English I and English II STAAR exams. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction. Strategy's Expected Result/Impact: Use student work protocols to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2, 3, 4		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Launch a yearlong professional learning plan focused on unit and lesson internalization, modeling, and practice-based learning through cluster meetings. Strategy's Expected Result/Impact: Increase in the percentage of students at every EOC performance level. Walkthrough data that reflects an increase in teachers' level of understanding of high-quality instructional materials, alignment with TEKS, and the cognitive rigor required for STAAR. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2, 3, 4		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide training for all staff to ensure all Individualized Education Plans (IEPs) align with best practices for Standards Based IEP Development (SBID). Strategy's Expected Result/Impact: Aligned supports for students receiving special education services as measured by State Performance Plan Indicator (SPPI) data. Staff Responsible for Monitoring: Principal Assistant Principals Academic Dean Special Education Staff and Case Managers Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: 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: Instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 2: By May 2026, the percentage of students taking the English I and II EOC STAAR examination will demonstrate an increase in annual expected growth from 63% to 74%.

High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The English Department will analyze prior-year STAAR, benchmark, and interim assessment data to identify all students whose current growth trajectory places them below the target of 74% expected growth from the baseline of 63%. Students will be grouped based on specific skill deficits (e.g., reading comprehension, literary analysis, revision/editing).</p> <p>Strategy's Expected Result/Impact: At least 75% of students participating in the Tier 2/3 intervention program will show measurable growth (a minimum of one quarter's progress) on their targeted skill deficit assessment.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: English I and II teachers will meet in planning weekly to collaboratively score student work, analyze common errors from the high-leverage tasks, and adjust the upcoming week's lesson plans based on the performance data.</p> <p>Strategy's Expected Result/Impact: A 6% increase in the overall average passing rate (e.g., "Meets Grade Level" or higher) on the common, high-leverage writing tasks compared to the prior year's baseline.</p> <p>Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Use brief, formative "exit tickets" or check-point quizzes in the intervention groups weekly. Track student mastery of prerequisite concepts in a central dashboard to adjust instructional groups every four weeks. Strategy's Expected Result/Impact: At least 80% of students participating in the prerequisite skills intervention will achieve 70% mastery or higher on their targeted diagnostic areas. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 3: By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at Approaches or higher from 29% to 50% on EOC English I, English II, and Algebra I Assessments.

High Priority

Evaluation Data Sources: Balanced Assessment System
STAAR Data
MTSS Tracking Data

Strategy 1 Details		Reviews			
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: Master Teachers Principal Assistant Principals Academic Dean Counselors Problem Statements: Student Learning 1, 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Implement a Targeted Acceleration Program that provides individualized instruction, progress monitoring, and intervention supports aligned with TEKS for students identified under HB 1416. This program will include: Data-driven Instruction: Use Eduphoria Aware and formative assessments to identify specific skill gaps and adjust instruction every 3 weeks. Strategy's Expected Result/Impact: Students in accelerated instruction will demonstrate measurable growth in RLA and Math, as evidenced by performance on the English I, English II, and Algebra I EOC STAAR examinations. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Graduation Coach Teachers Counselors College and Career Readiness Advisor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3, 4		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance





and post-secondary educational or career paths.

Performance Objective 4: By May 2026, the percentage of students demonstrating expected annual growth in the Algebra I EOC will increase from 63% to 74%.

High Priority

Evaluation Data Sources: Balanced Assessment to include STAAR

Strategy 1 Details		Reviews			
Strategy 1: All Algebra I and Math Models teachers will dedicate at least 25% of instructional time to problem-solving tasks that require justification, modeling, and multiple steps, mirroring the complexity and non-multiple-choice format of the EOC. Strategy's Expected Result/Impact: The percentage of students in the Math Algebra I STAAR exam demonstrating annual expected growth on the EOC/STAAR will be 74% or higher. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: Provide training for teachers on integrating Algebra I application problems into Algebra II coursework to reinforce mathematical concepts through real-world contexts. Strategy's Expected Result/Impact: A minimum of a 50% percent increase in the number of students passing the December retest. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By May 2026, 100% of campus and district leaders will use common tools to conduct classroom walkthroughs/observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Sources: EEPASS, JotForm, Observations, and Walkthroughs





Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability. Strategy's Expected Result/Impact: All appraisers are calibrated and in alignment with rubric as evidenced by EEPASS Data. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Leadership Team will implement one practice observation for each assigned teacher using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in the EEPASS platform to support calibration to guide professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation of the NIET rubric, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in JotForm to support calibration to guide our professional learning, coaching, SALT, and DALT meetings. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: In the 2025-2026 school year, 100% of teachers, and campus instructional leaders will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Evaluation Data Sources: PD Catalog, Cluster Meeting Agendas, Eduphoria Attendance/Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly job-embedded professional learning for all teachers. Strategy's Expected Result/Impact: Teachers will demonstrate increased implementation of high-yield instructional strategies, leading to measurable gains in student outcomes and increases in performance at above the Meets level on all STAAR EOC exams. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: Student attendance in SSAHS will increase from 91.8% to 94% for the 2025-2026 school year.

High Priority





Evaluation Data Sources: Campus Attendance Reports

PEIMS Attendance Data

Home Visit Data

Attendance Intervention Plans

Strategy 1 Details		Reviews			
Strategy 1: Increase attendance monitoring and data analysis. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Campus Leadership Team, PEIMS Department, Attendance Advocates, School Counselors, Family Engagement Liaison, Clerks - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide tiered interventions to increase student attendance by: Tier 1: Universal messaging and school-wide incentives Tier 2: Personalized phone calls, parent meetings, and student check-ins Tier 3: Individual attendance plans, counseling referrals, and community resource connections Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) Improvement in attendance across subgroups (e.g., by grade, ethnicity, special populations) Staff Responsible for Monitoring: Campus Leadership Team, Counselors, Attendance Advocates, Family Engagement Liaisons, PEIMS Department, and Family Engagement Liaison, Clerks - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Recognize and reward students that meet or exceed the campus's 94% attendance goal, as well as those demonstrating significant attendance improvements. Incentives will include incentives and class giveaways. Strategy's Expected Result/Impact: Increase in average daily attendance (ADA) Decrease in chronic absenteeism rate (missing 10%+ of school days) A culture of prioritizing attendance on all campuses will be established. Staff Responsible for Monitoring: Attendance Advocates Principal Assistant Principals - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 2: The four year graduation rate at SSAHS will increase from to 82% to 88%.

High Priority





Evaluation Data Sources: Graduation Rates

TAPR

Accountability Ratings

CCMR Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Strengthen and support students earning course credit through Credit Recovery, Optional School Day Flex Program, and Acceleration Options so that students remain on track for graduation with their cohort. Strategy's Expected Result/Impact: Increase in four-year graduation rate Decrease in dropout rate Reduction in credit-deficient juniors and seniors Staff Responsible for Monitoring: School Counselors, Campus Leadership, Academic Dean, Credit Recovery & Intervention Teachers, Graduation Coordinator, and Student Success Advisors - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1 Funding Sources: Student Success Advisor - 211 Title I, Part A - \$74,129, Graduation Coach - 211 Title I, Part A - \$71,122	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct transcript audits to monitor and review course pass/fail data to ensure students are on track for graduation requirements. Strategy's Expected Result/Impact: Increase in four-year graduation rate Decrease in dropout rate Reduction in credit-deficient juniors and seniors Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Special Education Faculty and Staff - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide student distinctions to honor student academic success such as honor roll ribbons, honor cords/medals and other distinctions/recognitions. Strategy's Expected Result/Impact: Increase academic achievement and campus culture Staff Responsible for Monitoring: Academic Dean and Early College Administrator, Student Success Advisors Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 3: POST SECONDARY READINESS: SSAHS will expand College, Career, and Military Readiness (CCMR) supports to increase the percentage of annual graduates who meet CCMR criteria from 61% to 72% to improve accountability performance.

High Priority

Evaluation Data Sources: Advanced Placement Scores

IBC Results from CTE programs

Dual Credit Earned Hours Report

On Ramps Earned Hours Report





Advanced Diploma Plan Accomplished from Special Education Students

Number of Military Enrollments

CareerCraft Reports

Strategy 1 Details		Reviews			
Strategy 1: Access and analyze data to establish campus goals, monitor CCMR progress, and connect individual students with supports and resources aligned with 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 Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Campus Administrators, Master Teachers, Principals, Assistant Principals, Academic Dean Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 5		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for enrollment in Advanced Placement (AP) with Art and Foreign Languages, On Ramps with Chemistry, Physics, US History, Computer Science, and Dual Credit courses across all core content areas in order to increase student engagement and postsecondary readiness. Strategy's Expected Result/Impact: Improved College, Career, and Military Readiness (CCMR) scores 45% of graduates earn college credit through AP, On Ramps, or Dual Credit courses Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Master Teachers, Principal, Assistant Principals, Academic Dean Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase the number of students that complete a Career and Technical Education (CTE) pathway that leads to an aligned program of study, industry-based certification, and real-world experience. 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: CTE Master Teacher, School Counselors, CTE Teachers, Academic Dean, Student Success Advisors Title I: 2.51 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide multiple school day assessment opportunities to include TSIA, PSAT, SAT and ASVAB. Strategy's Expected Result/Impact: Increase four-year graduation rate Improved College, Career, and Military Readiness (CCMR) scores 15% Increase in the percentage of students meeting TSI benchmarks in ELA and Math Staff Responsible for Monitoring: Counselors, Graduation Coordinator, Student Success Advisors, Campus Testing Coordinator, Principal, Academic Dean Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide College Prep Testing academies and workshops, as well as individual tutoring sessions, to support students' understanding of content and preparedness for assessments to include the TSI and SAT. Strategy's Expected Result/Impact: Increase the percentage of students who reach the passing levels on TSI and SAT in both academic contents, Math and Reading. Staff Responsible for Monitoring: Master Teachers Principal Assistant Principals Academic Dean Student Success Advisors Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Create a CCMR Guiding Coalition to help facilitate the expansion of educational offerings and program analysis for students to be CCMR ready. Strategy's Expected Result/Impact: Increase the percentage of students who are CCMR ready. Staff Responsible for Monitoring: Master Teachers Principals Assistant Principals Academic Dean Student Success Advisors College and Career Readiness Advisor Counselors Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.





Performance Objective 1: By May 2026, SSAHS will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by family engagement surveys.

High Priority

Evaluation Data Sources: Family Engagement Survey Results
Attendance Logs/Sign in Sheets

Strategy 1 Details	Reviews			
Strategy 1: SSAHS will use district-provided Family Expectation Letters as a consistent communication tool, aligned with instructional units, to enhance families' understanding of academic expectations and to support student learning at home. Strategy's Expected Result/Impact: Increase in number of families involved in campus community activities. Staff Responsible for Monitoring: Principal Assistant Principals Academic Dean Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Family Engagement Liaison - 211 Title I, Part A - \$16,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Meet the Bobcat Night Open House Title I Campus Policy Meeting Cafecitos Strategy's Expected Result/Impact: Increased parent engagement, sense of connectedness, and belonging, as evidenced by attendance sessions. Increase student growth and achievement as evidenced by The Balanced Assessment System. Staff Responsible for Monitoring: Principal Assistant Principals Academic Dean Counselors Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: During the 2025-2026 school year, Parent Liaison will design and deliver a minimum of three targeted parent trainings focused on strengthening home-school communication with content aligned to family engagement priorities. Strategy's Expected Result/Impact: Increased engagement and connectedness to the campus. Parents will receive pertinent academic information to best support the growth of their student. Staff Responsible for Monitoring: Parent Liaison Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Provide information meetings (before and after school) for parents to discuss activities on campus through Cafecitos and other informational opportunities. Strategy's Expected Result/Impact: Increase awareness of key metrics including Academics, Attendance, CCMR, and Counseling services. Staff Responsible for Monitoring: Principal Lead Counselor Academic Dean - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide training and professional development opportunities for our Parent and Family liaison and other staff members to equip them with skills and strategies to develop meaningful connections/relationships with our parents/families. Strategy's Expected Result/Impact: Increased participation from parents at campus events. Staff Responsible for Monitoring: Lead Counselor Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 2		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 2: By May 2026, SSAISD will increase the percentage of students attending school to a minimum of 94%, through strengthened family partnerships and targeted communication about the importance of daily attendance.

High Priority

Evaluation Data Sources: Student Attendance Records
 Communication Logs
 Attendance Initiatives

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families. Engaging families early with personalized communication when attendance drops below 95%. Hosting attendance awareness events that emphasize the link between attendance and academic success. Partnering with community organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism. Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results. Staff Responsible for Monitoring: Principal Assistant Principals Academic Dean Counselors Family Engagement Liaison Truancy Advocate TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 1, 2 Funding Sources: Truancy Advocate - 211 Title I, Part A - \$51,710	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: South San High School will employ intervention staff such as a truancy officer, student success advisors, and tutors to support attendance and academic interventions throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improve campus attendance rate to above 94%, increase communication with parents, and work with students that are struggling to be successful in school.</p> <p>Staff Responsible for Monitoring: Associate Principal Academic Dean</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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