



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 17, 2025

A handwritten signature in black ink, appearing to be 'JG', is written over the meeting date.

Agenda Section: Consent

Agenda Item Title: District Improvement Plan

From/Presenters: Dr. Jennifer Gutierrez, Deputy Superintendent

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

The DEIC met on October 6, 2025, to provide feedback and suggestions on the plan and on November 3, 2025, to approve the DIP after the recommended revisions were incorporated. The DIP aligns with Texas Education Agency (TEA) requirements and statutory guidance, ensuring that the plan includes:

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

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

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

Recommendation: Approve the District Improvement Plan as presented.

Purchasing Director and Approval Date: N/A

Funding Budget Code and Amount: N/A

Goal 1: SSAISD will 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

District Improvement Plan

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

Table of Contents

Goals 4

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. 4

Goal 2: SSAISD will recruit, develop, support and retain effective teachers, principals, and other instructional staff. 24

Goal 3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success. 28

Goal 4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education 33

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, 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.

TEA Priorities:





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

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 SSAISD Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based literacy practices to ensure strong Tier 1 instruction in foundational literacy skills. Strategy's Expected Result/Impact: Pre-K students will increase their foundational literacy skills, including phonological awareness, alphabet knowledge, and early writing, as measured by the CIRCLE Progress Monitoring System (CPMS). Staff Responsible for Monitoring: Division of Academics Head Start Coordinator Head Start Instructional Coaches Principals Assistant Principals Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Head Start Staff - 205 Head Start - \$260,000, Instructional Resources - 205 Head Start - \$200,000 | | 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, 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.

TEA Priorities:





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

High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Progress Monitoring

| 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: Division of Academics Head Start Coordinator Head Start Instructional Coaches Principals Assistant Principals Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Head Start Program Administrator - 205 Head Start - \$100,000 | | 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, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their end-of-year MAP growth projection.





TEA Priorities:

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

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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Early Childhood Specialist - 199 PIC 36 Early Education - \$80,000, MAP Assessment Suite - 410 IMA - \$100,000, Director of Early Childhood - 199 Local - \$100,000, Instructional Resources - 410 IMA - 199 - \$400,000 | | | | |
| <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, students in grades K-2 will demonstrate growth in Mathematics, with at least 55% of students meeting or exceeding their end-of-year MAP growth projection.





TEA Priorities:

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

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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1 Funding Sources: Math Bluebonnet Professional Learning - 493 Local grants - \$400,000 | | 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 achieving the Meets performance level or above in STAAR Reading 3rd - 8th, EOC English I, and EOC English II will increase from 34% to 44%.

- TEA Priorities:**
 - Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- 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: Division of Academics Literacy and Language Coordinator Executive Master Teacher Master Teachers Principals Assistant Principals Deans</p> <p>Problem Statements: District Processes & Programs 1</p> <p>Funding Sources: Bluebonnet RLA professional learning - 493 Local grants - \$400,000, Lead4ward Field Guides - 199 Local - \$5,000, Instructional Resources - 211 Title I, Part A - 199 - \$50,000</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: Each week, monitor instructional time spent on all components of reading and writing instruction as measured by walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Division of Academics Literacy and Language Coordinator Executive Master Teacher Master Teachers Principal Assistant Principals Deans</p> <p>Problem Statements: Demographics 2 - Perceptions 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: Division of Academics Literacy and Language Coordinator Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 1, 2 - Perceptions 1 Funding Sources: Assessment training and development - 211 Title I, Part A - \$50,000 | | 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 achieving the Meets performance level or above in STAAR Math 3 - Algebra I EOC will increase from 25% to 35%.

TEA Priorities:

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

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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: District Processes & Programs 1 Funding Sources: Executive Master Teacher - 211 Title I, Part A - \$90,000, Instructional Resources - 410 IMA - 199 - \$400,000 | 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: Each week, monitor instructional time spent on all components of math instruction as measured by walkthroughs and observations. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Eduphoria Aware and Test Bank - 199 Local - \$60,000, Lead4ward Accountability Connect - 199 Local - \$4,000 | | 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 7: By May 2026, the percentage of students achieving the Meets performance level or above in STAAR Science 5th, 8th, and Biology EOC will increase from 32% to 44%.

TEA Priorities:

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

Evaluation Data 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Science Lead4ward Professional Learning - 255 Title II, Part A - \$25,000, Instructional Resources - 410 IMA - 199 - \$400,000 | | 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: Each week, monitor instructional time spent on all components of science instruction as measured by walkthroughs and observations. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Science Master Teacher - 211 Title I, Part A - \$80,000 | | 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - 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 8: By May 2026, the percentage of students achieving the Meets performance level or above in STAAR Social Studies 8th grade and US History EOC will increase from 35% to 48%.

TEA Priorities:

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

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 Social Studies 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: Social Studies Lead4ward Professional Learning and Resources - 255 Title II, Part A - \$25,000, Instructional Resources - 410 IMA - 199 - \$80,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Prioritize daily, uninterrupted social studies instructional blocks by protecting time for social studies instruction and ensure fidelity to instructional minutes. Strategy's Expected Result/Impact: Each week, monitor instructional time spent on all components of social studies instruction as measured by walkthroughs and observations. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Social Studies Master Teacher - 211 Title I, Part A - \$80,000 | | 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - 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 9: By May 2026, the percentage of students in STAAR Reading 4th - English II EOC demonstrating annual expected growth will increase from 62% to 76%.

TEA Priorities:

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

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: Division of Academics Literacy and Language Coordinator Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: RLA Master Teachers - 211 Title I, Part A - \$1,200,000, Instructional Resources - 410 IMA - 199 - \$200,000 | | 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 through classroom weekly walkthroughs and observations. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Literacy and Language Coordinator Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Literacy and Language Coordinator - 211 Title I, Part A - 199 Local - \$100,000 | | 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 through the monthly monitoring movement and on-going data conversations. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Student Learning 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 10: By May 2026, the percentage of students in STAAR Math 4th - Algebra I EOC demonstrating annual expected growth will increase from 64% to 76%.

TEA Priorities:

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

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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 1, 2 - Perceptions 1 Funding Sources: Math Master Teachers - 211 Title I, Part A - \$1,200,000, Instructional Resources - 410 IMA - 199 - \$300,000 | | 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 through classroom weekly walkthroughs and observations. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - 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 11: By May 2026, the percentage of students receiving accelerated instruction through HB 1416 will achieve Approaches or higher on STAAR/EOC assessments, increasing from 32% to 50%.

TEA Priorities:





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

High Priority

Evaluation Data Sources: Balanced Assessment System

Branching Minds

IXL

| 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: Division of Academics Executive Master Teacher Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: IXL - 410 IMA - \$44,709 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Monitor progress of all students toward academic growth through the tiers in the MTSS framework and maintain evidence of completion of HB 1416 requirements. Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416, and increased performance on state accountability. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principal Assistant Principals Deans Results Driven Accountability Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Branching Minds - 199 Local - \$70,000 | 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 12: By May 2026, the percentage of Special Education students in 3rd - 11th achieving the Meets performance level or above on all





STAAR/EOC assessments across all subjects will increase from 18% to 25%.

TEA Priorities:

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

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: Division of Academics with emphasis on Special Education Department Executive Master Teacher Master Teachers Principals Assistant Principals Deans Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Director of SPED - 199 Local - \$120,000, Instructional Resources - 410 IMA - 199 - \$40,000 | | 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: Division of Academics with emphasis on Special Education Department Executive Master Teacher Master Teachers Principals Assistant Principals Deans Problem Statements: Student Learning 1 Funding Sources: SPED Facilitators - 199 PIC 23 Special Ed Local - 224 - \$200,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 3 Details | | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Director of ES, Secondary - 255 Title II, Part A - \$215,000 | | 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 13: By May 2026, the percentage of Emergent Bilingual students in 3rd - 11th achieving the Meets performance level or above on all STAAR/EOC assessments across all subjects will increase from 26% to 35%.





TEA Priorities:

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

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 PK-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: Division of Academics with emphasis on Bilingual Department Executive Master Teacher Master Teachers Principals Assistant Principals Deans Problem Statements: District Processes & Programs 1 Funding Sources: Bilingual Coordinator - 199 Local - \$90,000, Bilingual Facilitator - 263 Title III ESA - \$80,000, Instructional Resources - 263 Title III ESA - 199 - \$50,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: SSAISD will implement a comprehensive support system to ensure Emergent Bilingual students in ESL settings receive high-quality instruction that accelerates English language development and academic achievement across all content areas in PreK-12. Strategy's Expected Result/Impact: Increase in students performing at the Meets performance level on EOC STAAR at all levels in all subjects Staff Responsible for Monitoring: Bilingual Department Campus Administration Master Teachers Teachers Problem Statements: Student Learning 1 Funding Sources: - 199 Local - \$90,000, - 263 Title III ESA - \$80,000, - 263 Title III ESA - \$50,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 3 Details | | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| 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 meeting or exceeding expectations in the language of instruction. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Problem Statements: Student Learning 1 Funding Sources: Director of Bilingual - 199 Local - \$100,000 | | 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.

TEA Priorities:

Recruit, support, retain teachers and principals

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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Equity Plan Problem Statements: District Processes & Programs 1 Funding Sources: NIET Professional Learning - 493 Local grants - \$200,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: District/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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Equity Plan Problem Statements: District Processes & Programs 1 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 3 Details | | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| Strategy 3: District/Campus administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback. Strategy's Expected Result/Impact: Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting. Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Equity Plan Problem Statements: District 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, campus instructional leaders, and district level administrators will participate in sustained, high-quality professional development aligned to district priorities, including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

TEA Priorities:

Recruit, support, retain teachers and principals

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 Division of Academics Results Driven Accountability - Equity Plan Problem Statements: District Processes & Programs 1 Funding Sources: Professional Learning - 255 Title II, Part A - 199 - \$50,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: District and campus instructional leadership teams will participate in DALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership. Strategy's Expected Result/Impact: District and campus instructional leadership teams will strengthen leadership skills. Staff Responsible for Monitoring: Department of Academics Results Driven Accountability - Equity Plan Problem Statements: Demographics 2 - 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 3: By May 2026, SSAISD will implement a performance-based compensation and stipend system to recruit, to recognize, and to retain high-performing teachers and campus administrators.

TEA Priorities:

Recruit, support, retain teachers and principals

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

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Implement a stipend system for high priority positions. Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff. Staff Responsible for Monitoring: Human Resources Campus Principals Division of Academics Directors Results Driven Accountability - Equity Plan Problem Statements: District Processes & Programs 1 Funding Sources: Stipends - 199 Local - \$100,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implementation of Teacher and Student Advancement Program (TAP) performance based incentive pay as well as Teacher Incentive Allotment (TIA) Strategy's Expected Result/Impact: Improved fill rate and retention of high quality staff. Staff Responsible for Monitoring: Human Resources Campus Principals Division of Academics Directors Results Driven Accountability - Equity Plan Problem Statements: District Processes & Programs 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Division of Academics will partner with Human Resources Department and area universities to implement strategic recruitment initiatives that attract and retain high-quality, certified teachers and instructional staff in all content areas, with a focus on hard-to-fill positions and programs serving special populations. Strategy's Expected Result/Impact: Maintain community partnerships, representation at area career fairs, and strengthen a pipeline for highly qualified educators and professional staff. Staff Responsible for Monitoring: Division of Academics Human Resources Executive Director Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: - 493 Local grants - \$100,000 | 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: ATTENDANCE: By May 2026, student attendance in SSAISD will increase from 91.8% to 94% for the 2025-2026 school year.

TEA Priorities:





Improve low-performing schools

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: Principals, Assistant Principals, PEIMS Department, Attendance Advocates, and School Counselors Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Attendance Incentives - 199 Local - \$20,000 | 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: Campus Administrators, Counselors, Attendance Advocates, Family Engagement Liaisons, and PEIMS Department Problem Statements: Student Learning 1 Funding Sources: Attendance Advocates - 199 Local - \$240,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 3: Recognize and reward campuses that meet or exceed the district's 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: District Attendance Advocates and PEIMS Department Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Director of Support Services - 199 Local - \$100,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Implement guidance lessons, social-emotional learning and behavior supports by embedding Character Strong lessons and Conscious Discipline. Teachers and staff will receive ongoing professional development to integrate these programs into daily instruction and interactions, fostering a safe, supportive, and emotionally responsive learning environment that prioritizes student well-being and builds skills in empathy, self-regulation, and responsible decision-making. Strategy's Expected Result/Impact: Improved attendance Decrease in discipline referrals Improved social-emotional skills Stronger peer and adult relationships Increased ability to self-regulate behavior. Higher student engagement, and a positive school climate that supports academic and personal success. Collection of SB12 consent forms Staff Responsible for Monitoring: Director of Guidance School Counselors Principals Assistant Principals Teachers Communities in Schools Problem Statements: Student Learning 1 Funding Sources: Character Strong - 289 Title IV - \$6,000, Communities in School - 199 PIC 30 State Comp - \$125,000 | 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: GRADUATION: By June 2026, the four year graduation rate in SSAISD will increase from to 82% to 88%.

TEA Priorities:

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

High Priority





HB3 Goal

Evaluation Data Sources: Graduation Rates

TAPR

Accountability Ratings

CCMR

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Strengthen and support students earning course credit through Credit Recovery 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: Director of Secondary Schools, Director of Guidance, Director of Support Services, School Counselors, Campus Leadership, Academic Dean, Credit Recovery & Intervention Teachers Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Director of Guidance - 199 Local - \$100,000 | 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: Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors Problem Statements: Demographics 2 - 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: POST SECONDARY READINESS: By June 2026, SSAISD will expand College, Career, and Military Readiness (CCMR) support to increase the percentage of annual graduates meeting CCMR criteria from 59% to 69%, thereby improving accountability performance.

TEA Priorities:

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

High Priority

HB3 Goal

Evaluation Data Sources: Increase in four-year graduation rate

Decrease in dropout rate

Reduction in credit-deficient juniors and seniors





Improved college, career, and military readiness (CCMR) scores

100% of students indicating military enlistment complete the ASVAB with qualifying scores and documentation submitted

50% of graduates complete a CTE program of study and earn an industry-based certification

45% of graduates earn college credit through AP, On Ramps, or Dual Credit courses

| Strategy 1 Details | | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| Strategy 1: Access and analyze data to establish campus goals, monitor CCMR progress, and connect individual students with supports and resources to support post secondary readiness. Strategy's Expected Result/Impact: Improved college, career, and military readiness (CCMR) scores 100% FAFSA/TASFA completion rate across the senior class 10% increase in number of graduating seniors complete a college or postsecondary application Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors, Campus Administrators Problem Statements: Demographics 2 - Perceptions 1 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Provide opportunities for enrollment in Advanced Placement (AP), On Ramps, and Dual Credit courses 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: Director of Secondary Schools, Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors, Campus Administrators Problem Statements: District Processes & Programs 1 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 3 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 3: Increase the percent of students enrolled in career and technical education (CTE) pathways in Middle and High School that lead to aligned programs of study, industry-based certifications, and real-world experiences. Strategy's Expected Result/Impact: Improved college, career, and military readiness (CCMR) scores 50% of graduates complete a CTE program of study and earn an industry-based certification Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, CTE Master Teacher, School Counselors, CTE Teachers, Academic Dean Problem Statements: District Processes & Programs 1 Funding Sources: CTE Master Teacher - 244 Perkins - \$100,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide school day assessment opportunities to include TSIA, PSAT, SAT and ASVAB. Strategy's Expected Result/Impact: Increase in four-year graduation rate Decrease in dropout rate Improved college, career, and military readiness (CCMR) scores 15% Increase in the percentage of students meeting TSI benchmarks in ELA and Math 100% of students indicating military enlistment complete the ASVAB with qualifying scores and documentation submitted Staff Responsible for Monitoring: Director of Secondary Schools, Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors, Campus Testing Coordinator, Principal Problem Statements: District Processes & Programs 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 1: By May 2026, SSAISD will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by district family engagement surveys.

TEA Priorities:

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

Evaluation Data 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: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Parent Liaisons Problem Statements: Demographics 1 | 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: District: Back to School Bash Community Engagement Events Community Informational Meetings District Education Improvement Committee Bluebonnet Curriculum Review Committee Parent Symposium Campuses: Meet the Teacher Night Report Card Nights Open House Title I Campus Policy Meeting Campus Academic Nights Assessment Nights Attendance Information Night Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions Increase student growth and achievement as evidenced by The Balanced Assessment System Staff Responsible for Monitoring: Division of Academics Executive Master Teacher Master Teachers Principals Assistant Principals Deans Parent Liaisons Problem Statements: Demographics 2 - Perceptions 1 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: During the 2025-2026 school year, Parent Liaisons 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: District Family and Community Engagement Specialist Problem Statements: Demographics 2 - 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, 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.

TEA Priorities:





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

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: Division of Academics Principals Assistant Principals Deans Counselors Parent Liaisons Problem Statements: District Processes & Programs 1 Funding Sources: Family Engagement Specialist - 211 Title I, Part A - 199 - \$80,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |