



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 17, 2025

Agenda Section: Discussion and Possible Action

Agenda Item Title: TEA Targeted Improvement Plans

From/Presenters: Dr. Jennifer Gutierrez, Deputy Superintendent

Description: Under Texas state accountability requirements, a campus must develop a Targeted Improvement Plan (TIP) if it is identified as a Comprehensive Campus scoring in the bottom 5% of its designated school group. Additionally, campuses with consecutive unacceptable performance ratings (corresponding to overall D or F ratings under the state A–F accountability system) are also required to develop a TIP.

In compliance with Texas Education Code (TEC) §39.054 and federal law under the Every Student Succeeds Act (ESSA), the TIP must include:

- Description of Improvement Strategies: Evidence-based strategies and initiatives designed to address identified instructional and operational weaknesses.
- Stakeholder Engagement: Written comments and feedback collected from parents, teachers, staff, and community members to ensure inclusive input in the planning process.
- Resource Allocation: Detailed description of the budget, staffing, and financial resources required to implement the plan, including supplemental resources provided by the district or other identified sources.
- Curriculum and Instructional Materials: Specification of the curriculum, instructional resources, and technology tools to be utilized during TIP implementation.
- Staffing and Budget Adjustments: Identification of additional staffing needs, role adjustments, or financial changes necessary to successfully execute the plan.
- Outcome Goals and Metrics: Clearly defined measurable goals and performance indicators to evaluate the effectiveness of the TIP over time, including academic outcomes, attendance, and other relevant school performance metrics.

All components of the TIP, including strategies, stakeholder input, resource allocations, and outcome goals, will be submitted to the Texas Education Agency (TEA) by November 21, 2025.

The table below provides a summary of the campuses required to develop TIPs and the reasons for each requirement, as previously shared in the September 15, 2025 Accountability Presentation.

This process ensures compliance with both state and federal accountability requirements, promotes continuous school improvement, and provides a structured framework for monitoring progress and improving student outcomes.

Campus Name	Federal Support Label	2025 State Rating	State Unacceptable Rating Count	Type of Plan
South San High School	Comprehensive Identified	D	Year 0	Targeted Improvement Plan (TIP)
Dwight Middle School	Comprehensive Identified	F	Year 1	Targeted Improvement Plan (TIP)
Carrillo Elementary	Comprehensive Identified	D	Year 1	Targeted Improvement Plan (TIP)
Madla Elementary	Comprehensive Identified	D	Year 0	Targeted Improvement Plan (TIP)
Palo Alto Elementary	2024-2026 Effective Schools Framework Focused Support Grant	C	Year 0	Targeted Improvement Plan (TIP)
Shepard Middle School	2024-2026 Effective Schools Framework Focused Support Grant	C	Year 0	Targeted Improvement Plan (TIP)

Historical Data: The Board of Managers approved a Turnaround Plan for Shepard Middle School in June 2025, based on the campus's accountability results from previous years. Shepard Middle School received a Not Rated designation (Overall 58) for the 2021–2022 school year and an F rating (Overall 59) for the 2022–2023 school year.

At the time of approval, the campus had been identified as unacceptable for two consecutive school years, triggering the requirement for a Turnaround Plan. Consequently, the plan took effect following the third consecutive school year (2025–2026) to address performance deficiencies and implement strategies for school improvement.

Recommendation: Approve the Targeted Improvement Plans for Dwight, Carrillo, Madla, Palo Alto, Shepard, and South San Antonio High School 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.



2025 -2026 Targeted Improvement Plan (TIP)

School System Information

School Name: Miguel Carrillo, Jr. Elementary School

Name or person completing this plan submission: John R. Gonzalez

Email: jgonzalez@southsanisd.net

What role applies to the person completing this submission? Campus Principal

Plan Type

- Targeted Improvement Plan

Stakeholder Engagement

- Locally Conducted Needs Assessment
- Stakeholder Engagement Meeting - Wednesday, November 5, 2025

Assurances

- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each

campus website, and this notice included the date, time, and place of the meeting.

- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Board approval date: November 17, 2025

Student Outcome Goals

Measure	2025-2026 Campus Goal
All Grades: ELA/Reading Meets Grade Level or Above (STAAR)	35%
All Grades: Math Meets Grade Level or Above (STAAR)	40%
Domain III: Academic Achievement Component Score	50
Domain III: Growth Status Component Score	75
Domain III: ELP Status Component Score	75
Domain III: Student Success Status Component Score	66.7

School Improvement Strategy

Selected Strategy:

- Intensive Curriculum & Instruction Improvements

Supporting Grants

- Strong Foundations Implementation
- Effective Schools Framework Focused Support Grant 24-26

Additional Grants

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

External Partners:

- ESC - Region 20
- NIET

Curriculum and Instruction

Adopted curriculum

- Bluebonnet Learning Reading & Math

Instructional Minutes per Week		
Grade	Master Schedule Minutes	Meets Requirement
K-2	1150	Yes
3rd	1250	Yes
4th	1050	Yes
5th	1050	Yes
Instructional Days: 172		

Assessment Plan

- To strengthen instructional decision-making and ensure alignment with the TEA STAAR blueprints, SSAISD has partnered with Dr. Sellers, Consultant, to deliver extensive training on a Balanced Assessment System. The district is currently redesigning assessments to: Align closely with STAAR rigor and format, provide meaningful data to inform instruction, and support timely interventions to close learning gaps.

PLC Structure

Our PLCs are called Cluster Meetings through the use of the NIET model.

PLC Organization:

- Our PLCs, known as Cluster Meetings, are organized by grade level in elementary.

PLC Frequency:

- Cluster Meetings will occur weekly for a duration of 50 minutes

PLC Facilitation:

- Master Teachers will facilitate weekly cluster meetings

PLC Attendance:

- All campus teachers are required to attend weekly Cluster meetings. Campus and district admin will also be attending Cluster meetings.

PLC protocol to be used:

- 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.

Capacity Building

Campus Principal: John R. Gonzalez

Years of experience as a campus principal: 1

Campus principal turnaround experience: N/A

Principal Manager (Director) name: Mario Goff

Years of experience as a principal manager: 8

Principal manager turn around experience: 4

Percentage of Teachers on the Campus		
Have more than 2 years experience	Are certified	Are TIA designated teachers
100%	97.3%	36.84%

Professional Learning

SSAISD's planned professional learning and development for the 2025–26 school year includes the following:

- Principal Manager & Principal: Ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on

strengthening school leadership, instructional supervision, and campus management.

- Assistant Principals & Master Teachers: Targeted professional learning on instructional coaching frameworks and leadership practices via NIET, designed to enhance teacher support and campus-wide instructional effectiveness.
- Master Teachers & Classroom Teachers: High-Quality Instructional Materials (HQIM) internalization sessions provided by ESC Region 20, along with district-led professional development tailored to campus and district priorities.
- These sessions are designed to ensure alignment across all leadership and instructional roles, providing consistent support and capacity-building to improve student outcomes.

Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders

- Training will be differentiated through a tiered professional learning and coaching model with the campus master Teachers. Inexperienced and/or ineffective teachers will receive targeted, job-embedded support aligned to their areas of growth as identified through classroom observations, NIET observation data, and student performance trends.
- Intensive Coaching and Mentoring: Novice and/or ineffective teachers will participate in coaching cycles focused on instructional planning, classroom management, and delivery of high-quality Tier 1 instruction. Each cycle will include modeling, co-teaching, and feedback sessions led by campus Master teachers or campus administrators.
- Weekly Cluster Meetings: Cluster Meetings will be structured to allow new and struggling teachers to collaborate with highly effective peers. Meetings will emphasize lesson internalization, data analysis, and strategies for supporting diverse learners, including Emergent Bilingual students and students receiving special education or gifted and talented services.
- Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their principal supervisor to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.

- Progress Monitoring: Growth will be monitored through classroom walk-through data, coaching logs, and student achievement metrics to ensure support remains responsive to staff needs.
- This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

Tools used to evaluate implementation of the Professional Learning:

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Jot Form. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

- Instructional Alignment: Teachers implementing strategies and lessons as modeled in the training or Cluster Meeting.
- Student Engagement: Evidence that students are actively participating and responding to instructional strategies.
- Differentiation: Teachers providing targeted support for students based on needs, including Emergent Bilingual students, students receiving special services, and struggling learners.
- Use of Visuals and Supports: Integration of instructional scaffolds, visuals, and cues to support comprehension.
- Language and Content Objectives: Clear posting and use of objectives in lessons in all classrooms.
- Formative Assessment Practices: Teachers monitoring student understanding through questioning, checks for understanding, or exit tickets.
- Summative Assessment Practices: Teachers will assess mid unit with a CFA and a UA at the end of every unit.
- Classroom Environment: A safe, organized, and supportive learning environment that reflects the training's expectations.

These look-fors will guide campus administration and Master Teachers in providing targeted feedback, ensuring consistency, and measuring the effectiveness of the training across classrooms.

Frequency of observation feedback

Each 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 principals, assistant principals, and Master Teachers will conduct a minimum of five walkthroughs per week each, providing ongoing observation and timely feedback to teachers. This structure ensures that teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.

Capacity Building Supports

Teachers and administrators will receive targeted capacity-building support to strengthen instruction for students in special populations. The Bilingual & ESL Department, Special Education Department, and other Division of Academics team members will provide ongoing support through cluster meetings, lesson internalization sessions, classroom walkthroughs, formal observations, and district and campus specific professional development. These supports are tailored to address campus and teacher needs based on data for STAAR Domains 1, 2, and 3 with a particular emphasis on Domain 3 Closing the Gaps for students in special populations. These capacity building support ensure high-quality, accessible instruction for all learners.

Milestones

South San Antonio ISD is committed to sustained and measurable implementation of its school improvement strategies at Miguel Carrillo, Jr. Elementary School over the next two years. The district is actively engaging in the Strong Foundations Implementation Plan for the Bluebonnet Learning Instructional Materials, which provides a structured framework of milestones, deliverables, and performance metrics to guide high-quality implementation.

Year 1 (2025–2026): Foundation and Fidelity

- **Fall 2025**
 - Establish baseline data through BOY (Beginning of Year) assessments aligned with STAAR.
 - Provide comprehensive training for all campus staff on Bluebonnet Learning materials.

- Launch weekly Cluster meetings focused on lesson internalization and data analysis.
- Begin implementation of Balanced Assessment aligned to redesigned STAAR blueprint.
- Conduct weekly classroom walk-throughs and coaching cycles using rubrics and NIET tools.
- **Winter 2025–2026**
 - Conduct mid-year instructional walkthrough calibrations with district leadership.
 - Analyze MOY (Middle of Year) assessment data to inform reteach cycles and targeted interventions.
 - Begin formal fidelity checks for curriculum implementation using Strong Foundations implementation rubrics.
 - Master Teachers refine coaching cycles based on formative data and walk-through trends.
- **Spring 2026**
 - Continue job-embedded professional learning with focus on differentiation and academic ownership.
 - Administer EOY (End of Year) assessments and analyze gains.
 - Conduct formal review of Year 1 implementation milestones with TEA and Strong Foundations team.
 - Adjust instructional action plan and support based on year-end data.

Year 2 (2026–2027): Strengthening and Sustainability

- **Fall 2026**
 - Refresher training and onboarding for any new staff on curriculum and assessment tools.
 - Full integration of assessment-aligned lesson planning and rigorous student work protocols.
 - Continued Cluster cycles with emphasis on student engagement and depth of knowledge.
- **Winter 2026–2027**
 - Conduct cross-campus calibration walks with district leaders to ensure consistency.
 - Continue progress monitoring via formative assessments and data dives.
 - Implement student work analysis protocols during Cluster to ensure alignment with expectations.
- **Spring 2027**
 - End-of-year evaluations of instructional growth, including STAAR performance and fidelity metrics.

- Develop campus sustainability plan to maintain progress without external support.
- Document best practices and refine instructional systems for long-term success.

Ongoing Monitoring and Support

- Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

This structured, two-year approach ensures continuous improvement, ongoing capacity-building, and full fidelity to the School Improvement strategies. It also provides clear checkpoints to adjust support and interventions as needed.

Performance Management - Monitoring Implementation of the Plan:

- Ongoing Monitoring and Support Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

Progress Monitoring:

Individuals Responsible

- Executive Cabinet, Principal Supervisor, DCSI, Deputy Superintendent

Frequency

- On a weekly basis

Data Collection Process

- Data trackers, Eduphoria, walk throughs, Jot Form, NIET evaluations, weekly principal meeting agendas, TPESS conferences

Data Sharing

- Weekly principal meetings, TPESS conferences, and School Based Decision Making Committees

Resources - Staffing Adjustments:

Instructional Leadership Roles: SSAISD is funding and staffing two full-time Master Teachers on campus to provide daily coaching, modeling, feedback, and professional development aligned to Tier I instruction.

- Funding: \$200,000, Title I Funds

District-Level Support: A District Executive Master Teacher and Principal Supervisor have been allocated to provide intensive, job-embedded support and accountability for campus leaders.

- Funding: \$100,000 for Executive Master Teacher, Title II funds

Mentor Teachers: Existing teaching staff are being strategically selected and assigned as Mentor Teachers to provide peer support through co-teaching, modeling, and real-time feedback.

- Funding: \$2,000 stipend, General Fund

Professional Learning Investments

SSAISD has prioritized funding for high-quality, sustained professional development through its partnership with NIET, Region 20, and consultants, ensuring all instructional staff receive coaching in research-based instructional strategies and assessment literacy.

This reallocation of resources directly addresses building leadership capacity, ensuring instructional coherence, and supporting high-quality teaching in every classroom.

- Funding Source: Title II, HQIM Grant, ESF Grant

HQIM Funding Sources

These reallocations will be made primarily through ESF, Title I allocations, and Strong Foundation funds. SSAISD is committed to maximizing the impact of these resources to directly improve student outcomes and instructional quality at Miguel Carrillo, Jr. Elementary School.

This budget reallocation ensures that all financial resources are strategically targeted toward addressing the root causes identified in the ESF diagnostic, supporting sustainable improvements in leadership, instruction, and student achievement.



2025 -2026 Targeted Improvement Plan (TIP)

School System Information

School Name: Dwight Middle School

Name or person completing this plan submission: Elizabeth Sandoval

Email: elizabeth.sandoval@southsanisd.net

What role applies to the person completing this submission? Campus Principal

Plan Type

- Targeted Improvement Plan

Stakeholder Engagement

- Locally Conducted Needs Assessment
- Stakeholder Engagement Meeting - Thursday, November 6, 2025

Assurances

- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Board approval date: November 17, 2025

Student Outcome Goals

Measure	2025-2026 Campus Goal
All Grades: ELA/Reading Meets Grade Level or Above (STAAR)	44%
All Grades: Math Meets Grade Level or Above (STAAR)	34%
Domain III: Academic Achievement Component Score	62.5
Domain III: Growth Status Component Score	62.5
Domain III: ELP Status Component Score	100
Domain III: Student Success Status Component Score	66.7

School Improvement Strategy

Selected Strategy:

- Intensive Curriculum & Instruction Improvements

Supporting Grants

- Strong Foundations Implementation
- Effective Schools Framework Focused Support Grant 24-26

Additional Grants

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

External Partners:

- ESC - Region 20
- NIET

Curriculum and Instruction

Adopted curriculum

- Houghton Mifflin Harcourt into Literature and Bluebonnet Learning Math

Instructional Minutes per Week		
Grade	Master Schedule Minutes	Meets Requirement
6th	1,375	Yes
7th	1,375	Yes
8th	1,375	Yes
Instructional Days: 172		

Assessment Plan

- To strengthen instructional decision-making and ensure alignment with the TEA STAAR blueprints, SSAISD has partnered with Dr. Sellers, Consultant, to deliver extensive training on a Balanced Assessment System. The district is currently redesigning assessments to: Align closely with STAAR rigor and format, provide meaningful data to inform instruction, and support timely interventions to close learning gaps.

PLC Structure

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PLC Frequency:

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PLC Facilitation:

- Master Teachers will facilitate weekly cluster meetings

PLC Attendance:

- All campus teachers are required to attend weekly Cluster meetings. Campus and district admin will also be attending Cluster meetings.

PLC protocol to be used:

- 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.

Capacity Building

Campus Principal: Elizabeth Sandoval

Years of experience as a campus principal: 16

Campus principal turnaround experience: Principal at 2 campuses that were IR turnaround campuses

Principal Manager: Jennifer Gutierrez

Years of experience as a principal manager: 7

Principal manager turn around experience: 7

Percentage of Teachers on the Campus		
Have more than 2 years experience	Are certified	Are TIA designated teachers
97.1%	94.3%	20%

Professional Learning

SSAISD's planned professional learning and development for the 2025–26 school year includes the following:

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- Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their principal supervisor to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.
- Progress Monitoring: Growth will be monitored through classroom walk-through data, coaching logs, and student achievement metrics to ensure support remains responsive to staff needs.
- This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

DOI teacher: HR is working directly with DOI teachers to check in on alternative program completion and testing outcomes to provide additional support.

Tools used to evaluate implementation of the Professional Learning:

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Jot Form. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

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- **Formative Assessment Practices:** Teachers monitoring student understanding through questioning, checks for understanding, or exit tickets.
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Capacity Building Supports

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Milestones

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Year 1 (2025–2026): Foundation and Fidelity

- **Fall 2025**
 - Establish baseline data through BOY (Beginning of Year) assessments aligned with STAAR.
 - Provide comprehensive training for all campus staff on Bluebonnet Learning materials.
 - Launch weekly Cluster meetings focused on lesson internalization and data analysis.
 - Begin implementation of Balanced Assessment aligned to redesigned STAAR blueprint.
 - Conduct weekly classroom walk-throughs and coaching cycles using rubrics and NIET tools.

- **Winter 2025–2026**

- Conduct mid-year instructional walkthrough calibrations with district leadership.
 - Analyze MOY (Middle of Year) assessment data to inform reteach cycles and targeted interventions.
- Begin formal fidelity checks for curriculum implementation using Strong Foundations implementation rubrics.
- Master Teachers refine coaching cycles based on formative data and walk-through trends.

- **Spring 2026**

- Continue job-embedded professional learning with focus on differentiation and academic ownership.
- Administer EOY (End of Year) assessments and analyze gains.
- Conduct formal review of Year 1 implementation milestones with TEA and Strong Foundations team.
- Adjust instructional action plan and support based on year-end data.

Year 2 (2026–2027): Strengthening and Sustainability

- **Fall 2026**

- Refresher training and onboarding for any new staff on curriculum and assessment tools.
- Full integration of assessment-aligned lesson planning and rigorous student work protocols.
- Continued Cluster cycles with emphasis on student engagement and depth of knowledge.

- **Winter 2026–2027**

- Conduct cross-campus calibration walks with district leaders to ensure consistency.
- Continue progress monitoring via formative assessments and data dives.
- Implement student work analysis protocols during Cluster to ensure alignment with expectations.

- **Spring 2027**

- End-of-year evaluations of instructional growth, including STAAR performance and fidelity metrics.
- Develop campus sustainability plan to maintain progress without external support.
- Document best practices and refine instructional systems for long-term success.

Ongoing Monitoring and Support

- Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

This structured, two-year approach ensures continuous improvement, ongoing capacity-building, and full fidelity to the School Improvement strategies. It also provides clear checkpoints to adjust support and interventions as needed.

Performance Management - Monitoring Implementation of the Plan:

- Ongoing Monitoring and Support Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
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Progress Monitoring:

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Frequency

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Data Collection Process

- Data trackers, Eduphoria, walk throughs, Jot Form, NIET evaluations, weekly principal meeting agendas, TPESS conferences

Data Sharing

- Weekly principal meetings, TPESS conferences, and School Based Decision Making Committees

Resources - Staffing Adjustments:

Instructional Leadership Roles: SSAISD is funding and staffing two full-time Master Teachers on campus to provide daily coaching, modeling, feedback, and professional development aligned to Tier I instruction.

- Funding: \$200,000, Title I Funds

District-Level Support: A District Executive Master Teacher and Principal Supervisor have been allocated to provide intensive, job-embedded support and accountability for campus leaders.

- Funding: \$100,000 for Executive Master Teacher, Title II funds

Mentor Teachers: Existing teaching staff are being strategically selected and assigned as Mentor Teachers to provide peer support through co-teaching, modeling, and real-time feedback.

- Funding: \$2,500 stipend, General Fund

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This reallocation of resources directly addresses building leadership capacity, ensuring instructional coherence, and supporting high-quality teaching in every classroom.

- Funding Source: Title II, HQIM Grant, ESF Grant

HQIM Funding Sources

These reallocations will be made primarily through ESF, Title I allocations, and Strong Foundation funds. SSAISD is committed to maximizing the impact of these resources to directly improve student outcomes and instructional quality at Dwight Middle School. This budget reallocation ensures that all financial resources are strategically targeted toward addressing the root causes identified in the ESF diagnostic, supporting sustainable improvements in leadership, instruction, and student achievement.



2025 -2026 Targeted Improvement Plan (TIP)

School System Information

School Name: Frank Madla Elementary School

Name or person completing this plan submission: Linda Cruz

Email: linda.cruz@southsanisd.net

What role applies to the person completing this submission? Campus Principal

Plan Type

- Targeted Improvement Plan

Stakeholder Engagement

- Locally Conducted Needs Assessment
- Stakeholder Engagement Meeting - Friday, November 7, 2025

Assurances

- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
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Board approval date: November 17, 2025

Student Outcome Goals

Measure	2025-2026 Campus Goal
All Grades: ELA/Reading Meets Grade Level or Above (STAAR)	39%
All Grades: Math Meets Grade Level or Above (STAAR)	41%
Domain III: Academic Achievement Component Score	62.5
Domain III: Growth Status Component Component Score	75
Domain III: ELP Status Component Component Score	75
Domain III: Student Success Status Component Score	66.7

School Improvement Strategy

Selected Strategy:

- Intensive Curriculum & Instruction Improvements

Supporting Grants

- Strong Foundations Implementation
- Effective Schools Framework Focused Support Grant 24-26

Additional Grants

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

External Partners:

- ESC - Region 20
- NIET

Curriculum and Instruction

Adopted curriculum

- Bluebonnet Learning Reading & Math

Instructional Minutes per Week		
Grade	Master Schedule Minutes	Meets Requirement
K-2	1150	Yes
3rd	1250	Yes
4th	1050	Yes
5th	1050	Yes
Instructional Days: 172		

Assessment Plan

- To strengthen instructional decision-making and ensure alignment with the TEA STAAR blueprints, SSAISD has partnered with Dr. Sellers, Consultant, to deliver extensive training on a Balanced Assessment System. The district is currently redesigning assessments to: Align closely with STAAR rigor and format, provide meaningful data to inform instruction, and support timely interventions to close learning gaps.

PLC Structure

Our PLCs are called Cluster Meetings through the use of the NIET model.

PLC Organization:

- Our PLCs, known as Cluster Meetings, are organized by grade level in elementary.

PLC Frequency:

- Cluster Meetings will occur weekly for a duration of 50 minutes

PLC Facilitation:

- Master Teachers will facilitate weekly cluster meetings

PLC Attendance:

- All campus teachers are required to attend weekly Cluster meetings. Campus and district admin will also be attending Cluster meetings.

PLC protocol to be used:

- 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.

Capacity Building

Campus Principal: Linda Cruz

Years of experience as a campus principal: 8

Campus principal turnaround experience: 3

Principal Manager (Director) name: Mario Goff

Years of experience as a principal manager: 8

Principal manager turn around experience: 4

Percentage of Teachers on the Campus		
Have more than 2 years experience	Are certified	Are TIA designated teachers
100%	100%	32%

Professional Learning

SSAISD's planned professional learning and development for the 2025–26 school year includes the following:

- Principal Manager & Principal: Ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on

strengthening school leadership, instructional supervision, and campus management.

- Assistant Principals & Master Teachers: Targeted professional learning on instructional coaching frameworks and leadership practices via NIET, designed to enhance teacher support and campus-wide instructional effectiveness.
- Master Teachers & Classroom Teachers: High-Quality Instructional Materials (HQIM) internalization sessions provided by ESC Region 20, along with district-led professional development tailored to campus and district priorities.
- These sessions are designed to ensure alignment across all leadership and instructional roles, providing consistent support and capacity-building to improve student outcomes.

Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders

- Training will be differentiated through a tiered professional learning and coaching model with the campus master Teachers. Inexperienced and/or ineffective teachers will receive targeted, job-embedded support aligned to their areas of growth as identified through classroom observations, NIET observation data, and student performance trends.
- Intensive Coaching and Mentoring: Novice and/or ineffective teachers will participate in coaching cycles focused on instructional planning, classroom management, and delivery of high-quality Tier 1 instruction. Each cycle will include modeling, co-teaching, and feedback sessions led by campus Master teachers or campus administrators.
- Weekly Cluster Meetings: Cluster Meetings will be structured to allow new and struggling teachers to collaborate with highly effective peers. Meetings will emphasize lesson internalization, data analysis, and strategies for supporting diverse learners, including Emergent Bilingual students and students receiving special education or gifted and talented services.
- Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their principal supervisor to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.

- Progress Monitoring: Growth will be monitored through classroom walk-through data, coaching logs, and student achievement metrics to ensure support remains responsive to staff needs.
- This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

Tools used to evaluate implementation of the Professional Learning:

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Jot Form. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

- Instructional Alignment: Teachers implementing strategies and lessons as modeled in the training or Cluster Meeting.
- Student Engagement: Evidence that students are actively participating and responding to instructional strategies.
- Differentiation: Teachers providing targeted support for students based on needs, including Emergent Bilingual students, students receiving special services, and struggling learners.
- Use of Visuals and Supports: Integration of instructional scaffolds, visuals, and cues to support comprehension.
- Language and Content Objectives: Clear posting and use of objectives in lessons in all classrooms.
- Formative Assessment Practices: Teachers monitoring student understanding through questioning, checks for understanding, or exit tickets.
- Summative Assessment Practices: Teachers will assess mid unit with a CFA and a UA at the end of every unit.
- Classroom Environment: A safe, organized, and supportive learning environment that reflects the training's expectations.

These look-fors will guide campus administration and Master Teachers in providing targeted feedback, ensuring consistency, and measuring the effectiveness of the training across classrooms.

Frequency of observation feedback

Each 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 principals, assistant principals, and Master Teachers will conduct a minimum of five walkthroughs per week each, providing ongoing observation and timely feedback to teachers. This structure ensures that teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.

Capacity Building Supports

Teachers and administrators will receive targeted capacity-building support to strengthen instruction for students in special populations. The Bilingual & ESL Department, Special Education Department, and other Division of Academics team members will provide ongoing support through cluster meetings, lesson internalization sessions, classroom walkthroughs, formal observations, and district and campus specific professional development. These supports are tailored to address campus and teacher needs based on data for STAAR Domains 1, 2, and 3 with a particular emphasis on Domain 3 Closing the Gaps for students in special populations. These capacity building support ensure high-quality, accessible instruction for all learners.

Milestones

South San Antonio ISD is committed to sustained and measurable implementation of its school improvement strategies at Frank Madla Elementary School over the next two years. The district is actively engaging in the Strong Foundations Implementation Plan for the Bluebonnet Learning Instructional Materials, which provides a structured framework of milestones, deliverables, and performance metrics to guide high-quality implementation.

Year 1 (2025–2026): Foundation and Fidelity

- **Fall 2025**
 - Establish baseline data through BOY (Beginning of Year) assessments aligned with STAAR.
 - Provide comprehensive training for all campus staff on Bluebonnet Learning materials.

- Launch weekly Cluster meetings focused on lesson internalization and data analysis.
- Begin implementation of Balanced Assessment aligned to redesigned STAAR blueprint.
- Conduct weekly classroom walk-throughs and coaching cycles using rubrics and NIET tools.
- **Winter 2025–2026**
 - Conduct mid-year instructional walkthrough calibrations with district leadership.
 - Analyze MOY (Middle of Year) assessment data to inform reteach cycles and targeted interventions.
 - Begin formal fidelity checks for curriculum implementation using Strong Foundations implementation rubrics.
 - Master Teachers refine coaching cycles based on formative data and walk-through trends.
- **Spring 2026**
 - Continue job-embedded professional learning with focus on differentiation and academic ownership.
 - Administer EOY (End of Year) assessments and analyze gains.
 - Conduct formal review of Year 1 implementation milestones with TEA and Strong Foundations team.
 - Adjust instructional action plan and support based on year-end data.

Year 2 (2026–2027): Strengthening and Sustainability

- **Fall 2026**
 - Refresher training and onboarding for any new staff on curriculum and assessment tools.
 - Full integration of assessment-aligned lesson planning and rigorous student work protocols.
 - Continued Cluster cycles with emphasis on student engagement and depth of knowledge.
- **Winter 2026–2027**
 - Conduct cross-campus calibration walks with district leaders to ensure consistency.
 - Continue progress monitoring via formative assessments and data dives.
 - Implement student work analysis protocols during Cluster to ensure alignment with expectations.
- **Spring 2027**
 - End-of-year evaluations of instructional growth, including STAAR performance and fidelity metrics.

- Develop campus sustainability plan to maintain progress without external support.
- Document best practices and refine instructional systems for long-term success.

Ongoing Monitoring and Support

- Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

This structured, two-year approach ensures continuous improvement, ongoing capacity-building, and full fidelity to the School Improvement strategies. It also provides clear checkpoints to adjust support and interventions as needed.

Performance Management - Monitoring Implementation of the Plan:

- Ongoing Monitoring and Support Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

Progress Monitoring:

Individuals Responsible

- Executive Cabinet, Principal Supervisor, DCSI, Deputy Superintendent

Frequency

- On a weekly basis

Data Collection Process

- Data trackers, Eduphoria, walk throughs, Jot Form, NIET evaluations, weekly principal meeting agendas, TPESS conferences

Data Sharing

- Weekly principal meetings, TPESS conferences, and School Based Decision Making Committees

Resources - Staffing Adjustments:

Instructional Leadership Roles: SSAISD is funding and staffing two full-time Master Teachers on campus to provide daily coaching, modeling, feedback, and professional development aligned to Tier I instruction.

- Funding: \$200,000, Title I Funds

District-Level Support: A District Executive Master Teacher and Principal Supervisor have been allocated to provide intensive, job-embedded support and accountability for campus leaders.

- Funding: \$100,000 for Executive Master Teacher, Title II funds

Mentor Teachers: Existing teaching staff are being strategically selected and assigned as Mentor Teachers to provide peer support through co-teaching, modeling, and real-time feedback.

- Funding: \$2,000 stipend, General Fund

Professional Learning Investments

SSAISD has prioritized funding for high-quality, sustained professional development through its partnership with NIET, Region 20, and consultants, ensuring all instructional staff receive coaching in research-based instructional strategies and assessment literacy.

This reallocation of resources directly addresses building leadership capacity, ensuring instructional coherence, and supporting high-quality teaching in every classroom.

- Funding Source: Title II, HQIM Grant, ESF Grant

HQIM Funding Sources

These reallocations will be made primarily through ESF, Title I allocations, and Strong Foundation funds. SSAISD is committed to maximizing the impact of these resources to directly improve student outcomes and instructional quality at Frank Madla Elementary School.

This budget reallocation ensures that all financial resources are strategically targeted toward addressing the root causes identified in the ESF diagnostic, supporting sustainable improvements in leadership, instruction, and student achievement.



2025 -2026 Targeted Improvement Plan (TIP)

School System Information

School Name: Palo Alto Elementary School

Name or person completing this plan submission: Millicent Marcha

Email: millicent.marcha@southsanisd.net

What role applies to the person completing this submission? Campus Principal

Plan Type

- Targeted Improvement Plan

Stakeholder Engagement

- Locally Conducted Needs Assessment
- Stakeholder Engagement Meeting - Wednesday, November 12, 2025

Assurances

- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Board approval date: November 17, 2025

Student Outcome Goals

Measure	2025-2026 Campus Goal
All Grades: ELA/Reading Meets Grade Level or Above (STAAR)	46%
All Grades: Math Meets Grade Level or Above (STAAR)	41%
Domain III: Academic Achievement Component Score	59.4
Domain III: Growth Status Component Score	75
Domain III: ELP Status Component Score	100
Domain III: Student Success Status Component Score	56.3

School Improvement Strategy

Selected Strategy:

- Intensive Curriculum & Instruction Improvements

Supporting Grants

- Strong Foundations Implementation
- Effective Schools Framework Focused Support Grant 24-26

Additional Grants

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

External Partners:

- ESC - Region 20
- NIET

Curriculum and Instruction

Adopted curriculum

- Bluebonnet Learning Reading & Math

Instructional Minutes per Week		
Grade	Master Schedule Minutes	Meets Requirement
K-2	1150	Yes
3rd	1250	Yes
4th	1050	Yes
5th	1050	Yes
Instructional Days: 172		

Assessment Plan

- To strengthen instructional decision-making and ensure alignment with the TEA STAAR blueprints, SSAISD has partnered with Dr. Sellers, Consultant, to deliver extensive training on a Balanced Assessment System. The district is currently redesigning assessments to: Align closely with STAAR rigor and format, provide meaningful data to inform instruction, and support timely interventions to close learning gaps.

PLC Structure

Our PLCs are called Cluster Meetings through the use of the NIET model.

PLC Organization:

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PLC Facilitation:

- Master Teachers will facilitate weekly cluster meetings

PLC Attendance:

- All campus teachers are required to attend weekly Cluster meetings. Campus and district admin will also be attending Cluster meetings.

PLC protocol to be used:

- 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.

Capacity Building

Campus Principal: Millicent Marcha

Years of experience as a campus principal: 1

Campus principal turnaround experience: 0

Principal Manager (Director) name: Rose Chapa

Years of experience as a principal manager: 5

Principal manager turn around experience: 0

Percentage of Teachers on the Campus		
Have more than 2 years experience	Are certified	Are TIA designated teachers
80%	94%	24%

Professional Learning

SSAISD's planned professional learning and development for the 2025–26 school year includes the following:

- Principal Manager & Principal: Ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on strengthening school leadership, instructional supervision, and campus management.

- Assistant Principals & Master Teachers: Targeted professional learning on instructional coaching frameworks and leadership practices via NIET, designed to enhance teacher support and campus-wide instructional effectiveness.
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- These sessions are designed to ensure alignment across all leadership and instructional roles, providing consistent support and capacity-building to improve student outcomes.

Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders

- Training will be differentiated through a tiered professional learning and coaching model with the campus master Teachers. Inexperienced and/or ineffective teachers will receive targeted, job-embedded support aligned to their areas of growth as identified through classroom observations, NIET observation data, and student performance trends.
- Intensive Coaching and Mentoring: Novice and/or ineffective teachers will participate in coaching cycles focused on instructional planning, classroom management, and delivery of high-quality Tier 1 instruction. Each cycle will include modeling, co-teaching, and feedback sessions led by campus Master teachers or campus administrators.
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- Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their principal supervisor to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.
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- This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

Tools used to evaluate implementation of the Professional Learning:

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Jot Form. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

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- **Differentiation:** Teachers providing targeted support for students based on needs, including Emergent Bilingual students, students receiving special services, and struggling learners.
- **Use of Visuals and Supports:** Integration of instructional scaffolds, visuals, and cues to support comprehension.
- **Language and Content Objectives:** Clear posting and use of objectives in lessons in all classrooms.
- **Formative Assessment Practices:** Teachers monitoring student understanding through questioning, checks for understanding, or exit tickets.
- **Summative Assessment Practices:** Teachers will assess mid unit with a CFA and a UA at the end of every unit.
- **Classroom Environment:** A safe, organized, and supportive learning environment that reflects the training's expectations.

These look-fors will guide campus administration and Master Teachers in providing targeted feedback, ensuring consistency, and measuring the effectiveness of the training across classrooms.

Frequency of observation feedback

Each 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 principals, assistant principals, and Master Teachers will conduct a minimum of five walkthroughs per week each, providing ongoing observation and timely feedback to teachers. This structure ensures that teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.

Capacity Building Supports

Teachers and administrators will receive targeted capacity-building support to strengthen instruction for students in special populations. The Bilingual & ESL Department, Special Education Department, and other Division of Academics team members will provide ongoing support through cluster meetings, lesson internalization sessions, classroom walkthroughs, formal observations, and district and campus specific professional development. These supports are tailored to address campus and teacher needs based on data for STAAR Domains 1, 2, and 3 with a particular emphasis on Domain 3 Closing the Gaps for students in special populations. These capacity building support ensure high-quality, accessible instruction for all learners.

Milestones

South San Antonio ISD is committed to sustained and measurable implementation of its school improvement strategies at Palo Alto Elementary School over the next two years. The district is actively engaging in the Strong Foundations Implementation Plan for the Bluebonnet Learning Instructional Materials, which provides a structured framework of milestones, deliverables, and performance metrics to guide high-quality implementation.

Year 1 (2025–2026): Foundation and Fidelity

- **Fall 2025**
 - Establish baseline data through BOY (Beginning of Year) assessments aligned with STAAR.
 - Provide comprehensive training for all campus staff on Bluebonnet Learning materials.
 - Launch weekly Cluster meetings focused on lesson internalization and data analysis.
 - Begin implementation of Balanced Assessment aligned to redesigned STAAR blueprint.

- Conduct weekly classroom walk-throughs and coaching cycles using rubrics and NIET tools.
- **Winter 2025–2026**
 - Conduct mid-year instructional walkthrough calibrations with district leadership.
 - Analyze MOY (Middle of Year) assessment data to inform reteach cycles and targeted interventions.
 - Begin formal fidelity checks for curriculum implementation using Strong Foundations implementation rubrics.
 - Master Teachers refine coaching cycles based on formative data and walk-through trends.
- **Spring 2026**
 - Continue job-embedded professional learning with focus on differentiation and academic ownership.
 - Administer EOY (End of Year) assessments and analyze gains.
 - Conduct formal review of Year 1 implementation milestones with TEA and Strong Foundations team.
 - Adjust instructional action plan and support based on year-end data.

Year 2 (2026–2027): Strengthening and Sustainability

- **Fall 2026**
 - Refresher training and onboarding for any new staff on curriculum and assessment tools.
 - Full integration of assessment-aligned lesson planning and rigorous student work protocols.
 - Continued Cluster cycles with emphasis on student engagement and depth of knowledge.
- **Winter 2026–2027**
 - Conduct cross-campus calibration walks with district leaders to ensure consistency.
 - Continue progress monitoring via formative assessments and data dives.
 - Implement student work analysis protocols during Cluster to ensure alignment with expectations.
- **Spring 2027**
 - End-of-year evaluations of instructional growth, including STAAR performance and fidelity metrics.
 - Develop campus sustainability plan to maintain progress without external support.
 - Document best practices and refine instructional systems for long-term success.

Ongoing Monitoring and Support

- Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

This structured, two-year approach ensures continuous improvement, ongoing capacity-building, and full fidelity to the School Improvement strategies. It also provides clear checkpoints to adjust support and interventions as needed.

Performance Management - Monitoring Implementation of the Plan:

- Ongoing Monitoring and Support Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

Progress Monitoring:

Individuals Responsible

- Executive Cabinet, Principal Supervisor, DCSI, Deputy Superintendent

Frequency

- On a weekly basis

Data Collection Process

- Data trackers, Eduphoria, walk throughs, Jot Form, NIET evaluations, weekly principal meeting agendas, TPESS conferences

Data Sharing

- Weekly principal meetings, TPESS conferences, and School Based Decision Making Committees

Resources - Staffing Adjustments:

Instructional Leadership Roles: SSAISD is funding and staffing two full-time Master Teachers on campus to provide daily coaching, modeling, feedback, and professional development aligned to Tier I instruction.

- Funding: \$200,000, Title I Funds

District-Level Support: A District Executive Master Teacher and Principal Supervisor have been allocated to provide intensive, job-embedded support and accountability for campus leaders.

- Funding: \$100,000 for Executive Master Teacher, Title II funds

Mentor Teachers: Existing teaching staff are being strategically selected and assigned as Mentor Teachers to provide peer support through co-teaching, modeling, and real-time feedback.

- Funding: \$2,000 stipend, General Fund

Professional Learning Investments

SSAISD has prioritized funding for high-quality, sustained professional development through its partnership with NIET, Region 20, and consultants, ensuring all instructional staff receive coaching in research-based instructional strategies and assessment literacy.

This reallocation of resources directly addresses building leadership capacity, ensuring instructional coherence, and supporting high-quality teaching in every classroom.

- Funding Source: Title II, HQIM Grant, ESF Grant

HQIM Funding Sources

These reallocations will be made primarily through ESF, Title I allocations, and Strong Foundation funds. SSAISD is committed to maximizing the impact of these resources to directly improve student outcomes and instructional quality at Palo Alto Elementary School.

This budget reallocation ensures that all financial resources are strategically targeted toward addressing the root causes identified in the ESF diagnostic, supporting sustainable improvements in leadership, instruction, and student achievement.



2025 -2026 Targeted Improvement Plan (TIP)

School System Information

School Name: Alan B. Shepard Middle School

Person completing this plan submission: Ricardo Moreno

Email: Ricardo.moreno@southsanisd.net

What role applies to the person completing this submission? Campus Principal

Plan Type

- Targeted Improvement Plan

Stakeholder Engagement

- Locally Conducted Needs Assessment
- Stakeholder Engagement Meeting - Thursday, November 6, 2025

Assurances

- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each

campus website, and this notice included the date, time, and place of the meeting.

- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Board approval date: November 17, 2025

Student Outcome Goals

Measure	2025-2026 Campus Goal
All Grades: ELA/Reading Meets Grade Level or Above (STAAR)	44%
All Grades: Math Meets Grade Level or Above (STAAR)	32%
Domain III: Academic Achievement Component Score	59.4
Domain III: Growth Status Component Component Score	75
Domain III: ELP Status Component Score	100
Domain III: Student Success Status Component Score	56.3

School Improvement Strategy

Selected Strategy:

- Intensive Curriculum & Instruction Improvements

Supporting Grants

- Strong Foundations Implementation
- Effective Schools Framework Focused Support Grant 24-26

Additional Grants

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

External Partners:

- ESC - Region 20
- NIET

Curriculum and Instruction

Adopted curriculum

- Houghton Mifflin Harcourt into Literature and Bluebonnet Learning Math

Instructional Minutes per Week		
Grade	Master Schedule Minutes	Meets Requirement
6th	1,375	Yes
7th	1,375	Yes
8th	1,375	Yes
Instructional Days: 172		

Assessment Plan

- To strengthen instructional decision-making and ensure alignment with the TEA STAAR blueprints, SSAISD has partnered with Dr. Sellers, Consultant, to deliver extensive training on a Balanced Assessment System. The district is currently redesigning assessments to: Align closely with STAAR rigor and format, provide meaningful data to inform instruction, and support timely interventions to close learning gaps.

PLC Structure

Our PLCs are called Cluster Meetings through the use of the NIET model.

PLC Organization:

- Our PLCs, known as Cluster Meetings, are organized by content in secondary.

PLC Frequency:

- Cluster Meetings will occur weekly for a duration of 50 minutes

PLC Facilitation:

- Master Teachers will facilitate weekly cluster meetings

PLC Attendance:

- All campus teachers are required to attend weekly Cluster meetings. Campus and district admin will also be attending Cluster meetings.

PLC protocol to be used:

- 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.

Capacity Building

Campus Principal: Ricardo Moreno

Years of experience as a campus principal: 1

Campus principal turnaround experience: 0

Principal Manager: Jennifer Gutierrez

Years of experience as a principal manager: 7

Principal manager turn around experience: 7

Percentage of Teachers on the Campus		
Have more than 2 years experience	Are certified	Are TIA designated teachers
94%	91%	11%

Professional Learning

SSAISD's planned professional learning and development for the 2025–26 school year includes the following:

- Principal Manager & Principal: Ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on strengthening school leadership, instructional supervision, and campus management.

- Assistant Principals & Master Teachers: Targeted professional learning on instructional coaching frameworks and leadership practices via NIET, designed to enhance teacher support and campus-wide instructional effectiveness.
- Master Teachers & Classroom Teachers: High-Quality Instructional Materials (HQIM) internalization sessions provided by ESC Region 20, along with district-led professional development tailored to campus and district priorities.
- These sessions are designed to ensure alignment across all leadership and instructional roles, providing consistent support and capacity-building to improve student outcomes.

Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders

- Training will be differentiated through a tiered professional learning and coaching model with the campus master Teachers. Inexperienced and/or ineffective teachers will receive targeted, job-embedded support aligned to their areas of growth as identified through classroom observations, NIET observation data, and student performance trends.
- Intensive Coaching and Mentoring: Novice and/or ineffective teachers will participate in coaching cycles focused on instructional planning, classroom management, and delivery of high-quality Tier 1 instruction. Each cycle will include modeling, co-teaching, and feedback sessions led by campus Master teachers or campus administrators.
- Weekly Cluster Meetings: Cluster Meetings will be structured to allow new and struggling teachers to collaborate with highly effective peers. Meetings will emphasize lesson internalization, data analysis, and strategies for supporting diverse learners, including Emergent Bilingual students and students receiving special education or gifted and talented services.
- Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their principal supervisor to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.
- Progress Monitoring: Growth will be monitored through classroom walk-through data, coaching logs, and student achievement metrics to ensure support remains responsive to staff needs.

- This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

DOI teacher: HR is working directly with DOI teachers to check in on alternative program completion and testing outcomes to provide additional support.

Tools used to evaluate implementation of the Professional Learning:

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Jot Form. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

- **Instructional Alignment:** Teachers implementing strategies and lessons as modeled in the training or Cluster Meeting.
- **Student Engagement:** Evidence that students are actively participating and responding to instructional strategies.
- **Differentiation:** Teachers providing targeted support for students based on needs, including Emergent Bilingual students, students receiving special services, and struggling learners.
- **Use of Visuals and Supports:** Integration of instructional scaffolds, visuals, and cues to support comprehension.
- **Language and Content Objectives:** Clear posting and use of objectives in lessons in all classrooms.
- **Formative Assessment Practices:** Teachers monitoring student understanding through questioning, checks for understanding, or exit tickets.
- **Summative Assessment Practices:** Teachers will assess mid unit with a CFA and a UA at the end of every unit.
- **Classroom Environment:** A safe, organized, and supportive learning environment that reflects the training's expectations.

These look-fors will guide campus administration and Master Teachers in providing targeted feedback, ensuring consistency, and measuring the effectiveness of the training across classrooms.

Frequency of observation feedback

Each 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 principals, assistant principals, and Master Teachers will conduct a minimum of five walkthroughs per week each, providing ongoing observation and timely feedback to teachers. This structure ensures that teachers receive consistent, actionable feedback from instructional leaders throughout the school year, supporting continuous improvement in instructional practices.

Capacity Building Supports

Teachers and administrators will receive targeted capacity-building support to strengthen instruction for students in special populations. The Bilingual & ESL Department, Special Education Department, and other Division of Academics team members will provide ongoing support through cluster meetings, lesson internalization sessions, classroom walkthroughs, formal observations, and district and campus specific professional development. These supports are tailored to address campus and teacher needs based on data for STAAR Domains 1, 2, and 3 with a particular emphasis on Domain 3 Closing the Gaps for students in special populations. These capacity building support ensure high-quality, accessible instruction for all learners.

Milestones

South San Antonio ISD is committed to sustained and measurable implementation of its school improvement strategies at Alan B. Shepard Middle School over the next two years. The district is actively engaging in the Strong Foundations Implementation Plan for the Bluebonnet Learning Instructional Materials, which provides a structured framework of milestones, deliverables, and performance metrics to guide high-quality implementation.

Year 1 (2025–2026): Foundation and Fidelity

- **Fall 2025**
 - Establish baseline data through BOY (Beginning of Year) assessments aligned with STAAR.
 - Provide comprehensive training for all campus staff on Bluebonnet Learning materials.

- Launch weekly Cluster meetings focused on lesson internalization and data analysis.
- Begin implementation of Balanced Assessment aligned to redesigned STAAR blueprint.
- Conduct weekly classroom walk-throughs and coaching cycles using rubrics and NIET tools.
- **Winter 2025–2026**
 - Conduct mid-year instructional walkthrough calibrations with district leadership.
 - Analyze MOY (Middle of Year) assessment data to inform reteach cycles and targeted interventions.
 - Begin formal fidelity checks for curriculum implementation using Strong Foundations implementation rubrics.
 - Master Teachers refine coaching cycles based on formative data and walk-through trends.
- **Spring 2026**
 - Continue job-embedded professional learning with focus on differentiation and academic ownership.
 - Administer EOY (End of Year) assessments and analyze gains.
 - Conduct formal review of Year 1 implementation milestones with TEA and Strong Foundations team.
 - Adjust instructional action plan and support based on year-end data.

Year 2 (2026–2027): Strengthening and Sustainability

- **Fall 2026**
 - Refresher training and onboarding for any new staff on curriculum and assessment tools.
 - Full integration of assessment-aligned lesson planning and rigorous student work protocols.
 - Continued Cluster cycles with emphasis on student engagement and depth of knowledge.
- **Winter 2026–2027**
 - Conduct cross-campus calibration walks with district leaders to ensure consistency.
 - Continue progress monitoring via formative assessments and data dives.
 - Implement student work analysis protocols during Cluster to ensure alignment with expectations.
- **Spring 2027**
 - End-of-year evaluations of instructional growth, including STAAR performance and fidelity metrics.

- Develop campus sustainability plan to maintain progress without external support.
- Document best practices and refine instructional systems for long-term success.

Ongoing Monitoring and Support

- Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

This structured, two-year approach ensures continuous improvement, ongoing capacity-building, and full fidelity to the School Improvement strategies. It also provides clear checkpoints to adjust support and interventions as needed.

Performance Management - Monitoring Implementation of the Plan:

- Ongoing Monitoring and Support Weekly: Principal Supervisor conducts observation/feedback cycles with campus leadership.
- Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
- Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
- Quarterly: SSAISD submits implementation progress reports and data to TEA.

Progress Monitoring:

Individuals Responsible

- Executive Cabinet, Principal Supervisor, DCSI, Deputy Superintendent

Frequency

- On a weekly basis

Data Collection Process

- Data trackers, Eduphoria, walk throughs, Jot Form, NIET evaluations, weekly principal meeting agendas, TPESS conferences

Data Sharing

- Weekly principal meetings, TPESS conferences, and School Based Decision Making Committees

Resources - Staffing Adjustments:

Instructional Leadership Roles: SSAISD is funding and staffing two full-time Master Teachers on campus to provide daily coaching, modeling, feedback, and professional development aligned to Tier I instruction.

- Funding: \$200,000, Title I Funds

District-Level Support: A District Executive Master Teacher and Principal Supervisor have been allocated to provide intensive, job-embedded support and accountability for campus leaders.

- Funding: \$100,000 for Executive Master Teacher, Title II funds

Mentor Teachers: Existing teaching staff are being strategically selected and assigned as Mentor Teachers to provide peer support through co-teaching, modeling, and real-time feedback.

- Funding: \$2,500 stipend, General Fund

Professional Learning Investments

SSAISD has prioritized funding for high-quality, sustained professional development through its partnership with NIET, Region 20, and consultants, ensuring all instructional staff receive coaching in research-based instructional strategies and assessment literacy.

This reallocation of resources directly addresses building leadership capacity, ensuring instructional coherence, and supporting high-quality teaching in every classroom.

- Funding Source: Title II, HQIM Grant, ESF Grant

HQIM Funding Sources

These reallocations will be made primarily through ESF, Title I allocations, and Strong Foundation funds. SSAISD is committed to maximizing the impact of these resources to directly improve student outcomes and instructional quality at Alan B. Shepard Middle School.

This budget reallocation ensures that all financial resources are strategically targeted toward addressing the root causes identified in the ESF diagnostic, supporting sustainable improvements in leadership, instruction, and student achievement.



2025 -2026 Targeted Improvement Plan (TIP)

School System Information

School Name: South San Antonio High School

Name or person completing this plan submission: Erika Almendarez

Email: Erika.almendarez@southsanisd.net

What role applies to the person completing this submission? Campus Principal

Plan Type

- Targeted Improvement Plan

Stakeholder Engagement

- Locally Conducted Needs Assessment
- Stakeholder Engagement Meeting - Thursday, November 6, 2025

Assurances

- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

- I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.

Board approval date: November 17, 2025

Student Outcome Goals

Measure	2025-2026 Campus Goal
All Grades: ELA/Reading Meets Grade Level or Above (STAAR)	55%
All Grades: Math Meets Grade Level or Above (STAAR)	38%
Domain III: Academic Achievement Component Score	75
Domain III: Graduation Rate Component Score	50
Domain III: ELP Status Component Score	75
Domain III: CCMR Component Score	75

School Improvement Strategy

Selected Strategy:

- Intensive Curriculum & Instruction Improvements

Supporting Grants

- Strong Foundations Implementation
- Effective Schools Framework Focused Support Grant 24-26

Additional Grants

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant

External Partners:

- ESC - Region 20
- NIET

Curriculum and Instruction

Adopted curriculum

- SAAVAS My Perspective and BBL Math

Instructional Minutes per Week		
Grade	Master Schedule Minutes	Meets Requirement
9th	1,375	Yes
10th	1,375	Yes
11th	1,375	Yes
12th	1,375	Yes
Instructional Days: 172		

Assessment Plan

- To strengthen instructional decision-making and ensure alignment with the TEA STAAR blueprints, SSAISD has partnered with Dr. Sellers, Consultant, to deliver extensive training on a Balanced Assessment System. The district is currently redesigning assessments to: Align closely with STAAR rigor and format, provide meaningful data to inform instruction, and support timely interventions to close learning gaps.

PLC Structure

Our PLCs are called Cluster Meetings through the use of the NIET model.

PLC Organization:

- Our PLCs, known as Cluster Meetings, are organized by content in secondary.

PLC Frequency:

- Cluster Meetings will occur weekly for a duration of 45 minutes

PLC Facilitation:

- Master Teachers will facilitate weekly cluster meetings

PLC Attendance:

- All campus teachers are required to attend weekly Cluster meetings. Campus and district admin will also be attending Cluster meetings.

PLC protocol to be used:

- 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.

Capacity Building

Campus Principal: Erika Almendarez

Years of experience as a campus principal: 4

Campus principal turnaround experience: 0

Principal Manager: Jennifer Gutierrez

Years of experience as a principal manager: 7

Principal manager turn around experience: 7

Percentage of Teachers on the Campus		
Have more than 2 years experience	Are certified	Are TIA designated teachers
87.2%	91%	2%

Professional Learning

SSAISD's planned professional learning and development for the 2025–26 school year includes the following:

- Principal Manager & Principal: Ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on strengthening school leadership, instructional supervision, and campus management.

- Assistant Principals & Master Teachers: Targeted professional learning on instructional coaching frameworks and leadership practices via NIET, designed to enhance teacher support and campus-wide instructional effectiveness.
- Master Teachers & Classroom Teachers: High-Quality Instructional Materials (HQIM) internalization sessions provided by ESC Region 20, along with district-led professional development tailored to campus and district priorities.
- These sessions are designed to ensure alignment across all leadership and instructional roles, providing consistent support and capacity-building to improve student outcomes.

Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders

- Training will be differentiated through a tiered professional learning and coaching model with the campus master Teachers. Inexperienced and/or ineffective teachers will receive targeted, job-embedded support aligned to their areas of growth as identified through classroom observations, NIET observation data, and student performance trends.
- Intensive Coaching and Mentoring: Novice and/or ineffective teachers will participate in coaching cycles focused on instructional planning, classroom management, and delivery of high-quality Tier 1 instruction. Each cycle will include modeling, co-teaching, and feedback sessions led by campus Master teachers or campus administrators.
- Weekly Cluster Meetings: Cluster Meetings will be structured to allow new and struggling teachers to collaborate with highly effective peers. Meetings will emphasize lesson internalization, data analysis, and strategies for supporting diverse learners, including Emergent Bilingual students and students receiving special education or gifted and talented services.
- Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their principal supervisor to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.
- Progress Monitoring: Growth will be monitored through classroom walk-through data, coaching logs, and student achievement metrics to ensure support remains responsive to staff needs.

- This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

DOI teacher: HR is working directly with DOI teachers to check in on alternative program completion and testing outcomes to provide additional support.

Tools used to evaluate implementation of the Professional Learning:

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Jot Form. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

- **Instructional Alignment:** Teachers implementing strategies and lessons as modeled in the training or Cluster Meeting.
- **Student Engagement:** Evidence that students are actively participating and responding to instructional strategies.
- **Differentiation:** Teachers providing targeted support for students based on needs, including Emergent Bilingual students, students receiving special services, and struggling learners.
- **Use of Visuals and Supports:** Integration of instructional scaffolds, visuals, and cues to support comprehension.
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Targeted Improvement Plans

November 17, 2025





Overview

Topics Covered

Targeted Improvement Plans



- Requirements
- Action steps taken to develop the plan
- Plan components
- Monitoring and implementation



Campuses Identified for School Improvement Interventions

Campus Name	Federal Support Label	2025 State Rating	State Unacceptable Rating Count	Type of Plan
South San High School	Comprehensive Identified	D	Year 0	Targeted Improvement Plan (TIP)
Dwight Middle School	Comprehensive Identified	F	Year 1	Targeted Improvement Plan (TIP)
Carrillo Elementary	Comprehensive Identified	D	Year 1	Targeted Improvement Plan (TIP)
Madla Elementary	Comprehensive Identified	D	Year 0	Targeted Improvement Plan (TIP)
Palo Alto Elementary	2024-2026 ESF Focused Support Grant	C	Year 0	Targeted Improvement Plan (TIP)
Shepard Middle School	2024-2026 ESF Focused Support Grant	C	Year 0	Targeted Improvement Plan (TIP)



Overview of Targeted Improvement Plans (TIPs)

Steps:

- Identify District Coordinator of School Improvement (DCSI)
- Region 20 Partnership
- School Improvement Orientation
- Superintendent Consultation with TEA
- Data Sessions
- Foundational Leadership of Instructional Practices and Systems (FLIPS)
- June TIP submission



TIP Development

Process:

- Sharing Data with Staff and Community
- Conducted a Public Hearing at the campus to review campus performance and solicit input from staff and parents
- Board Approval
- TIP submission by November 21, 2025



TIP Components

Campus Goals:

- Domain III
 - Academic Achievement
 - Academic Growth/Graduation Rate for HS
 - English Language Proficiency
 - Student Success/CCMR for HS



TIP Improvement Strategies

School Improvement Strategy:

- Intensive Curriculum and Instruction Improvements
 - HQIM Materials
 - Instructional Minutes
 - Assessment Plan
 - Cluster Meetings/Professional Learning
 - Master Teacher Role
 - Ongoing Monitoring and Support

Thank you!

Questions?

