

South San Antonio Independent School District

District Improvement Plan

2022-2024



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.

Core Beliefs

WE believe that:

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
District Culture and Climate	11
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Parent and Community Engagement	15
District Context and Organization	17
Technology	19
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	23
Goals	24
Goal 1: SSAISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.	24
Goal 2: SSAISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.	33
Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.	38
Goal 4: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.	41
Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.	48
Policies, Procedures, and Requirements	50
Policy Documents & Addendums	51

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

South San Antonio Independent School District has an economically disadvantaged rate of 88% or higher at every campus and has historically averaged 90% of economically disadvantaged students. The range of economically disadvantaged students as reported in the SC5000 ESSA consolidated application this year is from 88%-98%, making every school a priority. For this reason, South San Antonio Independent School District does not allocate Title I, Part A, Title II, Part A or Title IV funds at the campus level.

Title I, Part A

All schools in South San Antonio Independent School District qualify and participate as a schoolwide Title I school. The schools receive per pupil funds based on the number of students who are economically disadvantaged. 30% of Title I, Part A funds are reserved at the district level and provide additional instructional support to improve academic achievement. The personnel work directly with the curriculum and instruction and serve every school in the school district.

Title II, Part A

South San Antonio Independent School District places a focus on the implementation of comprehensive support and improvement activities for those identified schools in need of Improvement in accordance with the TEA Statutory Requirement. Those identified schools also receive funds from Title I, Part A and the School Improvement Grant.

Title II funds at the district level are allocated to personnel who support teachers and principals in order to improve the quality of instruction and ensure equity of educational opportunity for all students. Schools identified as in need of improvement are prioritized by conducting regularly scheduled school visits to include a classroom walk through and feedback protocol in coordination with the school's Targeted Improvement Plan.

Title IV, Part A

South San Antonio Independent School district utilizes funds in accordance with the program guidelines and allocates funds at the district level for the same reason as in Title II, Part A. Safety and health remain a top priority and services and programs are funded to elevate our commitment. A well-rounded education is important for this student population and funds are allocated to increase the integration of fine arts in to the core content areas.

Demographics

Demographics Summary

The South San Antonio Independent School District (SSAISD) was established in 1922. The district comprises approximately 21 square miles in the South and Southwest portion of San Antonio. SSAISD serves its community under the vision “Together, igniting action, inspiring growth” through the mission “Think big, think positive, think forward.”

The district is comprised of 14 campuses - 8 elementary schools, 3 middle schools, 2 high schools and an alternate education program. Five elementary schools offer a two-way dual language program, the middle schools feature choice academies, while the high schools offer early college, dual credit, as well as 20 career and technical education opportunities. SSAISD offers open enrollment to all Bexar County students.

The Demographics of SSAISD compared to the City of San Antonio and State of Texas are detailed below:

	South San Antonio ISD		San Antonio	Texas
	Students	Teachers	64.7%	40.2%
Hispanic	96.1%	77.7%		
White	2%	19.2%	24%	77.9%
African American	1.3%	1.8%	6.8%	13.2%
American Indian	.1%	0%	.7%	1.1%
Asian	.2%	.4%	3%	5.5%

Data from TAPR and US Census

The student demographic make-up of SSAISD is not representative of the City of San Antonio nor the State of Texas. SSAISD serves a predominately Hispanic population with 18.3% of students identified as Emergent Bilingual.

SSAISD provides quality programs for students in special populations in compliance with all federal and state laws. The following chart summarizes the percentage of students identified as being served by a district program as well as the district graduation/dropout/mobility rate as compared to students statewide:

	South San Antonio ISD	State of Texas
Emergent Bilingual	18.3%	21%
Gifted and Talented	6.4%	8.3%
Special Education	11.7%	11.1%
At-Risk	77.8%	49.2%
Homeless	2.1%	1.1%
Title I Schools	100%	64.5%
Dropout (9th-12th)	4%	1.6%

	South San Antonio ISD	State of Texas
Mobility	16.8%	13.8%
Graduation	84.8%	90.3%

Data from the 2020-2021 TAPR Report

SSAISD has a significantly higher percentage of students identified as having at least one At-Risk indicator as compared to the state. The student homeless population is twice that of the state and the student mobility rate is 3 percentage points higher than that of the state. All 17 schools are identified as Title I campuses. The dropout rate for students in grades 9 thru 12 has significantly increased since the onset of COVID-19, as a result the graduation rate has dropped to 84.8%.

The emphasis on academics is espoused by the district having an enrollment rollout campaign by the beginning of each calendar year (Enrollment for 2020-2021: 8,264 students in PreK-12). Due to the rising number of charter schools that have opened in the SSAISD school district, the district has seen a steady decline in student enrollment in the past 5 years.

The district employs total of 1,247 personnel with 60.6% as professional staff. The attendance rate at the district stood at 96.8% during the 2019-2020 school year and has dropped to an 85.9% attendance rate for the 2021-2022 school year.

The district continues to struggle with a decline in enrollment, attendance and the learning gaps of students as a result of COVID-19.

Demographics Strengths

The Care Zone continues to serve the social-emotional and basic food/clothing needs of our students and families.

SSAISD Pre-K program supports a diverse group of children ages 3 through 5 and their families.

50% of teachers have 6+ years of teaching experience.

SSAISD offers a wide-range of Career and Technical Education programs.

SSAISD offers a two-way dual language program at 5 elementary schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SSAISD students identified as having at least one At-Risk indicator is 77.8% as compare to the state at 49.2%. **Root Cause:** Residual affects of learning loss caused by three (3) semesters of virtual instruction due to the COVID 19 Pandemic. A large number of students failed the STAAR test and/or failed two (2) or more foundation classes.

Student Achievement

Student Achievement Summary

The district has significant areas of improvement needed to meet state averages for all student performance including:

- Math - 21 points
- Reading - 23 points
- Science - 18 points

To address these shortcomings, we are aligning our curriculum, instruction, assessment, and professional development to include our special populations.

Overall Rating = C (72)

Academic Year	Overall Rating	District Score
2021/2022	C	72
2020/2021	NR	N/A
2019/2020	NR	N/A
2018/2019	C	77
2017/2018	D	64

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ Disadv	EB/EL (Current & Monitored)
All Subjects											
Percent of Tests											
At Approaches GL Standard or Above	56%	59%	56%	64%	53%	78%	33%	53%	33%	55%	53%
At Meets GL Standard or Above	25%	21%	25%	27%	29%	50%	0%	16%	16%	24%	21%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ Disadv	EB/EL (Current & Monitored)
At Masters GL Standard	7%	8%	7%	10%	18%	33%	0%	0%	9%	6%	5%
Participation											
% participation 2021-22	97%	93%	97%	97%	82%	100%	100%	88%		97%	97%
% participation 2022-23	99%	99%	100%	98%	100%	100%	100%	100%		100%	100%
ELA/Reading											
Percent of Tests											
At Approaches GL Standard or Above	54%	58%	54%	63%	43%	88%	*	56%	27%	53%	48%
At Meets GL Standard or Above	28%	31%	28%	29%	29%	38%	*	19%	15%	27%	23%
At Masters GL Standard	7%	9%	7%	10%	14%	25%	*	0%	8%	7%	7%
Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	54%	52%	54%	60%	50%	67%	*	50%	35%	53%	58%
At Meets GL Standard or Above	19%	12%	19%	22%	25%	50%	*	7%	15%	18%	20%
At Masters GL Standard	5%	6%	5%	5%	13%	33%	*	0%	7%	5%	5%
Science											
Percent of Tests											
At Approaches GL Standard or Above	59%	65%	59%	67%	*	*	*	*	39%	58%	52%
At Meets GL Standard or Above	26%	19%	27%	24%	*	*	*	*	16%	25%	20%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ Disadv	EB/EL (Current & Monitored)
At Masters GL Standard	6%	10%	6%	18%	*	*	*	*	8%	6%	4%
Social Studies											
Percent of Tests											
At Approaches GL Standard or Above	69%	83%	69%	81%	*	*	*	*	49%	68%	62%
At Meets GL Standard or Above	32%	8%	32%	43%	*	*	*	*	23%	31%	19%
At Masters GL Standard	12%	8%	12%	19%	*	*	*	*	14%	11%	4%

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Distinction Designations

Pending 2023 Accountability Report

Student Achievement Strengths

Despite struggles from the COVID pandemic, we have almost met our district score (77) in 2018/2019 with a (72) in 2021/2022 earning the district a "C" designation.

CCMR has a positive effect on our performance. This will serve to pull scores up throughout the district as these strategies are used for all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students at meets on STAAR/EOC in math is 24 points below the state average (13% vs. 37%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 2 (Prioritized): The percentage of students at meets on STAAR/EOC in reading is 22 points below the state average (22% vs. 44%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 3: The percentage of students at meets on STAAR/EOC in science is 22 points below the state average (21% vs. 43%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 4 (Prioritized): The percentage of student receiving masters scores on STAAR/EOC testing is 13 points below the state average (5% vs 18%). **Root Cause:** In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 5 (Prioritized): The number of students that attend college/university, join the military or qualify for an industry certification is below the State average. **Root Cause:** Emphasis on providing college experiences for students with heightened expectations is lacking.

District Culture and Climate

District Culture and Climate Summary

In the most recent climate staff survey 79% of our staff indicated that they were proud to be part of their team. The staff indicated that they enjoy their work and colleagues (79%) and that their team inspires them to do their best work (73%). In addition, 63% of the surveyed staff see a clear link between their work and the district's goals and objectives while 64% indicated that they understood the district's vision and priorities. In the same survey 54% felt they have the appropriate tools and resources to accomplish their work and 51% felt that their contributions were valued and recognized.

District Culture and Climate Strengths

Elementary campuses participate in Harmony initiatives while implementing evidence-based practices within our schools and classrooms to support positive academic and behavior outcomes for all students. Middle school campuses use Class Catalyst and high school campuses use Character Strong to provide research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives.

SSAISD uses P3 Campus as an anonymous tip reporting solution designed specifically for the educational community. P3 Campus is a vital tool in keeping schools and students safe. School community members can report about a wide range of concerns, from mental health issues to threats of violence through the P3 Campus mobile app or through any web browser at P3 Campus.com. Their proven technology is used in thousands of schools and has saved lives and prevented tragedies. Supplemented by turn-key promotional materials and guides, and giving administrators and designated law enforcement officials an intuitive interface to manage and share tips in real time, P3 Campus aids in gathering the information we need to fully support and protect your students.

SSAISD uses Navigate 360 for the whole-child safety, success and wellness of the whole community. It empowers our school community to stay safe and thrive by supporting staff and students' mental and emotional wellbeing with their suite of solutions: Mental Health & Prevention, Intervention & Restorative Practices, Suicide Awareness & Prevention, Reduce violence and self-harm in schools, and liability and compliance protection through a consistent and documented evidence-based process.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Student leadership opportunities at the campus and district levels have been limited. **Root Cause:** Missed opportunities to provide students with a strong leadership program.

Problem Statement 2: Student attendance and enrollment has decreased due to apprehensions connected to COVID 19. **Root Cause:** Lack of providing multiple options for student instructional delivery.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Per 2020-2021 and **2021-2022** Texas Academic Performance Report:

Teachers (554.3) **(541.3)**, Professional support (146.4) **(131.9)**, Campus Leadership (38) **(35.1)**, Central Administration (17.6) **(15.8)**, Educational Aides (112.2) **(109.9)** and Auxiliary staff (378.7 **(345.8)**). Total staff is 1,247.2, **1179.7**.

Total minority staff is 1,075.6 **(1038.3)**.

Teacher by ethnicity: AA(9.9) **(7.8)** Hispanic(430.9) **(430.4)**, White(106.5) **(96.1)**, AI(0) **(0)**, Asian (2) **(3)**, Two more Races (5) **(4)**, Males (170.1) **(172)** and Females (384.1) **(369.3)**

Teachers by experience: Beginning (80.5-14.5%) **(54.2-10%)**, 1-5 years experience (129.1-23.3%) **(126.2 23.3%)**, 6-10 years experience (103.2-18.6%) **(105.1-19.4%)**, 11-20 years experience (173.7-31.3%) **(182.8- 33.8%)**, 21-30 years experience (57.5-10.4%) **(61.9- 11.4%)**, Over 30 years experience (10.3-1.9%) **(11- 2%)**

Experience of Campus Leadership: Principals - 5.7 years **(5.9 years)** and AP - 4.4 **(4.6)**

Turnover Rate for Teachers: 11.9% **(14.3%)**

Professional Development for teacher quality is done in-district by Instructional coaches or facilitators and with consultants to improve instructional practices.

Staff Quality, Recruitment, and Retention Strengths

The addition of instructional coaches to support classroom teachers has assisted with retaining teachers and improving the quality instruction.

The district added content specific instructional coaches to increase teacher efficacy.

The district conducts visioning walks to ensure efficacy of curriculum, instruction, and assessment with a feedback loop for campus instructional trends.

In 2021-2022 district-wide Professional Development of The Fundamental 5 was initiated to improve the quality of instruction. Every campus utilized instructional leaders to deliver professional development in the Fall semester using district provided resources including the distribution of a copy of the professional book The Fundamental 5 to each educator.

During the 22-23 school year, the district implemented a \$1,000 staff retention program that included staff attendance. The District also looked at placing breaks in the calendar for additional time off for staff in the months of September, October, November, January and February for employee health and wellness.

In the 2023-2024 school year, the district is providing monetary incentive through the TIA (Teacher Incentive Allotment) and partnering with TxCEE (Texas Center for Education Excellence) for training for teacher certification, teacher and aspiring principal mentorships.

The board approved an aggressive compensation plan to increase the starting salary from \$56,135 to \$58,380 and included competitive stipends for Math and Science at \$6,000 annually. The board also approved an ADA and accountability stipend to include \$500 and \$250 annual stipends. In addition, the board approved other duty pay such as Saturday School, Tutorials, Professional pay to \$40/hour. Other considerations were made for cafeteria workers and bus drivers who received a 6% salary increase in 2022-2023 and an additional 4% in 2023-2024. Substitute teachers' pay was also increased to \$100/day for non-degreed, \$110 for degreed, and \$120 for certified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The teacher turnover rate has decreased from 14.7% to 11.9%. As a district we will continue to work on decreasing this number to below 10%. **Root Cause:** We will continue to work on making recommendations to our board for competitive pay and stipends while also making South San Antonio ISD a great top workplace where teacher leaders and staff are supported, valued and empowered.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district is fully participating in the **COVID Recovery Instructional Materials Supply initiative (CRIMSI)** and has access to all of the high-quality instructional materials, curriculum, assessments, and professional learning that comes with it through the end of the 2023/2024 school year for Math, ELA, K-12 and SLA and Science for Elementary. CRIMSI also helps the district to fund a team of instructional coaches to help to ensure that we are able to implement instructional products with fidelity. We are also utilizing mCLASS and MAP as universal screeners for BOY, MOY, and EOY checkpoints for student progress towards mastering appropriate content.

The district is utilizing Frog Street for pre-K/Head Start to give our students a strong foundation for early elementary and we utilize CIRCLE to measure student success.

The district utilizes StemScopes for secondary Science and creates a scope and sequence from TCMPC along with district created assessments to check for student mastery of the objectives.

The district utilized MyWorld for elementary social studies and McGraw-Hill for secondary social studies and creates a scope and sequence from TCMPC along with district created assessments to check for student mastery of the objectives.

The district utilizes Take Flight and Lexia for Dyslexia and Special education students which provides differentiated literacy instruction based on the students abilities.

The district Department of Academics conduct regular learning or visioning walks on each campus for the purpose of providing feedback to teachers and campus admin on their success in implementing district initiatives and programs. Curriculum and instructional decisions are made at the district level and fidelity is monitored by this team. Instructional best-practices are outlines and instructional decisions are made by teachers and campus administrators.

Curriculum, Instruction, and Assessment Strengths

- Deep implementation of Eureka Math, Carnegie Math, Amplify ELAR and SLAR, O'Dell ELAR, and PhD Science.
- Robust team of instructional coaches and district content leads to assist with implementation.
- Willingness of both new and veteran teachers to try new products to boost learning outcomes.
- District-wide unit assessments, benchmarks, and universal screeners are in use to track student progress.
- Learning/Visioning walks provide a regular mechanism for providing feedback for program and system fidelity.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students who fall behind do not have the ability to accelerate back to grade level. **Root Cause:** We do not have a valid and reliable system for RTI/MTSS.

Problem Statement 2: Reading scores indicate a significant number of students not reading on grade level. **Root Cause:** We do not have a phonics curriculum nor instructional model to implement district-wide.

Parent and Community Engagement

Parent and Community Engagement Summary

South San Antonio ISD (SSAISD) is committed to expanding the involvement of parents and the community in our students' education.

The District continues to build relationships with parents and families based on open dialogue and meaningful involvement through activities such as:

- booster clubs
- parent organizations
- Title I parent involvement meetings
- campus and district advisory committees
- open houses and back-to-school nights
- family reading/math/science nights
- (Cafecitos) Coffee with Principals
- Health fairs
- parent-teacher conferences
- parent surveys
- District-wide events
- College and Career readiness fairs
- Food pantry/monthly mobile food drives
- HHSC (medicaid, SNAP, medicare benefits assistance)
- Bi-Monthly farmers market
- Free counseling services

The community also plays an important role in the education of SSAISD students. Through programs like Coca Cola Valued Youth, Communities in School, Family Services Association, SA Youth, Boy Scouts of America, COFSA, Jr. Achievement, in community service projects, internships, and career fairs, partnerships with colleges and universities, and community forums, the district places a high priority on purposeful exchanges between the community and our schools.

SSAISD has made a commitment to collaborate with the City of San Antonio Municipal Court System for truancy prevention. Through attendance forums, parents have become more active in solving challenges and obtaining services to promote attendance. Parents and children can sign a contract with the court, which allows them to avoid a truancy charge if they abide by its terms — in most cases, to avoid more absences. Behavior contracts, as well as the implementation of county-wide uniform truancy policies and counseling or other

assistance are offered before a student is scheduled to appear in court.

SSAISD and community families engagement program is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff at all levels that requires mutual respect for the roles and strengths each has to offer. SSAISD offers programs such as GED, Family parenting, and more.

Parent and Community Engagement Strengths

South San Antonio ISD has assigned a parent liaison at every campus to assist with bridging academic, social and emotional gaps between the families and the school including assisting the campus principals and counselors with family engagement meetings with parents on a regular basis as well as partnering with HHSC to assist SSAISD families with applying for medicaid, SNAP and medicare benefits and much more.

The district has open the first of its kind wrap-around services center, the C.A.R.E. Zone, that offers families services such as individual, family, group and couples counseling for all South San ISD students and their families. The C.A.R.E. Zone also provides students with brand new clothing through a partnership with SA Threads. The San Antonio Food Bank has partnered with the district to provide a pantry at the C.A.R.E. Zone as well as monthly mobile food drives to the South San Antonio ISD community.

The district provides ESL and GED programs that are held at the C.A.R.E. Zone and Dwight Middle School.

All written communication is provided in both English and Spanish which includes communication provided through all social media platforms and district website.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent participation. **Root Cause:** Lack of multiple opportunities to attend parent sessions and public perception of districts willingness to support students and their families.

District Context and Organization

District Context and Organization Summary

The District has embraced the Effective School Framework to align campuses with coherent structures of best practices. SSAISD believe it is essential the District consistently and cohesively implement structures based on effective instruction, high quality curriculum and positive school culture.

The District has identified the following three (3) priorities necessary to increase student outcomes:

Lever 1: Strong School Leadership and Planning

Lever 2: Effective, Well- Supported Teachers

Lever 5.3: Data Driven Instruction

SSAISD is committed to developing a High-quality early childhood program to ensure that children have literacy and numeracy skills to succeed in school. SSAISD effort is also to increase student enrollment in early childhood by 10% and every year after.

District Context and Organization Strengths

Lever 1: Strong School Leadership and Planning Organization

Strengths

- Vision Walks conducted by the Department of Academics
- Creating of Campus Instructional Leadership Teams (CILT)
- Leadership Academy created for aspiring leaders
- Effective School Framework Training for Campus Instructional Leadership Teams (CILT)

Lever 2: Effective, Well-Supported Teachers

Strengths

- Teacher Mentoring Program in collaboration with Education Service Center (ESC)
- Professional Learning Communities (PLC) for collaboration with both content and grade level teachers
- Instructional Coaches at the Elementary level for teacher support and guidance

Lever 5.3: Date Driven Instruction

Strengths

- Universal Screeners for grade levels PK-12
- Common module assessments
- High Quality Instructional Materials (HQIM) provided by the Covid Recovery Instructional Materials Support Initiative (CRIMSI) state grant.

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Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Lack of continuity in the use of student data to drive effective instruction. **Root Cause:** The lack of a systemic implementation is attributed to the absence of a secondary universal screener and continuous evaluation of progress monitoring procedures/processes.

Technology

Technology Summary

South San Antonio ISD works towards ensuring that all students achieve academic success and become lifelong learners and digital citizens in the process. Through local, state, federal and E-Rate funding, equipment is purchased to assist with the improvement of staff and student performance. Teachers use these resources to deliver instruction and to gather, analyze, and utilize data for effective decision-making and strategic planning. District expectations regarding technology are located in the District Technology Plan that is aligned to the District Improvement Plan. This plan is in place to provide guidance on meeting local, state, and national technology standards including 21st century skills.

Due to the COVID-19 epidemic, teachers delivered instruction remotely at various times from 2020-2022. The district purchased additional chromebooks, and hotspots to facilitate the instructional delivery plan to all students. Currently, issues with bandwidth are being evaluated as the demands for online learning on campus and remotely continues to be an integral part of our student's academic life.

In 2022-2023, an initiative began to elevate student engagement by purchasing an iPad for every elementary student in PK-5th grade which also supports special populations including the English Language Learners and Special Education students.

Technology Strengths

- The use of surfaces, chromebooks and iPads in the classroom to differentiate lessons are a common practice.
- An effective 1:1 initiative
- Data network is served with a wide area network (WAN) that is constructed primarily with GigaMAN services and supplemented by local private fiber that provides high speed Internet connection of 10 Gbps that is shared by all of our educational sites.
- Internet connection is secured through our firewall and Internet Content Filter; a Child Internet Protection Act (CIPA) compliant content filter for all district workstations.
- All employees and students are provided with network and email accounts for access that allows access to data storage, communication and shared folders on servers on the district network.
- Data Center virtual server environment
- Administrative use of technology for department and campus organization and communication to all stakeholders; staff, parents, students and community
- Emphasis on student use and integration of technology in classrooms
- All facilities have wireless access capabilities
- Apple teacher and leadership training

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Aging network infrastructure equipment. **Root Cause:** Turnover of managerial technology personnel and lack of an equipment refresh schedule.

Priority Problem Statements

Problem Statement 1: SSAISD students identified as having at least one At-Risk indicator is 77.8% as compare to the state at 49.2%.

Root Cause 1: Residual affects of learning loss caused by three (3) semesters of virtual instruction due to the COVID 19 Pandemic. A large number of students failed the STAAR test and/or failed two (2) or more foundation classes.

Problem Statement 1 Areas: Demographics

Problem Statement 3: The percentage of students at meets on STAAR/EOC in reading is 22 points below the state average (22% vs. 44%).

Root Cause 3: In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The percentage of students at meets on STAAR/EOC in math is 24 points below the state average (13% vs. 37%).

Root Cause 4: In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The number of students that attend college/university, join the military or qualify for an industry certification is below the State average.

Root Cause 5: Emphasis on providing college experiences for students with heightened expectations is lacking.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The percentage of student receiving masters scores on STAAR/EOC testing is 13 points below the state average (5% vs 18%).

Root Cause 6: In prior years, we did not have a common curriculum, instructional framework, nor assessments for teachers to use.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Lack of continuity in the use of student data to drive effective instruction.

Root Cause 7: The lack of a systemic implementation is attributed to the absence of a secondary universal screener and continuous evaluation of progress monitoring procedures/ processes.

Problem Statement 7 Areas: District Context and Organization

Problem Statement 8: Student leadership opportunities at the campus and district levels have been limited.

Root Cause 8: Missed opportunities to provide students with a strong leadership program.

Problem Statement 8 Areas: District Culture and Climate

Problem Statement 9: Low parent participation.

Root Cause 9: Lack of multiple opportunities to attend parent sessions and public perception of districts willingness to support students and their families.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Aging network infrastructure equipment.

Root Cause 10: Turnover of managerial technology personnel and lack of an equipment refresh schedule.

Problem Statement 10 Areas: Technology

Problem Statement 11: Students who fall behind do not have the ability to accelerate back to grade level.

Root Cause 11: We do not have a valid and reliable system for RTI/MTSS.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: By June 2024, 80% of all students, with a concentrated effort on all special populations, will show growth on assessments in tested core content areas.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessments, Universal Screeners, Benchmarks, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Implement a one to one technology device initiative for all students to improve academic achievement. Strategy's Expected Result/Impact: Increased student outcomes on formative and summative assessments. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus administration Title I: 2.4, 2.5 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for schools to implement technology rich activities at the campus level such as: blended learning, Maker Space, use of interactive boards , and audio-visual programming. Strategy's Expected Result/Impact: Hands-on and enriched curriculum for students Staff Responsible for Monitoring: Campus Administration Executive Director of Curriculum and Instruction Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental science resources for elementary campuses to improve instruction. Strategy's Expected Result/Impact: Increase science assessment results Staff Responsible for Monitoring: Campus administration and instructional coaches Title I: 2.4 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campuses will conduct unit and interim assessments to measure teacher academic progress and student progress monitoring. Strategy's Expected Result/Impact: Increase student outcomes on assessments Staff Responsible for Monitoring: Campus administration and instructional coaches Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide online systems or software to maintain student program documentation and records(including Head Start, Bilingual Education, Special Education, dyslexia, Section 504, RTI), as well as monitor and adjust student plans in order to improve academic achievement. Strategy's Expected Result/Impact: Increase student outcomes on assessments. Staff Responsible for Monitoring: Director of Federal Programs Director of Special Education Director of Bilingual Programs Director of Early Childhood Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Promote and recruit for Early Childhood and Head Start program. Strategy's Expected Result/Impact: Student recruitment is essential to boosting excellence and enhancing diversity in an institution's student body, while tactically boosting the funding base which will support student achievement. Staff Responsible for Monitoring: Director of Early Childhood, Recruiters, Head Start staff, Campus Principals Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental social studies resources to improve instruction. Strategy's Expected Result/Impact: Increase student outcomes on assessments Staff Responsible for Monitoring: Campus Administration Instructional Coach Title I: 2.4, 2.5 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Assess all Pre-K/Head Start students with CIRCLE and ASQ assessments for Beginning, Middle, and End of year checkpoints in literacy and math components. Strategy's Expected Result/Impact: CIRCLE and ASQ will provide grouping, differentiation instruction, and RTI (MTSS) strategies in order to fill the achievement gap. Staff Responsible for Monitoring: Director of Early Childhood Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Purchase, provide and incorporate supplemental resources that will enhance the delivery of instruction for early childhood. Strategy's Expected Result/Impact: Increased student academic achievement. BOY, MOY, and EOY benchmarks., Staff Responsible for Monitoring: Director of Early Childhood, Recruiters, Head Start staff, Campus Principals Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Purchase meals for students and staff in Head Start classrooms to implement family-style dining. Family-style dining introduces healthy foods, model healthy behaviors, and provide opportunities for teaching staff to model nutrition and oral language education to all students. Strategy's Expected Result/Impact: Family-style dining introduces healthy foods, model healthy behaviors, and provide opportunities for teaching staff to model nutrition and oral language education to all students. Staff Responsible for Monitoring: Director of Early Childhood Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Provide resources/materials to the Bilingual department to maintain all LPAC documentation and testing materials for identification and reclassification. Strategy's Expected Result/Impact: 100% compliance of Bil/ESL requirements. Staff Responsible for Monitoring: Bilingual Director LPAC campus administrator Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Promote and provide supplemental resources and professional development to support the delivery of instruction in early childhood. Strategy's Expected Result/Impact: Early Childhood educators will be knowledgeable in researched based early childhood strategies/resources. Staff Responsible for Monitoring: Director of Early Childhood Bilingual/ESL Coordinator Campus Principal Curriculum Department Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide Math supplemental resources that will promote hands-on/manipulative learning and foundational math knowledge. Strategy's Expected Result/Impact: Improved Math STAAR results Staff Responsible for Monitoring: Director of Teaching and Learning Math Coordinator Campus Administrators Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: Utilize a universal screener to students in kindergarten through 12th grade to assess reading proficiency. Strategy's Expected Result/Impact: Increase student outcomes in reading Staff Responsible for Monitoring: Director of Teaching & Learning, instructional coaches Campus Adminsitrators Title I: 2.4 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Utilize a universal screener to students in Kindergarten through 12th grade to assess math proficiency. Strategy's Expected Result/Impact: Increase student outcomes in math Staff Responsible for Monitoring: Director of Teaching & Learning, instructional coaches Title I: 2.4 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Provide instructional resources to special education students receiving speech therapy, occupational services, physical therapy, adaptive physical therapy, visual impairment services, Orientation and Mobility, auditory impairment services, interpreting services, nursing services, interpreting services and behavior support to effectively meet students individualized Education Plan (IEP). Strategy's Expected Result/Impact: Improve student outcomes Staff Responsible for Monitoring: Director of Special Education Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Purchase instructional supplies for special education district personnel to support teachers and campuses with implementing educational best practices to support goals and objectives to effectively meet students Individual Educational Plan (IEP's) and to maintain compliance. Strategy's Expected Result/Impact: Improve student outcomes Staff Responsible for Monitoring: Director of Special Education Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: Provide cognitive, psychological, communication, transition and Behavior assessments and evaluations for students who have been identified and meet TEA guidelines for students with disabilities. Strategy's Expected Result/Impact: Increase student outcomes by ensuring proper support service placement Staff Responsible for Monitoring: Director of Special Education Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Enhance classrooms and school libraries with supplemental resources and upgrade the learning spaces. Strategy's Expected Result/Impact: Increase STAAR reading scores Staff Responsible for Monitoring: Campus Administrators Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Provide supplemental resources for Bilingual/ESL teachers. Strategy's Expected Result/Impact: Increase in TELPAS results Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL teachers Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Provide supplemental reading materials, supplies, and other resources to classrooms. Strategy's Expected Result/Impact: All students reading on grade level in 3rd grade. Staff Responsible for Monitoring: Director of Teaching and Learning, Instructional coaches/facilitator, Director of Special Education and Campus administration Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 22 Details	Reviews			
Strategy 22: SSAISD provides beyond school hours opportunities, including After School Programs and an Additional Day School Year ADSY high quality program for identified striving students at the elementary and secondary level. Strategy's Expected Result/Impact: Close instructional gaps Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Administration Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 23 Details	Reviews			
Strategy 23: Provide instructional materials and enrichment programs for Migrant students Strategy's Expected Result/Impact: Increase student outcomes Staff Responsible for Monitoring: Migrant Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 24 Details	Reviews			
Strategy 24: Address the academic impact of lost instruction due to COVID-19. Strategy's Expected Result/Impact: Increase student academic outcomes Staff Responsible for Monitoring: District administration and principals Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
Strategy 25: Promote and recruit for the Dual Language program. Strategy's Expected Result/Impact: Student recruitment is essential to boosting excellence and enhancing diversity in an institution's student body, while tactically boosting the funding base which will support student achievement. Staff Responsible for Monitoring: Director of Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 26 Details	Reviews			
Strategy 26: Purchase instructional supplies/resources for Bilingual district personnel to support teachers and campuses with implementing educational best practices to support goals and objectives to effectively meet student needs and maintain compliance. Strategy's Expected Result/Impact: Increase student outcomes by ensuring proper support services Staff Responsible for Monitoring: Director of Bilingual/MEP Programs	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

Strategy 27 Details	Reviews			
Strategy 27: Provide a Program Specialist to coordinate the Identification and Recruitment of eligible migratory families (Migrant Education Program), per the Texas Education Agency's guidelines, with the Education Service Center-Region 20 as a member of the Shared Service Agreement (SSA). Strategy's Expected Result/Impact: Increase the number of families identified in the Migrant Education Program by 35% from August 2023 to June 2024. Staff Responsible for Monitoring: Family and Community Engagement Specialist ESC 20 through SSA	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 28 Details	Reviews			
Strategy 28: Provide a Program Specialist to identify the individualized needs of students eligible under the Migrant Education Program and prioritize students meeting the Priority For Service criteria to meet the challenging State academic standards. Strategy's Expected Result/Impact: 80% of MEP students will show growth on the Texas Academic Assessment (STAAR) Domain I from the previous academic school year and/or a STAAR aligned assessment from BOY to EOY. Staff Responsible for Monitoring: Parent and Family Engagement	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SSAISD students identified as having at least one At-Risk indicator is 77.8% as compare to the state at 49.2%. Root Cause: Residual affects of learning loss caused by three (3) semesters of virtual instruction due to the COVID 19 Pandemic. A large number of students failed the STAAR test and/or failed two (2) or more foundation classes.

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

Performance Objective 2: By June 2024, all elementary schools will reach a 93% attendance rate and all secondary schools will reach a 90% attendance rate.

HB3 Goal

Evaluation Data Sources: PEIMS Average Daily Attendance Rates by school

Strategy 1 Details	Reviews			
Strategy 1: Purchase technology for students and staff that will provide support with compliance and aide in the interaction between students and instructors, which includes assistive technology or adaptive equipment for SWD. Strategy's Expected Result/Impact: Closing the achievement/learning gap created by COVID. Staff Responsible for Monitoring: All district and campus administration Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Summer Bridge for 7th and 8th grade students to close the math gap for Algebra. Strategy's Expected Result/Impact: Students meeting the Meets standard on EOC algebra test. Staff Responsible for Monitoring: Campus administration Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide technology, instructional subscriptions, and personnel such as (Instructional Coaches, Academic/Content Coordinators and Specialists, At Risk Counselors) as supplemental to campus instruction to improve academic achievement. Strategy's Expected Result/Impact: Closing the achievement/learning gap created by COVID Domain 2 Academic Growth in state accountability system Staff Responsible for Monitoring: Instructional Coaches Director of Curriculum and Instruction	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: Targeted and ongoing professional development will be provided to 100% of instructional and support staff.

HB3 Goal

Evaluation Data Sources: PD Evaluation Forms, PD Agendas and Sign in Sheets

Strategy 1 Details	Reviews			
Strategy 1: SSAISD will create professional learning opportunities to support high quality instruction and improve student achievement. Strategy's Expected Result/Impact: Increase STAAR outcomes Staff Responsible for Monitoring: Chief Academic Officer Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct satisfaction surveys to teachers for feedback on support and resources provided. Strategy's Expected Result/Impact: Increase teacher retention. Staff Responsible for Monitoring: campus administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training on Individual Educational Plan (IEP) development, implementation data collection and SPED compliance to ensure support to campus, teachers and administrators. Strategy's Expected Result/Impact: Increased student outcomes and proficiency in individualized Educational Plans. Staff Responsible for Monitoring: Director of Special Education Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide additional staff (including instructional coaches, facilitators, clerks, specialists and coordinators) for supplemental support and services to improve teacher quality and student academic achievement . Strategy's Expected Result/Impact: Improved teacher efficacy. Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Federal and State Programs, CAO Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide professional development in early literacy, CIRCLE, ASQ, CLASS, PK guidelines, Estrellitas, HS ELOFS, HS Performance Standards, First Aid/CPR and best practices. Strategy's Expected Result/Impact: Improve student outcomes and teacher efficacy Staff Responsible for Monitoring: Director of Early Childhood Title I: 2.4 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Math teachers will be trained on the effective use of manipulatives for use during extended learning opportunities during math intervention periods. Strategy's Expected Result/Impact: Improve standards-based lessons for increased student outcomes. Staff Responsible for Monitoring: Principal and instructional coaches Title I: 2.4 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Secondary teachers will be trained on high yield math strategies to increase student achievement. Strategy's Expected Result/Impact: Improve standards based lessons for increased student outcomes. Staff Responsible for Monitoring: Principal, instructional coaches, Director of Teaching and Learning Title I: 2.4 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Education Service Center commitment will provide services in the areas of administration, curriculum, instruction and assessment, professional development, specialized services and Enterprise Resource Planning Solutions system. Strategy's Expected Result/Impact: Differentiated lessons. Staff Responsible for Monitoring: Executive Director of Instructional Services Title I: 2.4 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide Bilingual and Dual Language program supplemental resources and services in curriculum, instruction and assessment, professional development, and specialized services to enhance student instruction while ensuring a safe learning environment. Strategy's Expected Result/Impact: Increase rigorous lessons and improved academic student outcomes. Staff Responsible for Monitoring: DOA, Campus administrators, Bilingual/ESL Coordinator and Facilitator, Program Directors including Special Education Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide T-PESS or T-TESS training for principals and assistant principals to help them in self evaluation and improve providing teacher feedback. Strategy's Expected Result/Impact: Engaged lessons by teachers Staff Responsible for Monitoring: Executive Director of C&I and campus principal Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide professional development opportunities to BIL/ESL department to keep up with required mandates and compliance. Strategy's Expected Result/Impact: Meeting requirements with all programs Staff Responsible for Monitoring: Bilingual/ESL Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Provide Bilingual/ESL and Special Education stipends to teachers. Strategy's Expected Result/Impact: Improve teacher retention Staff Responsible for Monitoring: Campus administration, Bilingual/ESL department, Special Education department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide professional development through Bilingual Symposium in areas of high needs for Bilingual/ESL teachers and general best practices for all classroom teachers to enhance instructional practices and increase student performance. Strategy's Expected Result/Impact: Increased instructional efficacy and improved student outcomes Staff Responsible for Monitoring: Bilingual/ESL Department Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Implement ongoing professional learning and development for CRIMSI (COVID Recovery Instructional Materials Support Initiative). Strategy's Expected Result/Impact: Improved Student Outcomes Staff Responsible for Monitoring: Director of Teaching and Learning Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Sources: HR Audit Documents

Strategy 1 Details	Reviews			
Strategy 1: Reimburse teachers for adding ESL supplemental to their teaching certificates. Strategy's Expected Result/Impact: Differentiated instruction in ESL classrooms Staff Responsible for Monitoring: Bilingual/ESL Coordinator Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide test preparation for English teachers who will pursue an ESL certification. Strategy's Expected Result/Impact: Enhanced instructional practices Staff Responsible for Monitoring: Bilingual/ESL Coordinator Title I: 2.4 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SSAISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

High Priority

HB3 Goal

Evaluation Data Sources: AP test results, Dual Enrollment Data, TSIA 2.0, CTE Certifications and Licensures

Strategy 1 Details	Reviews			
Strategy 1: Administer the SAT/PSAT/AP/PreAP/TSIA 2.0 to expand access to a globally recognized college admission test that's accepted at all U.S. colleges and universities. Strategy's Expected Result/Impact: Increase access to university and colleges Staff Responsible for Monitoring: College & Financial Aid Specialist Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administer ASVAB to determine qualification for military enlistment. Strategy's Expected Result/Impact: Increase career paths Staff Responsible for Monitoring: College & Financial Aid Specialist Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide access to courses at Palo Alto College and St. Philips College through the dual credit or the Early College Program. Strategy's Expected Result/Impact: Increase attainment of dual credit courses. Staff Responsible for Monitoring: Executive Director of C & I, CTE Director Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Partner with local business to establish internships for CTE students. Strategy's Expected Result/Impact: Increase internships for high school students. Staff Responsible for Monitoring: CTE Director Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide personnel, supplemental student supplies and technology , and industry based certifications for Career and Technology students. Strategy's Expected Result/Impact: Increase the number of students earning an IBC and/or licensures from the previous school year. Staff Responsible for Monitoring: CTE Director Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Sustain Fine Arts, STEM, and other enrichment opportunities at all levels. Strategy's Expected Result/Impact: Increase the number of students entering high school with a defined career path. Staff Responsible for Monitoring: Principals Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Advanced Academic Preparation materials and training will be aligned and embedded into AP courses. Strategy's Expected Result/Impact: Increased AP Scores Staff Responsible for Monitoring: AP Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide advanced academic preparation sessions beyond regular school hours. Strategy's Expected Result/Impact: Increased Advanced Academic Exam Scores Staff Responsible for Monitoring: District and Campus Instructional Teams Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: SSAISD will provide students opportunities to participate in college tours, CTE competitions, and related enrichment activities, such as STEAM Camp. Strategy's Expected Result/Impact: Increase the number of students pursuing Science, Technology, Engineering, Arts and Math fields. Staff Responsible for Monitoring: Advance Academics, BESL Coordinator, CTE Director Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: SSAISD will provide well-rounded education opportunities for students as a supplemental enrichment STEM/Esports program during or beyond school hours by June 2024. Strategy's Expected Result/Impact: At 80% of students in this STEM program will show mastery in STEM lessons by the end of the program in June 2024. Staff Responsible for Monitoring: Principals Esports Lead Teacher	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By June 2024, increase resources by 5% to provide services such as mental health, social emotional learning and student engagement opportunities for At-Risk Students to succeed in school.

Evaluation Data Sources: CARE Zone Activity Log

Strategy 1 Details	Reviews			
Strategy 1: Through a school-based coordinator, bring community resources into our schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results. Strategy's Expected Result/Impact: Improve grades, attendance and behavior. Staff Responsible for Monitoring: Executive-Director of C&I Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Private Non-Profit (PNP) support for students serviced by the Title I, Migrant Education Programs. Strategy's Expected Result/Impact: Increased academic scores. Staff Responsible for Monitoring: Director of Federal and State Programs District Specialist to monitor MEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure all students have the opportunity to enhance learning and real-life experiences through educational field trips experiences or mobile labs. Strategy's Expected Result/Impact: Increase student outcomes Staff Responsible for Monitoring: SSAISD teachers and Campus Principals Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide leadership/mentoring opportunities to students. Strategy's Expected Result/Impact: Improved attendance and academic grades. Staff Responsible for Monitoring: VYP sponsors, campus administration and Director of Federal Programs Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide emotional, intellectual, and emotional needs through mental health support and resources. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Assistant atheltic director and Director of Federal Programs Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Create partnerships with community members that will service our early childhood students in order to support ELAR, Student Health, Math, through classroom observations, provide real-time coaching to ECE teachers, and in-home mental health supports to the children and their families. Support can include but is not limited to physical exams, lead testing, hemoglobin, vaccinations., tutoring, coaching and more. Strategy's Expected Result/Impact: Increase the number of students reading on grade level, in addition to improving student health, social skills and student learning experiences. Staff Responsible for Monitoring: Curriculum and Instruction Department District Directors Campus Principals Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide a program that educates students against the use of alcohol, tobacco, and e-cigarettes. It should also prevent bullying/harassment, including teen dating/sexual violence. Strategy's Expected Result/Impact: Healthier and more focused students Staff Responsible for Monitoring: Director of Guidance and Counseling Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: SSAISD will provide whole-child support to homeless/ McKinney Vento, in foster care, and migrant students in order to foster student social emotional and academic success. Strategy's Expected Result/Impact: increase attendance and academic performance by 5% Staff Responsible for Monitoring: Director of Guidance and Counseling (MKV, foster care) Director of Bilingual education (migrant)	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: By June 2024, the number of incidents involving violence (to include dating violence), bullying, tobacco, alcohol and other drug use, will be reduced by 10%.

Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and/or training for school counselors to provide mental health support to students. Strategy's Expected Result/Impact: Improved attendance and grades. Staff Responsible for Monitoring: Coordinator of Health Services and Director of Counseling Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and /or training for school nurses and personnel to provide a healthy and safe school environment for students. Strategy's Expected Result/Impact: Improved attendance. Staff Responsible for Monitoring: Coordinator of Health Services and Executive Director of Student Services Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Advertise and maintain the district bullying reporting website on campuses and campus/district websites. Once a report has been made on the anonymous reporting system district and campus personnel will implement preventative measures and provide an immediate response through SSAISD SEL Committee in accordance with TEC Educ. Code Section 37.0832 Bullying Prevention Policies and Procedures. Strategy's Expected Result/Impact: Bullying incidents will decrease yearly by 10%. Staff Responsible for Monitoring: Director of Guidance & Counseling, Chief of Police, Lead Social Worker, Campus Principals, Assistant Principals, and Counselors.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide digital platform to schools to prepare, respond and recover from emergency situations. Strategy's Expected Result/Impact: Efficient and effective exit plan in an emergency. Staff Responsible for Monitoring: Chief of police and campus administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: SSAISD will deliver quality mental health counseling sessions to students at campuses and at our Care Zone family facility by June 2024 Strategy's Expected Result/Impact: By June 2024 there will be a 50% reduction of suicide outcries for students who received specialized counseling sessions by the district's highly trained social worker Staff Responsible for Monitoring: Charlie Gallardo Dir. of Guidance/Counseling	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Safety protocols and measures will be implemented district wide to ensure 100% of students are in safe environment conducive to learning.

Evaluation Data Sources: COVID test numbers, vaccine clinic logs, postive test percent

Strategy 1 Details	Reviews			
Strategy 1: Contract custodial service to ensure sanitation of all schools areas. Strategy's Expected Result/Impact: increase % in student and staff attendance Staff Responsible for Monitoring: campus administration district administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase custodial supplies that will focus on disinfection. Strategy's Expected Result/Impact: increase student attendance Staff Responsible for Monitoring: campus administration district administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Retrofit water fountains with bottle water faucet to ensure low transmission of germs. Strategy's Expected Result/Impact: increase student attendance Staff Responsible for Monitoring: district administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure air quality in all school buildings. Strategy's Expected Result/Impact: increased student attendance Staff Responsible for Monitoring: district adminstration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ensure buses are equipped with air filtration system. Strategy's Expected Result/Impact: increase student attendance Staff Responsible for Monitoring: district administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Employees (custodians) continue to prevent, prepare and respond to COVID-19. Strategy's Expected Result/Impact: Increase safety and clean learning environment for student learning spaces to function for normal operations. Staff Responsible for Monitoring: District and campus administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Enhance the school safety at every school in accordance with the School Safety Standards in order to ensure schools are better protected. Strategy's Expected Result/Impact: reports indicating compliance from internal and external safety/security checks Staff Responsible for Monitoring: Chief of Police Executive Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: SSAISD will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By June 2024, 90% of all parents/guardians/families will participate in at least one school or district sponsored academic activity or event.

Evaluation Data Sources: Agendas and Sign In Sheets, Virtual Attendance Logs

Strategy 1 Details	Reviews			
Strategy 1: Utilize online communication systems to increase parental engagement to communicate Academic nights, campus activities, parent involvement and family engagement functions. Strategy's Expected Result/Impact: Increase parental engagement and attendance at district and campus events Staff Responsible for Monitoring: Technology Director and campus administration Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a district theme and hashtag in all marketing platforms: Facebook, Twitter, Instram, etc. Strategy's Expected Result/Impact: Increase parental engagement and attendance at district and campus events. Staff Responsible for Monitoring: District and campus leaders Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All documentation provided to SSAISD parents/guardians will be in languages that are appropriate for our community. Strategy's Expected Result/Impact: Improved communication with parents. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct and provide community assessment for Early Childhood/Head Start to identify strengths and needs for the program. Strategy's Expected Result/Impact: Be in compliance with Federal Head Start Standards Staff Responsible for Monitoring: Director of Early Childhood Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase family and community engagement programs including Literacy, Fine Arts and STEM events, Community Nights, Policy Council, SEL events, Fatherhood Initiative, Parent Cafecitos, Parent information meetings, Campus Rep Meeting, Parenting Class, Baby Paws, SPED Lunch and Learn and similar events. Strategy's Expected Result/Impact: Increase parent involvement at campus and district level. Staff Responsible for Monitoring: Director of Early Childhood, Bilingual Coordinator, Migrant Specialist, Director of Special Education Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Conduct satisfaction surveys, parent feedback federal program surveys and event surveys with students, parents and community members for feedback on services provided. Strategy's Expected Result/Impact: Enhance district program & services Staff Responsible for Monitoring: Campus administration Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: SSAISD will support all students and their families with programs, initiatives and/or activities to all transitioning students. Strategy's Expected Result/Impact: To ease the transitions that may occur over the span of our students academic careers Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Carlos Gallardo	2/28/2024	Joel Gaines	3/28/2024

Policy Documents & Addendums



SSAISD Bullying Policy & Procedures

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. For more information on this committee, including interest in serving on the committee, contact the campus principal.

Committee Members

- Director of Guidance and Counseling
- Director of Technology, **ad hoc*
- Director of Assessment and Accountability, **ad hoc*
- Chief of Police, **ad hoc*
- Campus Principal
- Campus Counselor
- Campus Parent Liaison
- Campus Teacher(s)
- Behavioral Specialist
- Lead Social Worker

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera

- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occurring
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and

health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a reporting of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the Anonymous Alerts site through the link on our webpage - southsanisd.net.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

Freedom from Bullying Policy

Note:

School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit southsanisd.net, policy code FFI. Below is the text of South San Antonio ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 11/4/2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples:

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved

in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).



Fundamental 5 Overview

Objective: To align Tier I instruction and teaching practices with the South San ISD Instructional Playbook through implementation of the Fundamental 5. During the school year, teachers and administrators will delve deeper into the Fundamental 5 during PLCs and other instructional convenings. This overview serves as an entry point to this critical resource.



Framing the Lesson	Power Zone	Small Group, Purposeful Talk	Recognize and Reinforce	Write Critically
Provides students insight of what is expected of them for that day, what they are learning, while utilizing student friendly language.	A practice that allows teachers to remain in close proximity with their students, this aids in student productivity and retention.	Provides students an opportunity to further their learning through structured discussion and critical thinking. Generally a minute for every 10-15 minutes of instruction.	The component that allows educators to recognize any form of growth with their students and reinforce any positive behaviors.	Typically the least observable component, but the most natural way to increase rigor; creates retention for students at all levels.

First Look: *The Fundamental 5* by Sean Cain and Mike Laird
Review *The Fundamental 5* and respond to the questions below.

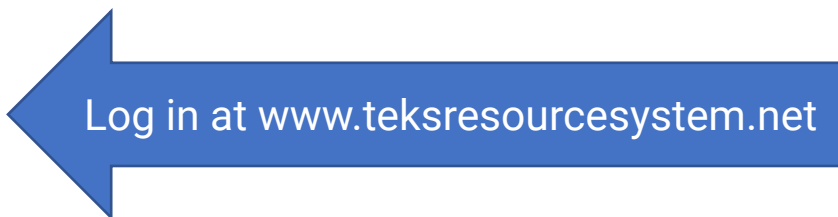
How do the components of the Fundamental 5 align to your current style of teaching?

Which component of the Fundamental 5 do you relate to the most?

Which component of the Fundamental 5 requires the most support?

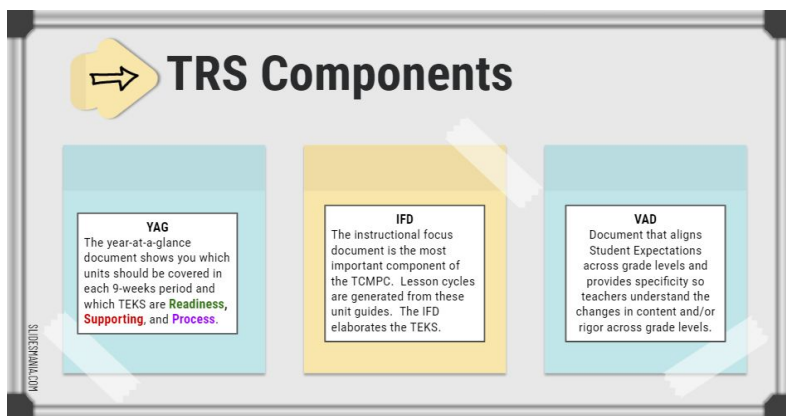
What obstacles might you have to overcome to implement Fundamental 5 in your classroom?

What questions do you have about the Fundamental 5?

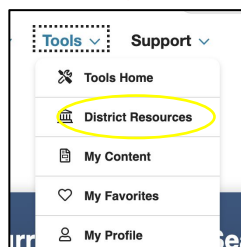
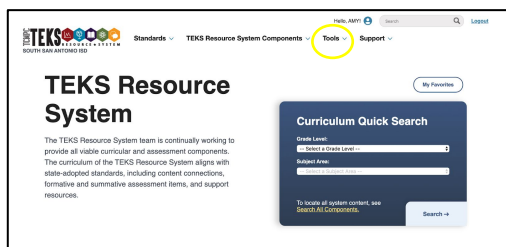


After logging onto TRS, search for the YAG, IFDs, and the VAD.

	I can locate the YAG in the TEKS Resource System.
	I can locate the IFDs in the TEKS Resource System.
	I can locate the VAD in the TEKS Resource System.



Follow the steps below to locate district resources.
Review the district resources currently available for your use.



Component	What is it?	Why use it?
Year-at-the-glance		
Instructional Focus Document (IFD)		
Vertical Alignment Document (VAD)		
District Resources		

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOE for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOE as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOE as needed. Note: Share copies of COEs/ECOE with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOE.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOE.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	TIMELINE By July 30
B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> - For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

**Completed By: ESC-20 MEP Team, SSA
Member Representatives**

Date: 08/23/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

<u>Goal(s):</u>	<u>Objective(s):</u>
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
▪			