

# South San Antonio Independent School District

## District Improvement Plan

2024-2025



# 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.

## Other

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# 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 is from 88%-98%, making every school a priority. Every school in South San Antonio Independent School District qualifies as a Schoolwide Title I school.

For this reason, South San Antonio Independent School District does not allocate Title II, Part A and Title IV, Part A-SSAEP funds at the campus level. 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 Effective Schools Framework Focused School Grant.

Title II and IV 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 II funds at the campus level are targeted to core content instructional coaching at every middle school. This plan is based on state performance data where four of five schools identified as in need of improvement are at the middle school level and/or from feeder elementary schools. These instructional coaches are an additional core content coach to improve the quality and effectiveness of teachers.

At both the district and campus level, recent state assessment performance rates show South San Antonio Independent School District at 20% points below the state average in both math and reading on the all grades report. The plan for Title II, Part A funds is to primarily be used for personnel who will serve as direct instructional support for teachers and principals.

In addition, Title IV funds will serve students from every school with activities to support well rounded educational opportunities, activities to support effective safe and healthy students, and to support effective use of technology.

# 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.

The district is comprised of 13 campuses - 8 elementary schools, 3 middle schools, 1 high school and an alternate education program. The elementary schools offer a two-way dual language program, the middle schools feature numerous STEM and Fine Arts programs, as well as an ESL program, while the high schools offer early college, dual credit, ESL as well as 16 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		
<b>Hispanic</b>	96.1%	77.7%	64.7%	40.2%
<b>White</b>	2%	19.2%	24%	77.9%
<b>African American</b>	1.3%	1.8%	6.8%	13.2%
<b>American Indian</b>	.1%	0%	.7%	1.1%
<b>Asian</b>	.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%
Mobility	16.8%	13.8%
Graduation	84.8%	90.3%

### Emergent Bilingual

Program Participation	Population	Grades	Number of Students
Dual Language	Emergent Bilingual	(PK-5)	920
Dual Language	Non-Emergent Bilingual	(PK-5)	188
ESL (Content-Based and Pull-out)	Emergent Bilingual	(K-12)	490
Non-Participating (Parental Denials)	Emergent Bilingual	(PK-12)	116
Alternative Language Program (DL and ESL students with non-certified BIL/ESL teacher)	Emergent Bilingual Non-Emergent Bilingual	(PK-12)	310
Program Total served in 2023-2024 <i>31% of SSAISD emergent bilingual; 45% of those were served through Dual Language</i>			<b>2,024</b>

**Immigrant** (students in their first three years of attending a US school)

Grades	2023-2024
Elementary (DL)	96 (37%)

<b>Grades</b>	<b>2023-2024</b>
Elementary (ESL)	41 (16%)
Middle School	50 (19%)
High School	71 (28%)
<b>Total Served in 2023-2024</b>	<b>258</b>

### **2023-2024 Special Education**

This special population increased from previous years to 1,237 students (16.65%)

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%.

### **Migrant Program**

In 2022-2023 South San Antonio ISD struggled to identify migrant students and consulted with Education Service Center - Region 20 where it was determined that outreach was in need of improvement. In 2023-2024 South San Antonio entered into a shared service agreement with ESC 20 for the Title I, Part C Migrant Education Program Program. In 2022-2023, SSAISD identified 17 migrant students and in 2023-2024 (with the Shared service agreement) doubled the number of to 34 migrant students.

### **Early Childhood/Pre-K**

SSAISD's Pre-K program supports a large number of early learners by offering high-quality education and developmental support to prepare them for their academic journey. Our Pre-K students, coming from diverse backgrounds, reflect the district's dedication to creating an inclusive learning environment that fosters early growth and readiness for future success. Complementing this, our Head Start program serves 288 students, addressing a range of developmental needs and providing a strong foundation for their educational path. Together, these programs play a crucial role in ensuring a well-rounded start for all young learners in our district.

### **Mckinney Vento**

108 students in SSAISD were identified as homeless through McKinney Vento in the 2023-2024 school year. Of the 108 students, 29 withdrew from school within the school year and 79 were active for the entire school year.

SSAISD currently has a procedure for identifying students. Students are promptly enrolled without the typical documentation delays. However there is a need to provide better training

for school staff to recognize signs of homelessness. There is also a need to better connect with this population with a targeted welcome packet for all newly enrolled homeless students. While there is transportation provided through the bus transportation within and between school districts there is also a need to support families with public transportation.

## Enrollment and Attendance

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 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.

In 2023-2024 total number of families in South San Antonio ISD was 4,323. During the 2023-2024 SY, there were five parent/family activities/events held districtwide with an average attendance of approximately 10% of families. Individual schools in SSAISD held monthly parent meetings and at least one event with parent attendance below 10%.

## Staffing

Per 2020-2021, **2021-2022**, **2022-2023** Texas Academic Performance Report:

Teachers (554.3) **(541.3) (508.6)**; Professional support (146.4) **(131.9) (128.7)**, Campus Leadership (38) **(35.1) (39.2)**, Central Administration (17.6) **(15.8) (13.8)**, Educational Aides (112.2) **(109.9) (113.6)** and Auxiliary staff (378.7) **(345.8) (347.6)**. Total staff is 1,247.2, **1179.7, 1151.5**.

Total minority staff is 1,075.6, **(1038.3), (1013.3)**

Teacher by ethnicity: AA(9.9) **(7.8) (9)** Hispanic(430.9) **(430.4) (413.6)**, White(106.5) **(96.1) (82.1)**, AI(0) **(0) (0)**, Asian (2) **(3) (1)**, Two more Races (5) **(4) (3)**, Males (170.1) **(172) (165.9)** and Females (384.1) **(369.3) (342.7)**

Teachers by experience: Beginning (80.5-14.5%) **(54.2-10%) (27.8)**; 1-5 years experience (129.1-23.3%) **(126.2 23.3%) (124.8)**, 6-10 years experience (103.2-18.6%) **(105.1-19.4%) (110.6-21.7%)**, 11-20 years experience (173.7-31.3%) **(182.8- 33.8%) (169.4-33.3%)**, 21-30 years experience (57.5-10.4%) **(61.9- 11.4%) (64.6-12.7%)**, Over 30 years experience (10.3-1.9%) **(11- 2%) (11.4-2.2%)**

Experience of Campus Leadership: Principals - 5.7 years **(5.9 years) (6.2 years)**; Assistant Principals - 4.4 years **(4.6 years) (4.2 years)**

In 2023-2024, the Dual language and English as A Second Language program were 92% (55 out of 60 bilingual teacher positions) staffed due to nationwide shortage.

Turnover Rate for Teachers: 11.9% **(14.3%) (22.6%)**

Professional Development for teacher quality is done in-district by Instructional coaches or facilitators and with consultants to improve instructional practices. In 2023-2024, a grant partnership was formed with TXCEE (Texas Center for Educator Excellence) to support classroom teacher leaders.

## Technology Infrastructure

The South San Antonio ISD technology infrastructure serves as the backbone for all instructional and administrative functions. This includes a robust network

architecture, high-speed internet access in all classrooms, secure data management systems, and a comprehensive suite of software tools that support both teaching and learning. Our infrastructure supports key instructional programs such as virtual learning environments, computer-based assessments, and digital literacy initiatives. The ability to seamlessly integrate technology into daily instruction allows for more innovative teaching practices, which are crucial for meeting the diverse needs of our students. For example, our infrastructure supports our Gifted and Talented (G/T) and Career and Technical Education (CTE) programs, ensuring that these specialized programs can effectively deliver content and track student progress. Technology plays a critical role in student engagement, personalized learning, and access to resources. By providing reliable digital tools and platforms, we enable differentiated instruction, support for diverse learning needs, and access to a broader range of educational content. The integration of technology in the classroom directly correlates with improved student outcomes, as it facilitates interactive learning experiences and prepares students for the digital demands of the future workforce.

### **Instructional Technology**

Instructional technology is a cornerstone of modern education, playing a pivotal role in enhancing the teaching and learning experience across the district. Through the strategic integration of digital tools, platforms, and resources, we are able to create dynamic, interactive, and personalized learning environments that cater to the diverse needs of our students. From interactive whiteboards and educational software to online learning platforms and digital content libraries, our instructional technology infrastructure is designed to support innovative teaching methods and engage students in meaningful ways. Instructional technicians are essential to the successful implementation and maintenance of our instructional technology initiatives. These professionals serve as the bridge between technology and education, providing the technical expertise and support needed to ensure that digital tools are effectively integrated into the classroom. Instructional technicians work closely with teachers to troubleshoot technical issues, provide training on new tools and platforms, and offer guidance on best practices for utilizing technology to enhance instruction. The integration of instructional technology has a direct and measurable impact on student achievement. Studies have shown that students who engage with digital learning tools demonstrate improved academic performance, increased engagement, and higher levels of motivation. Our instructional technology strategy is designed to support these outcomes by providing students with access to a wide range of digital resources that enhance their learning experience and prepare them for success in a technology-driven world.

### **CTE Programs of Study**

Total Programs of Study: 16

Associate Degree Pathways at Early College High School (ECHS):

Liberal Arts

Teaching

Criminal Justice

Science

PTech Program:

Cybersecurity

### **Early College Program**

2024 Associate Degree Graduates: Total: 36 students or 46% of seniors in the the Early College Program

### **Demographics Strengths**

### **Parent Family Engagement**

SSAISD holds at least two district wide events each semester where families from all schools are represented.

## Special Education

As a Special Education Department, collaborative planning is key to developing individualized plans and placement based on the data and the specific needs of our students. The department has partnerships with organizations and agencies to serve the South San Antonio ISD community, such as the Believe It Foundation, TAMUSA Mobile Autism Unit and Life Links.

## Early Childhood/ Pre-K

The Pre-K program at SSAISD excels in leveraging its demographic strengths to foster an inclusive and supportive learning environment. With a diverse student body representing various backgrounds and experiences, the program is well-positioned to address a broad range of developmental needs and cultural perspectives. This diversity enriches the educational experience, allowing for personalized and culturally responsive teaching strategies. The program's commitment to understanding and meeting the unique needs of each student ensures that all children are provided with the foundational skills and support necessary for future academic success.

## Dual Language and English as a Second Language Programs

The Dual Language Program has developed a curriculum tailored for the district and its needs, the students and their characteristics. Both dual language and ESL programs offer valuable benefits for different demographic groups. Dual language programs tend to thrive in diverse communities where there is a significant population of students who speak the partner language, while ESL programs provide targeted support for students from various linguistic backgrounds who need to acquire English proficiency.

Dual language and ESL (English as a Second Language) programs are both designed to support language development and academic achievement for English Language Learners (ELLs), but they do so in different ways. Here are some demographic strengths of each program:

### Dual Language Programs

Dual language programs (also known as bilingual education programs) focus on teaching students in two languages. These programs serve both English speakers and speakers of another language (often Spanish) with the goal of fostering bilingualism, biliteracy, and cultural competence. Demographic strengths of dual language programs include:

1. **Diverse Student Population:** Dual language programs typically attract a diverse student body, including native English speakers and students who are native speakers of the partner language. This diversity promotes cross-cultural understanding and fosters an inclusive school environment.
2. **Bilingual and Bicultural Development:** Students in dual language programs develop bilingual skills that can be valuable in a globalized world. This is especially beneficial for communities with a high concentration of non-English speakers or families who value bilingual education for cultural preservation.
3. **Improved Academic Outcomes for ELLs:** Research has shown that ELLs in dual language programs tend to outperform their peers in English-only programs over time in both English proficiency and overall academic achievement. This is partly because they develop literacy skills in both languages, which supports cognitive development.
4. **Community and Parental Engagement:** Dual language programs often encourage strong community and parental involvement, particularly in linguistically diverse communities. Parents from different backgrounds can actively participate in their children's education, and schools can foster a sense of belonging for all families.

Dual language and ESL (English as a Second Language) programs are both designed to support language development and academic achievement for English Language Learners (ELLs), but they do so in different ways. Here are some demographic strengths of each program:

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** SSAISD is experiencing declining student enrollment, high student mobility rates, lack of parental involvement, and a decrease in graduation rates.

**Root Cause:** The primary issues facing SSAISD are rooted in the complex interplay between the impacts of increased competition from charter schools and school surrounding school districts, high at-risk student populations, low parental involvement, challenges related to staff turnover and experience, and aging facilities in the landlocked school district.

# Student Learning

## Student Learning Summary

### Student Achievement

STAAR Performance Summary	Reading/Language Arts (RLA)	Math	Science	Social Studies	All Subjects
Approaches GL or Above:	2,699 (58.7%)	2,208 (60.2%)	1,025 (59.6%)	728 (71.3%)	6,660 (60%)
Meets GL or Above	1,464 (31.8%)	870 (23.7%)	432 (25.2%)	381 (37.3%)	3,147 (29%)
Masters GL	381 (8.3%)	245 (6.7%)	89 (5.2%)	141 (13.8%)	856 (8%)
Total Test Administered	4,600	3,669	1,718	1,022	11,009

### School Progress: Academic Growth RLA and Math

	Points Earned	Calculated
Annual Growth Points Earned	3,689.0	x1 3,689.00
Accelerated Learning Points Earned	913	x0.25 228.25
Sum of Annual Growth plus Accelerated Learning Points		3,917.25
Total Tests Evaluated		6,166
Academic Growth Score		<b>64</b>

### Career and Technology Education

There is a noticeable increase in the CCMR rate from 2022 to 2023, rising from 47% to 64%. However, the projected rate for 2024 shows a decline to approximately 56%. 1. Overview This needs assessment evaluates student performance across the four STAAR-tested subjects: Reading/Language Arts (RLA), Mathematics, Science, and Social Studies. The data provided covers the total number of tests administered, as well as the percentages of students meeting various performance levels: Approaches Grade Level (GL) or Above, Meets GL or Above, and Masters GL.

### Special Education

SPED 2024 STAAR Performance All Grades

All Grades	Approached %	Meets %	Masters %
Reading	33	18	6
Math	44	18	7

All Grades	Approached %	Meets %	Masters %
Science	44	18	6
Social Studies	49	17	8

### TELPAS Spring 2024 Performance

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Total Students	112	112	119	110	121	127	130	162	154	152	108	49	36
Beginning	62.5%	42.86%	26.05%	16.36%	17.36%	11.81%	3.85%	4.32%	5.19%	12.5%	8.33%	2.04%	5.56%
Intermediate	32.14%	43.75%	57.98%	44.55%	48.76%	35.43%	33.08%	45.06%	41.56%	44.74%	37.96	42.86%	30.56%
Advanced	3.57%	8.04%	14.29%	37.27%	25.62%	34.65%	45.38%	38.27%	39.61%	16.45%	19.44%	10.2%	27.78%
Advanced High	0%	3.57%	0.84%	1.82%	5.79%	15.75%	12.31%	9.26%	7.14%	0.66%	11.11%	6.12%	8.33%

### Student Learning Strengths

#### Student Achievement

- 1. Notable Improvement Across STAAR Tested Subjects:** South San Antonio ISD has demonstrated significant academic progress with increases in 17 STAAR-tested subject areas. This broad improvement underscores the district's effective instructional strategies and curriculum enhancements.
- 2. Enhanced Overall Performance Levels:** The district has successfully elevated its overall performance levels across all evaluated metrics. This consistent upward trajectory reflects a comprehensive approach to student achievement and an effective deployment of educational resources.
- 3. Substantial Increase in Student Growth:** With an impressive 8% increase in student growth from 2023 to 2024, South San Antonio ISD has shown a strong capacity for fostering academic development. This growth rate indicates a successful implementation of personalized learning approaches and targeted interventions.
- 4. Effective Educational Practices:** The district's ability to achieve such notable improvements across various metrics suggests the adoption of effective educational practices and a commitment to continuous improvement. This includes data-driven instruction, professional development for educators, and a focus on student-centered learning.

#### Special Education

Students in special education continue to achieve academic gains with increased exposure to tier 1 instructions. Special education teachers are being embedded in the classroom more to support students, and the students benefit from working with and along side their general education peers. The goal of the department is to see an increase in STAAR performance at the Meets Level for all tested subjects.

#### Dual Language and English as a Second Language students: Emergent Bilinguals

Students in the language programs continue to improve their academic performance as the teachers receive more training and support in these programs. The addition of three

bilingual instructional coaches for the district has enhanced the department's capability to provide professional development and support. The goal of the department is to see an increase in STAAR performance for all tested subjects.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** SSAISD has a significant number of students performing at the 'Approaches' level on STAAR assessments. Our goal is to ensure that all students achieve at least one year's academic growth and progress to the next performance level.

**Root Cause:** Many students are not performing at grade level and have foundational learning gaps. It is crucial that MTSS interventions and reteach opportunities are implemented effectively once student needs are identified in order to address these challenges.

# District Processes & Programs

## District Processes & Programs Summary

### Parent and Family Engagement

SSAISD continues to improve the Parent Family Engagement Program and strengthen relationships with parents and families based on open dialogue through activities such as: Monthly parent meetings in every school; Parent Advisory Committees; Meet the Teacher and Open House Events; Family Academic/Enrichment Learning Days; Health fairs; Monthly Food Drives/Food Party; Conduct parent surveys

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 opened 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 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.

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.

### Special Education

South San Antonio ISD offers a continuum of services (least restrictive environment to most restrictive environment) for students in special education. These services consist of Early Childhood Special Education (ECSE), Inclusion, Resource, Speech, Dyslexia, Low Incidence Disabilities (LID), Behavior and Academic Support Environment (BASE), South San Transition Education Program (SSTEP), and Homebound. The special education department implemented ARD Facilitators to support the campuses in the areas of IEP compliance and instructional support.

### Dual Language and English as a Second Language(Bilingual) Programs

Dual Language and ESL (English as a Second Language) programs are both designed to support English Language Learners (ELLs) in achieving language proficiency and academic success. Each program has distinct processes, goals, and instructional methods to address the needs of diverse student populations.

### Truancy Program and Processes

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.

## **Division of Academics**

The Chief Academic Officer and the Executive Director of Curriculum and Instruction have established district level academic support with clear roles and responsibilities as follows:

The Director of Teaching and Learning oversees all academic programs with the support of four elementary and four secondary core area academic coordinators. This support team work directly with classroom teachers and school instructional leaders.

Data from formative assessments are used in Math and ELAR to help guide instruction. Passing periods time have been reduced and administration does a good job increasing the time students are in class.

## **District Processes & Programs Strengths**

### **Special Education**

The implementation of the ARD Facilitator role has allowed the special education teachers to focus more on instruction and provide services to the students. They also serve as liaisons between the campus and the district office. The department has district level support staff for compliance, elementary instruction and secondary instruction.

### **Parent Family Engagment**

Every South San Antonio ISD school has one Part-time Parent Liaison to provide individaul and group support to parents and families.

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** SSAISD currently lacks a formal mentorship program for all staff members, including teachers, administrators, and support personnel. This absence represents a critical gap in the district's professional development framework, leading to challenges in staff retention, job satisfaction, and overall effectiveness in supporting student outcomes.

**Root Cause:** Education is constantly changing, and mentorship programs need both the mentor and mentee to be willing participants. Additionally, time and money is needed to be allocated to the mentorship program, and due to these issues mentor programs are not prioritized.

# Perceptions

## Perceptions Summary

### Special Education

The department has regular Department Division Meetings (DDM) that focuses on the needs of the department from the different divisions within the department based on information that is received from the Educational Service Center, district office, and/or campuses information. The department created a cluster system for campuses to foster communication, ensure compliance, and balance caseloads.

### Dual Language and English as a Second Language Programs

Conducting business effectively in Dual Language and ESL programs involves a comprehensive approach that integrates curriculum development, teacher training, student assessment, collaboration, community engagement, and proper resource allocation. Schools and districts that excel in these areas tend to see better student outcomes, higher parent satisfaction, and a more inclusive and equitable learning environment for all students. There is an open channel of communication between the Bilingual/ESL Department and administrators, staff, and families that includes meetings, professional development opportunities, and surveys.

### Staff Perceptions

The staff restructuring due to SSAISD school closures in the two previous school years has created a challenge according to a poll conducted at District Education Improvement Council meetings. Staff are challenged with school climate issues and new assignments of grade level and/or content areas, leaving them with a major learning curve.

### Parent Perceptions

## Perceptions Strengths

### Special Education

The communication and collaboration of the special education department and other departments within South San Antonio ISD allows for better program alignment for improved student outcomes.

### Dual Language and English as a Second Language Programs

The perception strengths of Dual Language and ESL programs largely stem from their ability to support diverse student populations, promote language development, and enhance academic and social outcomes. Dual language programs are often celebrated for their holistic approach to bilingualism and cultural competence, while ESL programs are valued for their targeted focus on English language acquisition and integration into mainstream education. Both programs contribute significantly to creating inclusive, equitable, and supportive learning environments.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The school district is experiencing a lack of communication causing processes not to be followed, which is significantly impacting the effectiveness of its educational programs.

**Root Cause:** The primary cause of the lack of communication is high turnover and inconsistent staff.

# Priority Problem Statements

**Problem Statement 1:** SSAISD has a significant number of students performing at the 'Approaches' level on STAAR assessments. Our goal is to ensure that all students achieve at least one year's academic growth and progress to the next performance level.

**Root Cause 1:** Many students are not performing at grade level and have foundational learning gaps. It is crucial that MTSS interventions and reteach opportunities are implemented effectively once student needs are identified in order to address these challenges.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** SSAISD currently lacks a formal mentorship program for all staff members, including teachers, administrators, and support personnel. This absence represents a critical gap in the district's professional development framework, leading to challenges in staff retention, job satisfaction, and overall effectiveness in supporting student outcomes.

**Root Cause 2:** Education is constantly changing, and mentorship programs need both the mentor and mentee to be willing participants. Additionally, time and money is needed to be allocated to the mentorship program, and due to these issues mentor programs are not prioritized.

**Problem Statement 2 Areas:** District Processes & Programs

**Problem Statement 3:** The school district is experiencing a lack of communication causing processes not to be followed, which is significantly impacting the effectiveness of its educational programs.

**Root Cause 3:** The primary cause of the lack of communication is high turnover and inconsistent staff.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** SSAISD is experiencing declining student enrollment, high student mobility rates, lack of parental involvement, and a decrease in graduation rates.

**Root Cause 4:** The primary issues facing SSAISD are rooted in the complex interplay between the impacts of increased competition from charter schools and school surrounding school districts, high at-risk student populations, low parental involvement, challenges related to staff turnover and experience, and aging facilities in the landlocked school district.

**Problem Statement 4 Areas:** Demographics

# Goals

Revised/Approved: September 18, 2024



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









**Performance Objective 1:** Student performance on all STAAR tests at the meets level or above will increase 11 percentage points from 29% in 2023-2024 to 40% in 2024-2025.

**High Priority**

**Evaluation Data Sources:** 2025 Accountability Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided high quality supplemental instructional materials and additional instructional staff support to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p> <p><b>Funding Sources:</b> Reading Materials - 410 IMA - 410 E 11 6399-00-825-4-11-0-00 - \$112,000, Copy Paper - 199 Local - 199-E-11-6399-0-825-0-11-000 - \$12,000, Commitment- Living Science, TEKS Resource, and Elevate - 199 PIC 30 State Comp - 199-E-11-6239-00-818-0-30-0-00 - \$96,400, Instructional Resources- Library, TEKS Alignment Field Guides - 199 Local - 199-E-11-6395-00-818-0-11-0-00 - \$50,557, Academic Deans, Academic Coordinator, School Improvement Director - 255 Title II, Part A - \$450,000, Instructional Coaches - 211 Title I, Part A - \$1,600,000, Academic Coordinators - 211 Title I, Part A - \$800,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided high quality supplemental testing materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Executive Director of Curriculum and Instruction.</p> <p><b>Funding Sources:</b> Testing Data Base, Universal Screener - 199 Local - 199-E-11-6395-00-818-0-11-0-00 - \$128,000 , Accountability Connect - 199 PIC 30 State Comp - 199-E-13-6299-00-818-0-30-0-00 - \$4,550, Eduphoria (Testing / Data Base) - 199 Local - 199 E 11 6395 00 818 0 30 000 - \$41,000, Region 10 (TEKS Ready) - 199 Local - 199 E 31 6395 00 822 0 99 000 - \$12,175, SchoolLinks - 199 PIC 30 State Comp - 199 E 11 6395 00 818 0 30 000 - \$25,845</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate in engaging lessons that are aligned to the TEKS.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be provided opportunities to participate in engaging experiences and programs. Increase enrichment activities including those in Fine Arts and STEM.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above. 100% of elementary schools will produce one supplemental fine arts showcase per grade level by June 2024 that demonstrates theatre, art, and music concepts.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Executive Director of Curriculum and Instruction</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> MTSS-RTI Platform - 211 Title I, Part A - 211-E--11-6395-00-818-5-30-000 - \$70,000, Fine Arts Supplies - 289 Title IV - 289-E-11-6399-00-818-5-11-001 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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).  <b>Strategy's Expected Result/Impact:</b> Increase the number of families identified in the Migrant Education Program by 10% from August 2024 to June 2025.  <b>Staff Responsible for Monitoring:</b> District Family and Community Engagement Specialist  ESC 20 SSA partners</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 No Progress			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Family and Community Engagement Specialist  ESC 20 SSA partners</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 No Progress			

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide online systems or software to maintain student program documentation ( including Federal Programs, Head Start, Bilingual Education, Special Education) as well as monitor and adjust improvement plans in order to increase academic achievement.	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress		
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Utilize services of ESC-20 for academic and supplemental support including for a Shared Service Agreement for Title I, Part A Private Non Profit Organizations support. <b>Strategy's Expected Result/Impact:</b> Increase Academic Achievement on State and local assessments Meet ESSA requirements <b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction Federal Programs Director  <b>Funding Sources:</b> Shared Service Agreement with ESC 20 for PNP support - 211 Title I, Part A - \$50,355	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> SSAISD is experiencing declining student enrollment, high student mobility rates, lack of parental involvement, and a decrease in graduation rates. <b>Root Cause:</b> The primary issues facing SSAISD are rooted in the complex interplay between the impacts of increased competition from charter schools and school surrounding school districts, high at-risk student populations, low parental involvement, challenges related to staff turnover and experience, and aging facilities in the landlocked school district.

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

**Performance Objective 2:** Students who are College, Career, or Military Ready will increase 10 percentage points from 65% in 2023-2024 to 75% in 2024-2025.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2025 Accountability Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be provided high quality instructional materials. <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be provided high quality testing materials. <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning  <b>Funding Sources:</b> Testing Materials for Advanced Academics - 199 Local - 199-E-11-0-6329-0-825-0-11-000, GT Screener Materials - 199 PIC 21 GT - 199-E-11-0-6339-0-825-0-21-000 - \$7,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in engaging lessons that are aligned to the TEKS. <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above. <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning  <b>Funding Sources:</b> GT Student Project Materials - 199 PIC 21 GT - 119-E-11-0-6399-0-825-0-21-000 - \$12,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be provided opportunities to participate in engaging experiences and programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p> <p><b>Funding Sources:</b> Contracted Services - 199 Local - 199-E-11-6299-0-825-0-11-000 - \$24,000, District Spelling Bee Transportation - 199 Local - 199-E-11-0-6494-0-825-0-11-000 - \$200, Trophies and Awards - 199 Local - 199-E-11-0-6499-0-825-0-11-000 - \$6,000, Spelling Bee Fees and GT Testing Contracted Services - 199 PIC 21 GT - 199-E-11-0-6299-0-825-0-21-000 - \$1,500, GT Learning Expeditions - 199 PIC 21 GT - 199-E-11-0-6412-0-825-0-21-000 - \$1,400, Transportation for GT Student Learning Expeditions - 199 Local - 199-E-11-0-6494-0-825-21-000 - \$1,000, GT Family Nights and Expositions - 199 PIC 21 GT - 199-E-11-0-6499-0-825-0-21-000 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





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

**Performance Objective 3:** Student performance on the 3rd grade Reading STAAR test at the meets level or above will increase 5 percentage points from 25% in 2023-2024 to 30% in 2024-2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2025 Accountability Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided high quality instructional materials and professional learning.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning   <b>Funding Sources:</b> Reading Materials - 410 IMA - 410 E 11 6399-00-825-4-11-0-00 - \$112,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided high quality testing materials.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate in engaging lessons that are aligned to the TEKS.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be provided opportunities to participate in engaging experiences and programs.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 4:** Student performance on the 3rd grade Math STAAR tests at the meets level or above will increase 5 percentage points from 20% in 2023-2024 to 25% in 2024-2025.

**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** 2025 Accountability Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided high quality instructional materials and professional learning.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p> <p><b>Funding Sources:</b> Reading Materials - 410 IMA - 410 E 11 6399-00-825-4-11-0-00 - \$112,000, Robinson Math Professional Learning - 255 Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided high quality testing materials.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate in engaging lessons that are aligned to the TEKS.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be provided opportunities to participate in engaging experiences and programs.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.  <b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue









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

**Performance Objective 5:** Emergent bilingual students are properly identified, placed, and served.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide online system(s) for emergent bilingual students' data documentation and management, as well as for student performance and progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Director</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strategy 2</p> <p>Provide Emergent Bilingual students with opportunities, resources and materials to enhance their academic experience through participation in extracurricular exhibitions, competitions, contests and showcases.</p> <p><b>Strategy's Expected Result/Impact:</b> Enriched academic experiences through extracurricular activities</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Dept: Director, Coordinator, Facilitator and instructional Coaches</p> <p><b>Funding Sources:</b> Spelling Bee materials and transportation to events - 263 Title III ESA - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strategy 3</p> <p>Provide dual language and ESL teachers and paraprofessionals and staff serving emergent bilinguals with targeted resources, materials and training and professional development to better serve the EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality specialized instruction for emergent bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Dept: Director, Coordinator and Facilitator</p> <p><b>Funding Sources:</b> DL Professional development - 263 Title III ESA - \$28,000, Spanish instructional reading resources - 263 Title III ESA - \$39,000, Interdistrict travel for facilitator and instructional coaches - 263 Title III ESA - \$1,500, Salary for Bilingual Facilitator - 263 Title III ESA - \$50,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Strategy 4 Provide job-embedded coaching and support for campuses serving EB students <b>Strategy's Expected Result/Impact:</b> High quality specialized instruction for emergent bilingual students <b>Staff Responsible for Monitoring:</b> Bil/ESL Dept  <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Contract PD presenter Dr. Jose Medina - 263 Title III ESA - \$20,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Strategy 5 Provide emergent bilingual/immigrant students with targeted, culturally relevant, and linguistically appropriate resources and materials to support their language development and academic success in both English and Spanish.. <b>Strategy's Expected Result/Impact:</b> High quality specialized instruction for emergent bilingual students <b>Staff Responsible for Monitoring:</b> Bil/ESL Director, Facilitator and Coordinator  <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Multi-level reading material academic support - 263 Title III Imm - \$12,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 No Progress		
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase the number of ESL and Bilingual-certified teachers in SSAISD by providing reimbursement for certification exams and credential attachment, ensuring effective language instruction for English Language Learners (ELLs) and compliance with state requirements. <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Director, Human Resources Director  <b>Results Driven Accountability - Equity Plan</b> <b>Funding Sources:</b> Reimbursement for certification exams - 199 PIC 25 Bilingual - \$3,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 No Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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


**Performance Objective 1:** Teacher retention will increase 10 percentage points from 77.4% in 2023-2024 to 87.4% in 2024-2025.


**High Priority**

**Evaluation Data Sources:** 2024-2025 TAPR Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Staff (including teachers, professional support staff and instructional leaders) will participate in high quality data driven professional development, mentorship opportunities, and competitive retention activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning, Executive Director of Curriculum and Instruction</p> <p><b>Funding Sources:</b> Academic Coordinators - 211 Title I, Part A - 211-E-13-6119-00-818-4-30-000 - \$658,183, Academic Coordinators - 255 Title II, Part A - 255-E-13-6119-00-818-4-30-000 - \$128,584, Gifted and Talented Professional Development CO-OP - 199 PIC 21 GT - 199-E-11-6239-00-825-0-21-000 - \$8,000, Gifted and Talented Misc Operating Refreshments for Professional Development - 199 PIC 21 GT - 199-E-13-6499-00-825-0-21-000 - \$2,500, GT Membership - 199 PIC 21 GT - 199-E-21-6495-00-825-0-21-000 - \$500, General Supplies for Teaching and Learning - 199 Local - 199-E-21-6399-0-825-0-99-000 - \$2,000, Travel - 199 Local - 199-E-21-6411-0-825-0-99-000 - \$3,500, District Uniforms - 199 Local - 199-E-13-6399-0-825-0-6399-000 - \$1,000, Copier - 199 Local - 199-E-13-6269-0-825-0-99-000 - \$3,000, APSI for Teachers/Staffworkshops/Confrence Fees, Travel Mileage Reimbursement - 199 Local - 199-E-13-0-6411-0-825-0-99-000 - \$19,000, Refreshments for District Trainings - 199 Local - 199-E-13-6411-0-825-0-99-000 - \$3,000, General Supplies Academic Coordinators - 199 Local - 199-E-13-6399-0-825-0-99-000 - \$6,000, Consultants - 199 Local - 199-1-6299-0-825-0-99-000 - \$11,793, Contracted Services for Professional Development - 255 Title II, Part A - 255-E-13-6299-00-818-5-30-000 - \$48,900, Academic Coordinator - 289 Title IV - 289-E-21-6119-00-818-5-99-001 - \$77,100, Copier - 199 Local - 199-E-21-6499-00-818-0-99-0-00 - \$1,200, General Supplies - 199 Local - 199-E-21-6399-00-818-0-99-0-00 - \$3,000, Travel for Executive Director - 199 Local - 199-E-21-6411-00-818-0-99-0-00 - \$1,000, School Leadership PLC - 199 Local - 199-E-21-6499-00-818-0-99-0-0 - \$1,000, Dual Language and ESL - 199 PIC 25 Bilingual</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will actively participate in professional and collaborative learning communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

**Performance Objective 1:** Student attendance will increase 2 percentage points from 91% in 2023-2024 to 93% in 2024-2025.

**High Priority**








**Evaluation Data Sources:** 2025 PEIMS Summer Submission

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and report attendance data on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular student attendance will increase time student's are receiving classroom instruction which will then lead to academic success and an increased graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Department</p> <p><b>Funding Sources:</b> Project Truancy - 199 Local - 199 E 31 6395 00 824 0 99 0 00 - \$15,000, Skyward Q Student Information System Software Licenses - 199 Local - 199 E 53 6395 00 824 0 99 0 00 - \$61,000, On Data Suite (Aloe Group) - 199 Local - 199 E 31 6395 00 824 0 99 0 00 - \$5,800, Hosting Services for Skyward - 199 Local - 199 E 53 6395 00 824 0 99 0 00 - \$29,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** SSAISD will create and sustain safe, nurturing learning environments that prioritize the social, emotional, and physical well-being of all students by increasing resources and activities by 5% to expand healthy activities, social services, (including mental health , social-emotional learning) and enrichment opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SSAISD will utilize a social emotional program for all students and partner with entities such as, Family Service Association, to address the social-emotional and behavioral needs of all students to improve academic performance and well-being.</p> <p><b>Funding Sources:</b> - 289 Title IV - \$50,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SSAISD will deliver quality mental health counseling sessions to clients at campuses and at our CARE Zone family facility.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2024 there will be a 25% reduction in depression as the referral reason for clients who received specialized counseling sessions in 2022-2023 by the district's school based mental health professional.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling</p> <p><b>Funding Sources:</b> - 289 Title IV - \$60,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> SSAISD will provide resources and activities that foster healthy and nurturing learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Physical Education Assessment Tools            Student Readiness Assessments: Tools to measure students' academic and developmental preparedness.            Social-Emotional Learning (SEL) Screeners and programs: Instruments to assess students' social-emotional growth and behavior. Mindful Movements for self-regulation.            Teacher Observations and Checklists: Ongoing documentation of student engagement, emotional regulation, and peer interactions.            Attendance and Behavior Records: Data to monitor patterns in student attendance and classroom behavior.            Intervention and Support Logs: Records tracking individualized support services and student progress.            Student Portfolios: Collections of student work showcasing academic, social, and emotional development.</p> <p><b>Staff Responsible for Monitoring:</b> DOA Early Childhood Director            DOA SPED Director            DOA Teaching and Learning Director            Attendance Officers</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Fine Arts Coordinator and supplemental learning supplies for enrichment activities - 289 Title IV , Safe and Healthy PE supplies - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SSAISD will enhance school safety at every school using best practices aligned with the School Safety Standards in order to increase the safety and well being of all students.</p> <p><b>Funding Sources:</b> contracted services to meet minimum state school safety standards - 429 School Safety and Security Grants, professional development for safety and wellness strategies - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 No Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				











**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> SSAISD has a significant number of students performing at the 'Approaches' level on STAAR assessments. Our goal is to ensure that all students achieve at least one year's academic growth and progress to the next performance level. <b>Root Cause:</b> Many students are not performing at grade level and have foundational learning gaps. It is crucial that MTSS interventions and reteach opportunities are implemented effectively once student needs are identified in order to address these challenges.</p>

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

**Performance Objective 1:** Improve Parent and Family Engagement by increasing the number of families involved in school and district events from 10% to 20%.





**Evaluation Data Sources:** Parent and Student Surveys  
attendance collection at events and activities

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a Family and Community Engagement Specialist to support district, school, and family partnerships; Improve two-way communication; Work effectively with parents as equal partners and develop robust family learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Executive Director of Curriculum and Instruction</p> <p><b>Funding Sources:</b> Families and Community Engagement Specialist - 211 Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Considerable	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Families, students and the school district community will be provided districtwide family learning events and opportunities to serve as education stakeholders each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance at the meets level and above.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Parent Family Engagement Specialist Executive Director of Curriculum and Instruction</p> <p><b>Funding Sources:</b> - 211 Title I, Part A, - 289 Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 No Progress	 No Progress	 No Progress	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Enhance family engagement activities by increasing the number of family programs.

**Evaluation Data Sources:** Parent and Student Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide family activities and support programs, such as parent classes and child care.  <b>Strategy's Expected Result/Impact:</b> Improved academic achievement  <b>Staff Responsible for Monitoring:</b> DOA Executive Director of Curriculum and Instruction</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> Child Care for school age parents - 199 Local - 199-E-61-6299-00-818-0-99-0-00 - \$3,200,                      Afterschool Program - 199 Local - 199-E-11-6299-45-818-0-11-0-00 - \$11,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> SSAISD is experiencing declining student enrollment, high student mobility rates, lack of parental involvement, and a decrease in graduation rates. <b>Root Cause:</b> The primary issues facing SSAISD are rooted in the complex interplay between the impacts of increased competition from charter schools and school surrounding school districts, high at-risk student populations, low parental involvement, challenges related to staff turnover and experience, and aging facilities in the landlocked school district.</p>

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$1,600,000.00
1	1	1	Academic Coordinators		\$800,000.00
1	1	4	MTSS-RTI Platform	211-E--11-6395-00-818-5-30-000	\$70,000.00
1	1	8	Shared Service Agreement with ESC 20 for PNP support		\$50,355.00
2	1	1	Academic Coordinators	211-E-13-6119-00-818-4-30-000	\$658,183.00
4	1	1	Families and Community Engagement Specialist		\$0.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$3,178,538.00
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Commitment- Living Science, TEKS Resource, and Elevate	199-E-11-6239-00-818-0-30-0-00	\$96,400.00
1	1	2	SchoolLinks	199 E 11 6395 00 818 0 30 000	\$25,845.00
1	1	2	Accountability Connect	199-E-13-6299-00-818-0-30-0-00	\$4,550.00
<b>Sub-Total</b>					\$126,795.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Fine Arts Supplies	289-E-11-6399-00-818-5-11-001	\$1,500.00
2	1	1	Academic Coordinator	289-E-21-6119-00-818-5-99-001	\$77,100.00
3	2	1			\$50,000.00
3	2	2			\$60,000.00
3	2	3	Safe and Healthy PE supplies		\$0.00
3	2	3	Fine Arts Coordinator and supplemental learning supplies for enrichment activities		\$0.00
3	2	4	professional development for safety and wellness strategies		\$0.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$188,600.00

199 PIC 25 Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	6	Reimbursement for certification exams		\$3,000.00
2	1	1	Dual Language and ESL		\$0.00
<b>Sub-Total</b>					\$3,000.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Deans, Academic Coordinator, School Improvement Director		\$450,000.00
1	4	1	Robinson Math Professional Learning		\$0.00
2	1	1	Contracted Services for Professional Development	255-E-13-6299-00-818-5-30-000	\$48,900.00
2	1	1	Academic Coordinators	255-E-13-6119-00-818-4-30-000	\$128,584.00
<b>Sub-Total</b>					\$627,484.00
263 Title III ESA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Spelling Bee materials and transportation to events		\$500.00
1	5	3	Interdistrict travel for facilitator and instructional coaches		\$1,500.00
1	5	3	Spanish instructional reading resources		\$39,000.00
1	5	3	DL Professional development		\$28,000.00
1	5	3	Salary for Bilingual Facilitator		\$50,000.00
1	5	4	Contract PD presenter Dr. Jose Medina		\$20,000.00
<b>Sub-Total</b>					\$139,000.00
263 Title III Imm					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Multi-level reading material academic support		\$12,000.00
<b>Sub-Total</b>					\$12,000.00
199 PIC 21 GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	GT Screener Materials	199-E-11-0-6339-0-825-0-21-000	\$7,000.00
1	2	3	GT Student Project Materials	119-E-11-0-6399-0-825-0-21-000	\$12,000.00
1	2	4	Spelling Bee Fees and GT Testing Contracted Services	199-E-11-0-6299-0-825-0-21-000	\$1,500.00
1	2	4	GT Learning Expeditions	199-E-11-0-6412-0-825-0-21-000	\$1,400.00
1	2	4	GT Family Nights and Expositions	199-E-11-0-6499-0-825-0-21-000	\$4,000.00

199 PIC 21 GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Gifted and Talented Professional Development CO-OP	199-E-11-6239-00-825-0-21-000	\$8,000.00
2	1	1	Gifted and Talented Misc Operating Refreshments for Professional Development	199-E-13-6499-00-825-0-21-000	\$2,500.00
2	1	1	GT Membership	199-E-21-6495-00-825-0-21-000	\$500.00
<b>Sub-Total</b>					\$36,900.00
410 IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	410 E 11 6399-00-825-4-11-0-00	\$112,000.00
1	3	1	Reading Materials	410 E 11 6399-00-825-4-11-0-00	\$112,000.00
1	4	1	Reading Materials	410 E 11 6399-00-825-4-11-0-00	\$112,000.00
<b>Sub-Total</b>					\$336,000.00
429 School Safety and Security Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4	contracted services to meet minimum state school safety standards		\$0.00
<b>Sub-Total</b>					\$0.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-E-11-6399-0-825-0-11-000	\$12,000.00
1	1	1	Intructional Resources- Library, TEKS Alignment Field Guides	199-E-11-6395-00-818-0-11-0-00	\$50,557.00
1	1	2	Eduphoria (Testing / Data Base)	199 E 11 6395 00 818 0 30 000	\$41,000.00
1	1	2	Testing Data Base, Universal Screener	199-E-11-6395-00-818-0-11-0-00	\$128,000.00
1	1	2	Region 10 (TEKS Ready)	199 E 31 6395 00 822 0 99 000	\$12,175.00
1	2	2	Testing Materials for Advanced Academics	199-E-11-0-6329-0-825-0-11-000	\$0.00
1	2	4	Transportation for GT Student Learning Expeditions	199-E-11-0-6494-0-825-21-000	\$1,000.00
1	2	4	Contracted Services	199-E-11-6299-0-825-0-11-000	\$24,000.00
1	2	4	District Spelling Bee Transportation	199-E-11-0-6494-0-825-0-11-000	\$200.00
1	2	4	Trophies and Awards	199-E-11-0-6499-0-825-0-11-000	\$6,000.00
2	1	1	General Supplies Academic Coordinators	199-E-13-6399-0-825-0-99-000	\$6,000.00
2	1	1	APSI for Teachers/Staffworkshops/Confrence Fees, Travel Mileage Reimbursement	199-E-13-0-6411-0-825-0-99-000	\$19,000.00

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	District Uniforms	199-E-13-6399-0-825-0-6399-000	\$1,000.00
2	1	1	General Supplies for Teaching and Learning	199-E-21-6399-0-825-0-99-000	\$2,000.00
2	1	1	Refreshments for District Trainings	199-E-13-6411-0-825-0-99-000	\$3,000.00
2	1	1	General Supplies	199-E-21-6399-00-818-0-99-0-00	\$3,000.00
2	1	1	Travel for Executive Director	199-E-21-6411-00-818-0-99-0-00	\$1,000.00
2	1	1	Consultants	199-1-6299-0-825-0-99-000	\$11,793.00
2	1	1	Copier	199-E-13-6269-0-825-0-99-000	\$3,000.00
2	1	1	School Leadership PLC	199-E-21-6499-00-818-0-99-0-0	\$1,000.00
2	1	1	Travel	199-E-21-6411-0-825-0-99-000	\$3,500.00
2	1	1	Copier	199-E-21-6499-00-818-0-99-0-00	\$1,200.00
3	1	1	Skyward Q Student Information System Software Licenses	199 E 53 6395 00 824 0 99 0 00	\$61,000.00
3	1	1	On Data Suite (Aloe Group)	199 E 31 6395 00 824 0 99 0 00	\$5,800.00
3	1	1	Hosting Services for Skyward	199 E 53 6395 00 824 0 99 0 00	\$29,000.00
3	1	1	Project Truancy	199 E 31 6395 00 824 0 99 0 00	\$15,000.00
4	2	1	Child Care for school age parents	199-E-61-6299-00-818-0-99-0-00	\$3,200.00
4	2	1	Afterschool Program	199-E-11-6299-45-818-0-11-0-00	\$11,000.00
<b>Sub-Total</b>					<b>\$455,425.00</b>

# 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 District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Eugene Tovar	8/12/2024	Joel Gaines	8/12/2024