

# South San Antonio Independent School District



## Price Elementary School

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth, Top 25  
Percent: Comparative Closing the Gaps, Postsecondary  
Readiness

## 2025-2026 Campus Improvement Plan

# Mission Statement

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

## Vision

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

## Value Statement

We believe...

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

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

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

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

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



# Table of Contents

<b>Comprehensive Needs Assessment</b>	5
Demographics	6
Student Learning	8
School Processes & Programs	10
Perceptions	12
<b>Priority Problem Statements</b>	14
<b>Goals</b>	16
Goal 1 : SSAISD will increase academic achievement for all students and thus close the ...	17
Goal 2 : SSAISD will recruit, develop, support and retain effective teachers, principals, a...	26
Goal 3 : SSAISD will ensure all students are provided a learning environment centered o...	32
Goal 4 : SSAISD will collaborate with parents and the community to ensure all students r...	39



# Comprehensive Needs Assessment

# Demographics

## Summary

### Price Elementary Overview

Price Elementary, established in 1952, is one of the eight elementary schools within the South San Antonio Independent School District. Situated at 245 Price Avenue in San Antonio, Texas, our school serves a unique community. The neighborhood surrounding Price Elementary is landlocked, limiting the possibility of constructing new developments like apartment complexes or sub-divisions. The area primarily consists of retired or elderly residents.

### Student Enrollment Update

Our current enrollment at Price Elementary has seen a change compared to the previous year. We now educate approximately 340 students from Kindergarten to 5th Grade. This is a decrease from 424 students that finished the school year 2024-2025. This decrease was mainly from pre-kindergarten and head start being transferred to Carrillo Elementary.

### Teacher Retention/Recruitment/Experience

All teachers that were here in 2024-2025 returned for the 2025-2026 school year. We hired on a new 3rd grade Math teacher and transferred in some teachers from previous schools in the district. All paraprofessionals have their qualification to be working with students.

### Discipline

Our teachers do an amazing job at having students following routines and procedures throughout the day leading to minimal discipline referrals to the office. We have a behavior matrix that is portrayed and reviewed over with students to help with routines and procedures in the common areas. The majority of discipline referrals come from the bus transportation before and after school in which there are no bus aides present to assist the bus driver with routines and procedures.

### Dual Language/Bilingual Education Focus

Price Elementary plays a crucial role as one of the higher enrollment of dual language/bilingual schools in our region. The student body composition, campus and district representation, faculty and staff experience, and teacher-student ratio are all key factors highlighted in the Texas Academic Performance Report ([https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr\\_srch.html?srch=C](https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html?srch=C)) for the school.

**Student Groups by race/ethnicity, gender, attendance can be located on the Texas Academic Performance Report ([https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr\\_srch.html?srch=C](https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html?srch=C))**

## Strengths

We have a predominantly Hispanic population where we offer bilingual and dual language opportunities to our students. We are a Title 1 campus. All of students receive free breakfast and lunch.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.

Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

 = Priority

# Student Learning

## Summary

Price Elementary received report cards for the 2022-2023, 2023-2024, and 2024-2025 this past school year. In 2022-2023, we received a rating of "C". In 2023-2024 and 2024-2025, we received a rating of a "B". This past year we achieved an overall score of 83 out of 100. In the Student Achievement category, the school fell below standard with a score of 69 but was up from 57 out of 100 from the previous year. Price Elementary excelled in school progress, achieving an impressive 83 out of 100. The performance in closing the gaps was also noteworthy, with a score of 82 out of 100.

## Strengths

Price Elementary received report cards for the 2022-2023, 2023-2024, and 2024-2025 this past school year. In 2022-2023, we received a rating of "C". In 2023-2024 and 2024-2025, we received a rating of a "B". This past year we achieved an overall score of 83 out of 100. In the Student Achievement category, the school fell below standard with a score of 69 but was up from 57 out of 100 from the previous year. Price Elementary excelled in school progress, achieving an impressive 83 out of 100. The performance in closing the gaps was also noteworthy, with a score of 82 out of 100.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.

Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

 = Priority

# School Processes & Programs

## Summary

The current curriculum at the school is determined by the district office. This year, the school utilizes Bluebonnet for Kindergarten - 5th grade, We utilize SAVVAS for Science and Social Studies Weekly for all grade levels. In terms of instructional practices, the school follows the Student Response Protocol in which we focus on calling on students randomly to answer questions, giving students the opportunity to learn from each other with group work, and reporting back what they spoke about. This helps teachers check for understanding and taking initiative of their own learning. This allows for the teacher to tell what students are struggling in which area related to the instructional they are given. Professional Development is provided at the beginning and throughout the year to support teachers in implementing the curriculum and instructional strategies effectively. Teachers engage in weekly cluster and lesson internalization planning meetings to internalize lessons, analyze data, and plan for future instruction. The school prioritizes maintaining a schedule with minimal distractions to maximize instructional time. Support services such as special education, Response to Intervention (RTI), and dyslexia interventions are available to address the needs of struggling students. Additionally, students receive in school tutoring to help them improve in areas of weakness. The school offers a variety of clubs and activities after school, including cheerleading, culinary club, drama club, patrols, Lego club, recycling club, Esports, choir, student council. Every student has access to one-to-one technology.

## Strengths

The current curriculum at the school is determined by the district office. This year, the school utilizes Bluebonnet for Kindergarten - 5th grade, We utilize SAVVAS for Science and Social Studies Weekly for all grade levels. In terms of instructional practices, the school follows the Student Response Protocol in which we focus on calling on students randomly to answer questions, giving students the opportunity to learn from each other with group work, and reporting back what they spoke about. This helps teachers check for understanding and taking initiative of their own learning. This allows for the teacher to tell what students are struggling in which area related to the instructional they are given. Professional Development is provided at the beginning and throughout the year to support teachers in implementing the curriculum and instructional strategies effectively. Teachers engage in weekly cluster and lesson internalization planning meetings to internalize lessons, analyze data, and plan for future instruction. The school prioritizes maintaining a schedule with minimal distractions to maximize instructional time. Support services such as special education, Response to Intervention (RTI), and dyslexia interventions are available to address the needs of struggling students. Additionally, students receive in school tutoring to help them improve in areas of weakness. The school offers a variety of clubs and activities after school, including cheerleading, culinary club, drama club, patrols, Lego club, recycling club, Esports, choir, student council. Every student has access to one-to-one technology.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1  
★

Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.

Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

★ = Priority

# Perceptions

## Summary

The current feedback mechanisms such as surveys, report card nights, award ceremonies, and parent coffees are effectively engaging all stakeholders in the school community. Additionally, the existing events like student showcases, family involvement activities, and partnerships with external organizations are fully maximizing the potential for enhancing school climate and student success. We would like to continue to offer opportunities for collaboration amongst students, staff, and families which foster stronger connections leading to student success.

## Strengths

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# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1



Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support

District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.

Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

2  
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Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.

Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

3  
★

Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.

Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

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Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support

District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

★ = Priority



# Goals

# Goal 1

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

## Performance Objective 1

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

**Evaluation Data Source:** Unit Assessments, Common Assessment, District Assessments, State Assessments

### Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher.

**Strategy's Expected Result/Impact:** By spring of 2026, 50% of our 3rd - 5th grade students will achieve proficiency by scoring at or above the meets level on the STAAR Reading Assessment.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

Some Progress

November

January

March

June

### Strategy 2

During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

**Strategy's Expected Result/Impact:** By spring of 2026, 50% of our 3rd - 5th grade students will achieve proficiency by scoring at or above the meets level on the STAAR Reading Assessment.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

## Formative Reviews

Some Progress

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January

March

June

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.</p>	<p>Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,</p>

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.</p>	<p>Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.</p>

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.</p>	<p>Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.</p>

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support</p>	<p>District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.</p>

## Performance Objective 2

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

**Evaluation Data Source:** Unit Assessments, Common Assessment, District Assessments, State Assessments,

### Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher.

**Strategy's Expected Result/Impact:** By spring of 2026, 57% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Math Assessment.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Some Progress

November

January

March

June

### Strategy 2

During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

**Strategy's Expected Result/Impact:** By spring of 2026, 57% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Math Assessment.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Some Progress

November

January

March

June

**Performance Objective 2 Problem Statements Identifying Demographics**

Problem Statement	Root Cause	
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

**Performance Objective 2 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause	
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause	
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

**Performance Objective 2 Problem Statements Identifying Perceptions**

Problem Statement	Root Cause	
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

# Performance Objective 3

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

**Evaluation Data Source:** Unit Assessments, Common Assessment, District Assessments, State Assessments

## Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher.

**Strategy's Expected Result/Impact:** By spring of 2026, 28% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Science Assessment.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

Considerable Progress

November

January

March

June

## Strategy 2

During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

**Strategy's Expected Result/Impact:** By spring of 2026, 28% of our students will achieve proficiency by scoring at or above the meets level on the STAAR Science Assessment.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

Considerable Progress

November

January

March

June

### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.</p>	<p>Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,</p>

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.</p>	<p>Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.</p>

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.</p>	<p>Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.</p>

### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support</p>	<p>District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.</p>

## Performance Objective 4

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

Evaluation Data Source: MAP Assessments

### Strategy 1

Instruction will be planned and delivered at DOK levels 2 and higher.

**Strategy's Expected Result/Impact:** By spring of 2026, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Growth goals.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Some Progress

November

January

March

June

### Strategy 2

During weekly planning, teams will focus on activities and lessons that meet DOK levels 2 and higher, including alignment with the rigor of the student expectation (SE). The teachers will also identify the power standards and establish exemplars.

**Strategy's Expected Result/Impact:** By spring of 2026, students in grades K-2 will demonstrate growth in RLA foundational skills, with at least 65% meeting or exceeding their NWEA MAP Growth goals.

**Staff Responsible for Monitoring:** Campus Administration, Master Teachers, Mentor Teachers, Career Teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Moderate Progress

November

January

March

June

### Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

### Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

### Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

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

## Performance Objective 1

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

**Evaluation Data Source:** EEPASS and Jotdot

### Strategy 1

Price administration will complete a minimum of 6 calibration cycles using the NIET rubric with 90% inter-rater reliability.

**Strategy's Expected Result/Impact:** All appraisers are calibrated and in alignment with the NIET rubric as evidenced by EEPASS Data.

**Staff Responsible for Monitoring:** Master Teachers  
Principal  
Assistant Principal

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

Moderate Progress

November

January

March

June

### Strategy 2

Price administration will implement 1 practice, 1 announced and 1 unannounced observation using the NIET Teaching and Learning Standards Rubric, to ensure fidelity of implementation, coaching and feedback.

**Strategy's Expected Result/Impact:** Campus leaders will have uniform data collection in EEPASS to support calibration to guide our professional learning, coaching, SALT, and DALT meetings.

**Staff Responsible for Monitoring:** Master Teachers  
Principal  
Assistant Principal

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

## Formative Reviews

Considerable Progress

November

January

March

June

## Strategy 3

Price Elementary School administration will implement a minimum of 5 walkthroughs per week to ensure fidelity of implementation, coaching, and feedback.

**Strategy's Expected Result/Impact:** Campus leaders will have uniform data collection in Jotdot to guide our professional learning, coaching, and cluster meeting.

**Staff Responsible for Monitoring:** Master Teachers

Principal

Assistant Principal

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

## Formative Reviews

Considerable Progress

November

January

March

June

**Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.
	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.
	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.
	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support
	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

**Performance Objective 2**  **High Priority**

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

**Evaluation Data Source:** PD Catalog, Cluster Meeting agendas, Eduphoria

**Strategy 1**

Campus instructional leadership team will participate in weekly South San Antonio Academic Leadership Team (SALT) meetings focused on supporting campus priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

**Strategy's Expected Result/Impact:** Campus instructional leadership team will strengthen leadership skills and build teacher capacity with instructional practices aligned to the NIET Rubric.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Master Teachers, Mentor Teachers, Teachers

**Problem Statements:** School Processes & Programs 1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

Considerable Progress

November

January

March

June

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

Problem Statement	Root Cause
1 Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

**Performance Objective 3**

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

## Strategy 1

Enhance the campus hiring process to ensure the selection of the most qualified staff members for all open positions through the implementation of an effective interview panel structure.

**Strategy's Expected Result/Impact:** Provide each classroom with a certified staff member in their area of expertise.

**Staff Responsible for Monitoring:** Administration, master teachers, teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

 Accomplished

**November**

**January**

**March**

**June**

### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.</p>	<p>Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,</p>

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.</p>	<p>Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.</p>

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.</p>	<p>Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.</p>

### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support</p>	<p>District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.</p>

# 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 High Priority

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

**Evaluation Data Source:** Campus Attendance Reports  
PEIMS Attendance Data  
Campus Communication Logs

### Strategy 1

Increase attendance monitoring and data analysis by checking students that have chronic absenteeism and calling families to find concerns that they may have.

**Strategy's Expected Result/Impact:** Increase in average daily attendance (ADA)  
Decrease in chronic absenteeism rate (missing 10%+ of school days)  
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

**Staff Responsible for Monitoring:** Principal, Campus Administrators, PEIMS Department, Attendance Advocates, School Counselor, PEIMS clerk, Parent Liaison

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

Considerable Progress

November

January

March

June

### Strategy 2

Provide tiered interventions and monthly incentives to increase student attendance by: Tier 1: Universal messaging and school-wide incentives monthly. Tier 2: Personalized phone calls, parent meetings, and student check-ins. Tier 3: Individual attendance plans, counseling referrals, and community resource connections

**Strategy's Expected Result/Impact:** Increase in average daily attendance (ADA)  
Decrease in chronic absenteeism rate (missing 10%+ of school days)  
Improvement in attendance equity across subgroups (e.g., by grade, ethnicity, special populations)

**Staff Responsible for Monitoring:** Principal, Assistant Principal, PEIMS Department, Attendance Advocate, School Counselor, PEIMS clerk, Parent Liaison

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Formative Reviews**

Considerable Progress

**November**

**January**

**March**

**June**

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.
	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.
	Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1	Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.
	Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support
	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

## Performance Objective 2

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

### Strategy 1

By the end of the 2025-2026 school year, Price Elementary School will decrease discipline referrals by 10% by establishing a diverse range of clubs and extracurricular activities, including cheerleading, running club, culinary club, student council, and more, to foster a vibrant and inclusive school community.

**Strategy's Expected Result/Impact:** Decrease discipline referrals by 10%.

**Staff Responsible for Monitoring:** Administration, faculty and staff

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Considerable Progress

November

January

March

June

### Strategy 2

By the end of the 2025-2026 school year, Price Elementary School will decrease discipline referrals by 10% by incorporating field trip opportunities to enhance students' learning experiences beyond the classroom environment.

**Strategy's Expected Result/Impact:** Decrease discipline referrals by 10%.

**Staff Responsible for Monitoring:** Administration, office staff, faculty and staff

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Moderate Progress

November

January

March

June

## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>1</b> Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.</p>	<p>Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,</p>

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p><b>1</b> Student achievement at Price remains below state and regional averages, due to inconsistent access to high-quality, rigorous instruction, limited use of data to inform teaching, and a lack of professional learning, and aligned behavioral and academic support systems.</p>	<p>Inconsistent implementation of rigorous instruction, limited access to high-quality materials, and use of data and support systems have contributed to gaps in student learning, especially for SPED, EB, and economically disadvantaged students.</p>

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p><b>1</b> Campus systems and processes are newly implemented and not yet fully embedded, resulting in varied levels of understanding, trust, and execution across campuses. Staff are in the early stages of learning, adopting, and refining practices, which impacts the consistency and effectiveness of implementation.</p>	<p>Price has recently introduced new systems and processes without sufficient time for full training, modeling, and calibration. As a result, staff are still developing clarity, confidence, and shared understanding around implementation expectations and aligned practices.</p>

## Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p><b>1</b> Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support</p>	<p>District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.</p>

# Performance Objective 3

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

## Strategy 1

Increase student achievement on STAAR from 69% to 75% overall in grade 3rd - 5th by incorporating award ceremonies into the campus improvement plan to recognize students for achieving honor roll status, maintaining perfect attendance, and demonstrating outstanding citizenship.

**Strategy's Expected Result/Impact:** Increased honor roll, attendance, citizenship.

**Staff Responsible for Monitoring:** Administrators, counselor, teachers

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

## Formative Reviews

Moderate Progress

November

January

March

June

### Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Economically disadvantaged students at Price are performing 15-20 percentage points below region and state averages in core tested subjects, indicating a persistent achievement gap that impacts overall campus performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding,

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
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### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
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### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support	District did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation at Price, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

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

## Performance Objective 1

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

**Evaluation Data Source:** Family Engagement Survey Results

### Strategy 1

Price Elementary School will use parent engagement activities (Ex: parent coffees, open house, report card nights) to enhance family understanding of academic expectations and support student learning at home.

**Strategy's Expected Result/Impact:** Increase in student growth and achievement as measured by The Balanced Assessment System.

**Staff Responsible for Monitoring:** Master Teachers

Principal  
Assistant Principal  
Parent Liaison

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

### Formative Reviews

Considerable Progress

November

January

March

June

### Strategy 2

Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: Grandparent Night Meet the Teacher Night Report Card Nights Open House Title I Campus Policy Meeting Campus Academic Nights Assessment Nights Attendance Information Night Award Ceremonies Parent Coffees Student Showcases/PTA meetings

**Strategy's Expected Result/Impact:** Increased parent engagement as evidenced by attendance sessions, Increase student growth and achievement as evidenced by The Balanced Assessment System.

**Staff Responsible for Monitoring:** Master Teachers

Principal

Assistant Principal

Parent Liaison

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Formative Reviews**

Moderate Progress

November

January

March

June

**Strategy 3**

During the 2025-2026 school year, Parent Liaison will design and deliver a minimum of three targeted parent trainings focused on strengthening home-school communication with content aligned to family engagement priorities.

**Strategy's Expected Result/Impact:** Participation rates, agenda, and feedback surveys

**Staff Responsible for Monitoring:** Campus Administration, parent liaison

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Formative Reviews**

Moderate Progress

November

January

March

June

## Performance Objective 1 Problem Statements Identifying Demographics

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**Performance Objective 2**  **High Priority**

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

**Evaluation Data Source:** Student Attendance Records  
Attendance Initiatives

**Strategy 1**

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: Distributing clear, attendance expectation letters to all families Engaging families early with personalized communication when attendance drops below 95% Hosting attendance awareness events (Parent Coffees, Title 1, Meet the Teacher, Open House) that emphasize the link between attendance and academic success Partnering with district organizations to remove barriers (e.g., transportation, health access, basic needs) that contribute to chronic absenteeism

**Strategy's Expected Result/Impact:** Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by The Balanced Assessment system results.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselor  
Parent Liaison

**Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

**Formative Reviews**

Considerable Progress

November

January

March

June

## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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