

South San Antonio Independent School District



Roy P. Benavidez Elementary School

Accountability Rating: C

2025-2026 Campus Improvement Plan

Mission Statement

South San ISD

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.

Roy P. Benavidez Elementary School

Mission Statement

Rich educational experiences, student empowerment, and enrichment.

Vision

South San ISD

Vision Statement

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Roy P. Benavidez Elementary School

Vision Statement

Providing high quality instruction that develops successful future global leaders.

Value Statement

Roy P. Benavidez Elementary

Core Values

Family, Faith, Service

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Comprehensive Needs Assessment

Demographics

Summary

Benavidez Elementary, located off the Interstate 35 access road, is the largest elementary campus in the South San Independent School District. For the 2025 school year, the campus has experienced significant growth, with total enrollment reaching 706 students. As a designated bilingual cluster campus for the district, Benavidez serves students from PK3 through 5th grade, including 214 bilingual students and 103 students receiving special education services. To support its new role and growing student population, the campus has welcomed a new administrative team and 13 new staff members.

Below is the teacher information from TAPR 23-24:

Texas Education Agency
2023-24 Staff Information (TAPR)
 ROY BENAVIDEZ EL (015908113) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	8.1	6.0
Average Years Experience of Principals with District	6.0	5.8	5.1
Average Years Experience of Assistant Principals	0.0	3.6	5.1
Average Years Experience of Assistant Principals with District	0.0	3.2	4.3
Average Years Experience of Teachers	11.4	12.3	11.1
Average Years Experience of Teachers with District	10.3	8.4	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$59,178	\$54,272
1-5 Years Experience	\$59,379	\$60,001	\$58,185
6-10 Years Experience	\$61,653	\$61,990	\$61,494
11-20 Years Experience	\$63,730	\$65,478	\$65,219
21-30 Years Experience	\$67,149	\$68,294	\$69,723
Over 30 Years Experience	\$79,131	\$75,763	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$62,915	\$63,878	\$62,474
Professional Support	\$78,208	\$72,649	\$73,783
Campus Administration (School Leadership)	\$87,842	\$87,330	\$86,738
Instructional Staff Percent	n/a	57.7%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	11.0	29.1%	10.2%	6.0%
Career and Technical Education	0.0	0.0%	4.2%	5.5%
Compensatory Education	0.0	0.0%	1.7%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	23.8	62.9%	68.5%	69.8%
Special Education	3.0	7.9%	10.5%	10.3%
Other	0.0	0.0%	4.9%	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Strengths

The campus has a strong parent community and enrollment numbers remain stable. Students remain within the campus from start to finish and there is not too much movement with the community. The campus has experienced some growth due to the additional bilingual students and their siblings when possible.

Benavidez Elementary serves a culturally rich and linguistically diverse student population, with over 30% of students participating in the district's bilingual program. The campus celebrates its multilingual environment as a strength, fostering cross-cultural understanding and language development. The staff diversity closely reflects the community, supporting strong connections with families. Enrollment has steadily increased, demonstrating growing trust in the school's programs and staff.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Based on our historic STAAR and TELPAS data, bilingual students are needing to strengthen listening, reading, speaking, and writing.	Not adequately incorporating all areas (reading, writing, listening, and speaking) across the disciplines.
2 ★ Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

★ = Priority

Student Learning

Summary

In the 2025 STAAR result, students in bilingual and special education groups are not doing as well as other students. Additionally, science has fallen from previous years and needs some adjustments.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ The campus has sustained a good state rating, and we are focused on specific groups for this school year.	There have been some changes in leadership and there has been a lack of consistency with learning expectations.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Based on our historic STAAR and TELPAS data, bilingual students are needing to strengthen listening, reading, speaking, and writing.

Not adequately incorporating all areas (reading, writing, listening, and speaking) across the disciplines.

2
★

Based on our historic STAAR data, there is a need for stronger tier 1 instruction.

Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

3
★

The campus has sustained a good state rating, and we are focused on specific groups for this school year.

There have been some changes in leadership and there has been a lack of consistency with learning expectations.

4
★

Benavidez elementary will support teachers through Cluster meetings and lesson internalization.

There was no designated time and/or structure for staff to work together and focus on internalization and strengthening tier 1 instruction.

5
★

Benavidez elementary has over 100 transfer students and is well sought by the community. The campus is second largest in the district and with new leadership, a focus on building relationships with staff, students, families, and the community is necessary.

There are 13 new staff members with a new leadership team, it is essential to gain trust from the community, families, staff, and students.

★ = Priority



Goals

Goal 1

SSAISD will increase student 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 High Priority HB3 Goal

By Spring 2026, 85% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Literacy.

Evaluation Data Source: CIRCLE Progress Monitoring System Reports

Strategy 1

Provide comprehensive training and ongoing coaching to Benavidez PreK staff on effectively implementing the CIRCLE Activity Collection and other evidence-based literacy practices to ensure strong Tier 1 instruction in foundational literacy skills

Strategy's Expected Result/Impact: Pre-K students will increase their foundational literacy skills, including phonological awareness, alphabet knowledge, and early writing, as measured by the CIRCLE Progress Monitoring System (CPMS). Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with the Pre-K Guidelines.

Staff Responsible for Monitoring: Head Start Coordinator
Head Start Instructional Coaches
Principal
Assistant Principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 2 High Priority HB3 Goal

By Spring 2026, 85% of Pre-Kindergarten students will achieve proficiency by scoring at or above the established benchmark on the CIRCLE Progress Monitoring System (CPMS) for Mathematics.

Evaluation Data Source: CIRCLE Progress Monitoring

Strategy 1

Provide comprehensive training and ongoing coaching to Benavidez Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based mathematics practices to ensure strong Tier 1 instruction in foundational numeracy skills.

Strategy's Expected Result/Impact: Pre-K students will increase their foundational numeracy skills, including number sense, counting, and problem-solving as measured by the CIRCLE progress monitoring system (CPMS). Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with the Pre-K Guidelines.

Staff Responsible for Monitoring: Head Start Coordinator
Head Start Instructional coaches
Principal
Assistant Principals

Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress	Some Progress		
November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1Based on our historic STAAR and TELPAS data, bilingual students are needing to strengthen listening, reading, speaking, and writing.	Not adequately incorporating all areas (reading, writing, listening, and speaking) across the disciplines.
2Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 3 High Priority HB3 Goal

By Spring 2026, students in grades K-2 will demonstrate growth in Reading Language Arts (RLA), with at least 60% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1

Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by our balanced assessment system. Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principals

Problem Statements: Demographics 2

Funding Sources: RLA Master Teacher 211 Title I, Part A, \$100,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Based on our historic STAAR data, there is a need for stronger tier 1 instruction.

Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 4 ☒ High Priority ☒ HB3 Goal

By Spring 2026, students in grades K-2 will demonstrate growth in Mathematics with at least 55% of students meeting or exceeding their MAP Growth goals.

Evaluation Data Source: MAP Growth Reports

Strategy 1

Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by our balanced assessment system. Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS.

Staff Responsible for Monitoring: Master Teachers

Principal

Assistant Principals

Problem Statements: Demographics 2

Funding Sources: Math Master Teacher 211 Title I, Part A, \$100,000

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 5 High Priority HB3 Goal

By May 2026, the percentage of students in STAAR Reading 3-5 will increase from 38% to 48% at the Meets performance level or above.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas RLA (reading language arts) standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading instruction as measured by weekly walkthroughs and observations.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

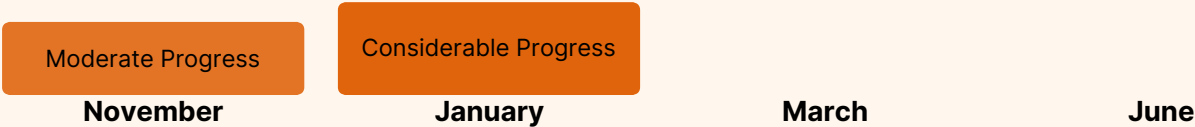
Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols/samples/artifacts to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

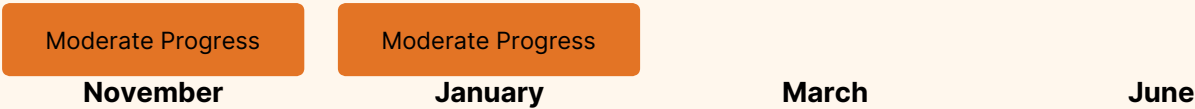
Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1Based on our historic STAAR and TELPAS data, bilingual students are needing to strengthen listening, reading, speaking, and writing.	Not adequately incorporating all areas (reading, writing, listening, and speaking) across the disciplines.
2Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 6 High Priority HB3 Goal

By May 2026, the percentage of students in STAAR Math 3-5 will increase from 41% to 55% at the Meets performance level or above.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

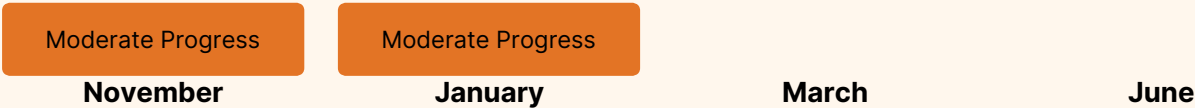
Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Prioritize daily, uninterrupted math instructional blocks by protecting time for core math instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of math instruction as measured by weekly walkthroughs and observations.

Staff Responsible for Monitoring: Master teachers

Principal

Assistant principals

Problem Statements: Demographics 2 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols/samples/artifacts to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master teachers

Principal

Assistant principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The campus has sustained a good state rating, and we are focused on specific groups for this school year.	There have been some changes in leadership and there has been a lack of consistency with learning expectations.

Performance Objective 7

By May 2026, the percentage of students in STAAR Science 5th grade will increase from 8% to 20% at the Meets performance level or above.

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas science standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress	Considerable Progress
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Strategy 2

Prioritize daily, uninterrupted science instructional blocks by protecting time for instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of science instruction as measured by weekly walkthroughs and observations.

Staff Responsible for Monitoring: Master teachers

Principal

Assistant principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master teachers

Principal

Assistant principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Based on our historic STAAR data, there is a need for stronger tier 1 instruction.

Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 8 ☒ High Priority ☒ HB3 Goal

By May 2026, the percentage of students in Reading Grades 4-5 will demonstrate an increase in annual expected growth from 62% to 76%.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Adopt and fully implement HQIM aligned to the State of Texas RLA standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Launch a yearlong professional learning plan that includes unit and lesson internalization, modeling, and practice-based learning through cluster meetings, as measured by walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master teachers

Principal

Assistant principals

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Strategy's Expected Result/Impact: Monitor instructional time spent on all components of reading and writing instruction as measured by weekly classroom walkthroughs and observations.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Demographics 2 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work and data protocols to adjust instruction in real-time and use interim assessments to measure student growth using Domain II progress measures.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The campus has sustained a good state rating, and we are focused on specific groups for this school year.	There have been some changes in leadership and there has been a lack of consistency with learning expectations.

Performance Objective 9 High Priority HB3 Goal

By May 2026, the percentage of students in math Grades 4-5 will demonstrate an increase in annual expected growth from 63 to 76%.

Evaluation Data Source: Balanced assessments to include STAAR

Strategy 1

Utilize a balanced assessment system that ensures the use of HQIM-Based Formative assessments to drive instruction.

Strategy's Expected Result/Impact: Train teachers to use student work and data protocols to adjust instruction in real-time and use interim assessments to measure student growth using Domain II progress measures.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Demographics 2 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Some Progress	 Some Progress		
November	January	March	June

Performance Objective 9 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Based on our historic STAAR data, there is a need for stronger tier 1 instruction.	Strong internalization for lessons and focusing on following Bluebonnet with fidelity.

Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The campus has sustained a good state rating, and we are focused on specific groups for this school year.	There have been some changes in leadership and there has been a lack of consistency with learning expectations.

Performance Objective 10 High Priority HB3 Goal

By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at approaches or higher from 26% to 36% on STAAR assessments.

Evaluation Data Source: balanced assessment system and Branching Minds.

Strategy 1

Create a a campus master schedule to ensure all HB 1416 students will complete accelerated learning requirements.

Strategy's Expected Result/Impact: Increased student performance as measured by the balanced assessment system and state accountability.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements.

Strategy's Expected Result/Impact: Increased student performance measured by the balanced assessment system, fulfilling state requirements for HB 1416 and increased performance on state accountability.

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principals

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 10 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The campus has sustained a good state rating, and we are focused on specific groups for this school year.

There have been some changes in leadership and there has been a lack of consistency with learning expectations.

Performance Objective 11 ☒ High Priority ☒ HB3 Goal

By May 2026, the percentage of Special Education students in grades 3-5 will increase from 17% - 25% at the Meets performance level or above on STAAR assessments.

Evaluation Data Source: Balanced assessment to include STAAR

Strategy 1

Provide training for all staff to ensure all IEPs align with best practices for Standards Based IEP development (SBID).

Strategy's Expected Result/Impact: Aligned supports for students in special education as measured by State Performance Plan Indicator (SPPI) data.

Staff Responsible for Monitoring: Master teachers

Principal

Assistant Principals

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Establish and consistently monitor clear criteria and "look fors" for diverse special education settings, focusing on the implementation of high-leverage strategies that directly support improved student outcomes.

Strategy's Expected Result/Impact: Implementation and monitoring of clear criteria and high-leverage strategies will ensure instructional consistency across special education settings, leading to improved student engagement, access to grade-level content, and measurable gains in student achievement.

Staff Responsible for Monitoring: master teachers

principal

assistant principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 11 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The campus has sustained a good state rating, and we are focused on specific groups for this school year.	There have been some changes in leadership and there has been a lack of consistency with learning expectations.

Performance Objective 12 High Priority HB3 Goal

By May 2026, the percentage of Emergent Bilingual students in grades 3-5 will increase from 29% to 35% at the Meets performance level or above on STAAR assessments.

Evaluation Data Source: Balanced assessment to include STAAR

Strategy 1

Implement the bilingual framework aligned with research-based best practices of the 90/10 dual language model in 100% of PreK-5 dual language classrooms.

Strategy's Expected Result/Impact: Emergent bilingual students will enhance cognitive skills through proficiency in target language while also building a solid foundation in English as measured by our balanced assessment system.

Staff Responsible for Monitoring: Master Teacher
Principal
Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 12 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 The campus has sustained a good state rating, and we are focused on specific groups for this school year.	There have been some changes in leadership and there has been a lack of consistency with learning expectations.

Performance Objective 12 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Benavidez elementary will support teachers through Cluster meetings and lesson internalization.	There was no designated time and/or structure for staff to work together and focus on internalization and strengthening tier 1 instruction.

Goal 2

SSAISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.

Performance Objective 1 High Priority HB3 Goal

By May 2026, 100% of campus leaders will use common tools to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.

Evaluation Data Source: EEPASS and JotDot

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

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Strategy 2

Campus administration will implement a minimum of 2 practice observations using the NIET Teaching and Learning Standards rubric, to ensure fidelity of implementation, coaching, and feedback.

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

Staff Responsible for Monitoring: Master teachers
Principal
Assistant principal

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

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Strategy 3

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

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

Staff Responsible for Monitoring: Master teachers

Principal

Assistant principals

Problem Statements: School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November



Accomplished

January



Accomplished

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Benavidez elementary will support teachers through Cluster meetings and lesson internalization.

There was no designated time and/or structure for staff to work together and focus on internalization and strengthening tier 1 instruction.

Performance Objective 2

In the 2025-2026 school year, 100% of 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.

Strategy 1

Campus administration will implement professional learning opportunities to ensure support and learning for staff is continuous as measured through walkthroughs and sign in sheets.

Strategy's Expected Result/Impact: Staff will acquire new knowledge and deepen their understanding of effective learning strategies.

Staff Responsible for Monitoring: Campus Administration
Master Teachers

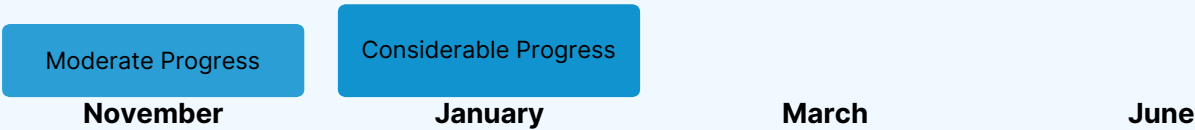
Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Benavidez elementary will support teachers through Cluster meetings and lesson internalization.	There was no designated time and/or structure for staff to work together and focus on internalization and strengthening tier 1 instruction.

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 at Benavidez Elementary will increase from 91.8% to 94% for the 2025-2026 school year.

Strategy 1

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach. This includes: distributing clear, attendance expectation letters to all families; Engaging families early with personalized communication when attendance drops below 95%; hosting attendance awareness events that emphasize the link between attendance and academic success; partnering with community organizations to remove barriers (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.

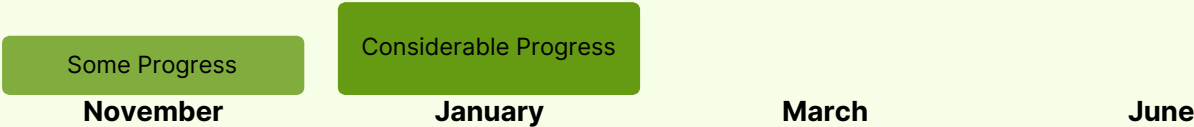
Staff Responsible for Monitoring: Principal
Assistant principals
Counselors
Parent liaison
Attendance clerks
Teachers

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Benavidez elementary has over 100 transfer students and is well sought by the community. The campus is second largest in the district and with new leadership, a focus on building relationships with staff, students, families, and the community is necessary.	There are 13 new staff members with a new leadership team, it is essential to gain trust from the community, families, staff, and students.

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, Benavidez Elementary will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20% as measured by school family engagement surveys.

Evaluation Data Source: Family engagement surveys

Strategy 1

Benavidez Elementary will use district-provided Family Expectation Letters as a consistent communication tool aligned with instructional units to enhance family understanding of academic expectations and support student learning at home.

Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance at events.

Increased student growth and achievement as well as attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison

Problem Statements: Perceptions 1

Funding Sources: Parent Liaison 211 Title I, Part A, \$25,000

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Benavidez elementary has over 100 transfer students and is well sought by the community. The campus is second largest in the district and with new leadership, a focus on building relationships with staff, students, families, and the community is necessary.

There are 13 new staff members with a new leadership team, it is essential to gain trust from the community, families, staff, and students.



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The campus utilized our mentor teachers, leadership team, community and parent representatives.

1.2 Location for Evidence of Multiple Meetings Held

The meetings are held on campus in our library and a sign in sheet is available along with the form approving the Campus Improvement Plan.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The staff met initially in September 2025 to discuss the campus needs. We developed the Campus Improvement Plan together and will continue to monitor throughout the school year, meeting at least 6 times.

2.2 Stakeholders 1114(b)(2)

Through monthly meetings, the families and community share their suggestions for improving the campus overall. The information is then shared with our Campus Improvement Team.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

A copy is keep in the office area and will be uploaded to our campus website.