

South San Antonio Independent School District



Neil Armstrong Elementary School

Accountability Rating: B

Distinction Designation:

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

2025-2026 Campus Improvement Plan

Mission Statement

South San Antonio ISD

Mission

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Vision

South San Antonio ISD

Vision

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

Value Statement

South San Antonio ISD

Core Values

All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.

Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.

All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.

All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.

Authentic transformation requires being comfortable with being uncomfortable.

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Comprehensive Needs Assessment

Demographics

Summary

Neil Armstrong Elementary is a Title I Campus that will service students in PK- 5th grade for the 2025-2026 school year. Our school was built in 1970 and is located at 7111 Apple Valley Drive in San Antonio, Texas. We are a neighborhood school, located off 410 South near the Lackland Air force Base. Neil Armstrong is one of eight Elementary Schools in SSAISD.

The current enrollment at Neil Armstrong is 392 students. Our students receive education in reading, writing, math, science, social studies, music, physical education, and art. We are a campus which offers a dual language program for Pre-K students who are interested in becoming bi-literate in English and Spanish. All students are held to high standards in their work and their behavior. Neil Armstrong is a Title I Campus which provides special education, dyslexia, 504, gifted and talented, migrant, and homeless services to support the education of all students.

The demographic population at Neil Armstrong for the 2023-2024 school year was:

Hispanic-88%

White-7%

Black-2%

Asian-1%

Bilingual-13%

Eco Dis-95%

GT-3%

Neil Armstrong Elementary offers a Special Education program that provides appropriate services for distinct special education groups including: Itinerant/Inclusion Support, Resource, Life Skills, ECSE, and Speech Therapy. Dyslexia Instruction at all levels K-5 are implemented by a Dyslexia Program Specialist. All special education/ dyslexia services are staffed by highly qualified and certified teachers and paraprofessional staff.

SEL support is provided by our Neil Armstrong school counselor, through implementation of the Class Catalyst, a daily well-being check-in platform to support student connection, self-awareness, and self-regulation, and services through the Care Zone.

MTSS is utilized to identify needs and create targeted interventions for all students. Neil Armstrong services English Language Learners by providing a dual language program that will be implemented in PK and through ESL support for other grade levels. GT services are also provided on campus for students who need enrichment activities.

Staff Retention rate strategies: Neil Armstrong provides mentorship, coaching, consistent administrative feedback, and mandatory trainings for all staff members.

Teacher to student ratio averages 1:14

Strengths

Neil Armstrong Elementary School Campus #

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1. Lower teacher turnover allows for staff rapport to address social-emotional needs.
2. Continuous innovation in instruction using Apple technology to inspire, imagine, and impact teaching and learning.
3. Positive relationships with students and families to set a climate of respect and responsibility and grow parent engagement:
 - Parent communication is provided via classroom and school digital platforms such as the school website, Facebook, School/Class Dojo, Remind, and Blackboard.
 - Teachers are encouraged to call parents regularly to inform parents about student attendance, academic progress, and behavior.
 - Parent Cafecitos with the Principal events are held once per month.
 - Empower Parent meetings are held to foster community building in a compassionate learning environment.
 - Food and Nutrition Education classes to explore how to create health habits and becoming active the family cooking at home.
 - School Monthly Calendar informs parents of schoolwide events.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	The attendance rate for 2024-2025 was 92.16%, and below the district goal of 94%.	Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.

★ = Priority

Student Learning

Summary

The accountability rating summary for 2024-2025 is as follows:

Neil Armstrong received a "B" rating and received Distinction Designations in top 25%: Comparative Academic Growth & Top 25% Comparative Closing the Gaps.

Scaled Scores:

Overall- 84

Student Achievement-57

School Progress-83

Closing the Gaps-85

Grade/Subject	Approaches	Meets	Masters
Reading	64%	37%	10%
Math	56%	30%	13%
Science	37%	7%	2%

Strengths

In 2025, South San Antonio ISD launched a strategic partnership with the National Institute for Excellence in Teaching (NIET) as part of a comprehensive effort to strengthen educator development and instructional quality across the district. This collaboration is designed to support educators at all stages of their careers through structured, research-based guidance aligned with NIET’s proven model.

Key highlights include:

- **Professional Development & Coaching:** SSAISD leverages NIET’s expertise to deliver targeted coaching, training, and feedback cycles aimed at enhancing classroom instruction and leadership growth.
- **Career Pathways:** The partnership supports the creation of clear pathways for educator advancement, ensuring consistent opportunities for teachers to deepen their practice and take on leadership roles.
- **Sustainability & Systemic Support:** As part of the district’s transformation under new leadership, NIET’s resources are integral to establishing long-term instructional systems and support structures that raise classroom effectiveness and student outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student achievement in 3rd-5th STAAR Math is not yet at state average, with 30% of all students at the "Meets" grade level.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.
2 ★	Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.
3 ★	Student achievement in 5th STAAR Science was significantly low, with 7% of the students at the "Meets" performance standard.	The implementation of Science instruction and best practices across all levels requires adjustment to meet state expectations.

★ = Priority

School Processes & Programs

Summary

Teachers will use Bluebonnet Math and Reading Language Arts K-5. PK will use Frog Street.

The campus will implement the NIET Professional Development Plan to strengthen instructional practices, build teacher leadership, and improve student outcomes. Professional learning will be grounded in the TAP System and aligned to the campus and district improvement plans.

- **Cluster Meetings:** Teachers will engage in weekly cluster meetings facilitated by instructional coaches and master teachers. These sessions will focus on lesson internalization, modeling, and practice-based learning tied directly to campus instructional priorities and the use of high-quality instructional materials (HQIM).
- **Observation and Feedback Cycles:** Administrators and teacher leaders will conduct regular classroom observations, followed by feedback and coaching conversations, to provide teachers with actionable next steps.
- **Data-Driven Instruction:** Professional learning will incorporate analysis of student work, formative assessments, and walkthrough data to ensure instruction is aligned with TEKS and the rigor of STAAR.
- **Leadership Development:** Teacher leaders will receive ongoing training in how to facilitate professional learning, provide coaching, and model effective instruction to strengthen the instructional capacity of the entire campus.
- **Monitoring and Evaluation:** Progress will be measured through walkthrough data, evaluation rubrics, and student performance metrics to ensure professional development is impacting both teacher practice and student learning.

Strengths

Last year, our campus engaged in a comprehensive professional development plan supported by the National Institute for Excellence in Teaching (NIET). Professional learning was grounded in the TAP system and provided teachers with consistent opportunities to strengthen instruction. Weekly cluster meetings were implemented to support lesson planning, internalization, and modeling. Instructional leaders conducted regular coaching and feedback cycles, which increased teacher capacity and fostered collaboration across grade levels. This structured system of professional development ensured that teachers had access to ongoing, job-embedded learning connected directly to student achievement.

Building on this foundation, this year the campus continues to expand NIET-supported professional development. The focus remains on weekly cluster meetings, with an emphasis on deepening the use of high-quality instructional materials (HQIM), aligning lessons to TEKS and the cognitive rigor of STAAR, and incorporating practice-based learning opportunities for teachers. Administrators and master teachers are working together to ensure walkthrough and observation feedback directly informs cluster meeting content, creating a continuous cycle of growth. Additionally, leadership development is being prioritized so teacher leaders can effectively facilitate professional learning and support colleagues.

Through this structured professional development model, our campus has established a culture of continuous improvement and collaboration, ensuring that all professional learning is intentional, aligned, and measurable in its impact on student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<div>1★</div> <div>The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction</div>	<div>Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction.</div>

★ = Priority

Perceptions

Summary

At Neil Armstrong Elementary, we believe that partnerships between families and the school are essential for student success. Our current programs aim to create a supportive and collaborative environment where parents and staff can work together effectively. We have monthly Parent Cafecitos, intramurals, and seasonal festivals that engages all stakeholders. We have parents that participate in our Campus Instructional Leadership Team (CILT) to help with the campus decision-making.

Below are some of the functions and forms of communication that foster parent involvement:

Parent Cafecitos, Facebook, Class Dojo, Campus Website, School Clubs, Book Fair Night, Fall Fest, Head Start Classes, Head Start Facilitator, Parent Liaison, Home Visits, Phone Check-Ins, Grandparents Day Celebration, Open House/Title I Informational Meeting, after school program, volunteer opportunities to chaperone on field trips, STAAR Information Night, STEAM Night, Awards Ceremony, Report Card Nights, Fiesta Parade, Field Day, Bike Rodeo, and Lunch Bunch.

Even though we have various events to involve parents and the community, it is not always on an academic level. We will work on increasing academic parent engagement for the 2025-2026 academic year.

Strengths

Our campus has a large parent/community attendance at our Parent Cafecitos and Empower Parent meetings. There are many opportunities for parents and families to get involved in our school such as Book Fair Night, Fall Fest, Head Start Classes, Grandparents Day Celebration, Open House/Title I Informational Meeting, Volunteer Opportunities, STAAR Information Night, Awards Ceremony, Report Card Nights, STEAM Night, Fiesta Parade, Field Day, Bike Rodeo, and Lunch Bunch.

To increase parent engagement, our parent liaison works to connect with parents and foster their participation.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	A need has emerged to strengthen family engagement with the campus in ways that build positive relationships and culture.	Due to program changes, third party grants funded major family engagement events.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The attendance rate for 2024-2025 was 92.16%, and below the district goal of 94%.

Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.

2
★

Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.

The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

3
★

Student achievement in 5th STAAR Science was significantly low, with 7% of the students at the "Meets" performance standard.

The implementation of Science instruction and best practices across all levels requires adjustment to meet state expectations.

4
★

The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction

Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction.

5
★

A need has emerged to strengthen family engagement with the campus in ways that build positive relationships and culture.

Due to program changes, third party grants funded major family engagement events.

6
★

Student achievement in 3rd-5th STAAR Math is not yet at state average, with 30% of all students at the "Meets" grade level.

The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.



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 **High Priority** **HB3 Goal**

By Spring 2026, 75% 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 (CPMS)

Strategy 1 **Results Driven Accountability**

Provide comprehensive training and ongoing coaching to SSAISD Pre-K 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).

Staff Responsible for Monitoring: Principal
Assistant Principal
Head Start Instructional Coaches
Pre-K Teachers

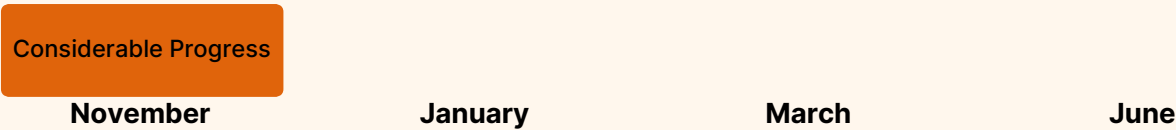
Problem Statements: Student Learning 2

Funding Sources: 205 Head Start,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

Performance Objective 2 High Priority HB3 Goal

By Spring 2026, 75% 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 System (CPMS)

Strategy 1 Results Driven Accountability

Provide comprehensive training and ongoing coaching to SSAISD 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).

Staff Responsible for Monitoring: Principal
Assistant Principal
Head Start Instructional Coaches
Pre-K Teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 205 Head Start,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November January March June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in 3rd-5th STAAR Math is not yet at state average, with 30% of all students at the "Meets" grade level.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.
2 Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.
3 Student achievement in 5th STAAR Science was significantly low, with 7% of the students at the "Meets" performance standard.	The implementation of Science instruction and best practices across all levels requires adjustment to meet state expectations.

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 Results Driven Accountability

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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

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

Considerable Progress

November

January

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.

The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

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 ☒ Results Driven Accountability

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.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher
Mentor Teachers
Career Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction	Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction.

Performance Objective 5

By May 2026, the percentage of students in STAAR Reading 3-5 will increase from 37% to 47% at the Meets performance level or above.

Evaluation Data Source: CFAs, UAs, and Benchmarks, STAAR Reading 3-5 Report

Strategy 1 ☒ Results Driven Accountability

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

Strategy's Expected Result/Impact: Follow the districts 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: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2 ☒ Results Driven Accountability

Create a master schedule that prioritizes and adheres to 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: Principal
Assistant Principal
Master Teacher

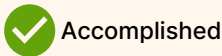
Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

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



November January March June

Strategy 3 **Results Driven Accountability**

Utilize the 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 (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



November January March June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in 3rd-5th STAAR Math is not yet at state average, with 30% of all students at the "Meets" grade level.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.
2 Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.
3 Student achievement in 5th STAAR Science was significantly low, with 7% of the students at the "Meets" performance standard.	The implementation of Science instruction and best practices across all levels requires adjustment to meet state expectations.

Performance Objective 6 High Priority

By May 2026, the percentage of students in STAAR Math 3-5 will increase from 30% to 40% at the Meets performance level or above.

Evaluation Data Source: CFAs, UAs, Benchmarks, STAAR Math 3-5 Report

Strategy 1 Results Driven Accountability

Fully implement the district's adopted HQIM that is aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.

Strategy's Expected Result/Impact: Implement the districts yearlong professional learning plan that provides teachers with opportunities for unit and lesson internalization, modeling, and practice-based learning during cluster meetings. Progress will be measured through walkthrough data that reflects growth in teachers' understanding and effective use of high-quality instructional materials (HQIM) in alignment with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal
Assistant Teacher
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

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

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2 Results Driven Accountability

Create a master schedule that prioritizes and adheres to 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 classroom walkthroughs and observations.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Strategy 3 Results Driven Accountability

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

Strategy's Expected Result/Impact: Create a master schedule that prioritizes and adheres to daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

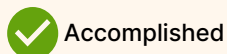
Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Accomplished

November

January

March

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in 3rd-5th STAAR Math is not yet at state average, with 30% of all students at the "Meets" grade level.

The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

Performance Objective 7 High Priority

By May 2026, the percentage of students in STAAR Science 5th will increase from 7% to 20% at the Meets performance level or above.

Evaluation Data Source: CFAs, UAs, Benchmarks, STAAR 5 Science Reports

Strategy 1

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: Implement the districts yearlong professional learning plan that provides teachers with opportunities for unit and lesson internalization, modeling, and practice-based learning during cluster meetings. Progress will be measured through walkthrough data that reflects growth in teachers' understanding and effective use of high-quality instructional materials (HQIM) in alignment with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part A,

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2 Results Driven Accountability

Create a master schedule that prioritizes daily, uninterrupted science instructional block by protecting time for core science instruction and ensure fidelity to instructional minutes

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

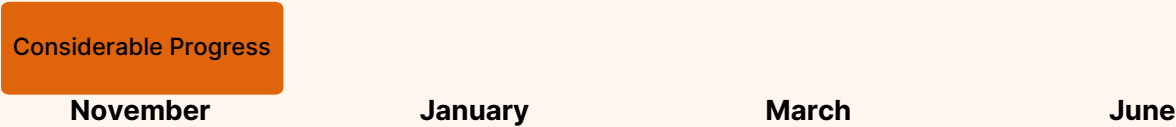
Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part A,

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

Formative Reviews



Strategy 3

Utilize the districts 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 (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 3

Funding Sources: 211 Title I, Part A,

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

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Student achievement in 5th STAAR Science was significantly low, with 7% of the students at the "Meets" performance standard.	The implementation of Science instruction and best practices across all levels requires adjustment to meet state expectations.

Performance Objective 8 High Priority

By May 2026, the percentage of students in Reading Grade 4&5 STAAR will demonstrate an increase in annual expected growth from 73% to 76%.

Evaluation Data Source: CFAs, UAs, Benchmarks, 4th & 5th STAAR Reading Reports

Strategy 1 Results Driven Accountability

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

Strategy's Expected Result/Impact: Follow the districts year long 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.

Problem Statements: Student Learning 2

Funding Sources: 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

November

January

March

June

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Student achievement in 3rd-5th STAAR Reading is not yet at state average, with 37% of all students at the "Meets" performance standard.	The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.

Performance Objective 9

 High Priority

By May 2026, the percentage of students in Math Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 76% to 80%.

Evaluation Data Source: CFAs, UAs, Benchmarks, STAAR Reports

Strategy 1

 Results Driven Accountability

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: Implement the districts 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.

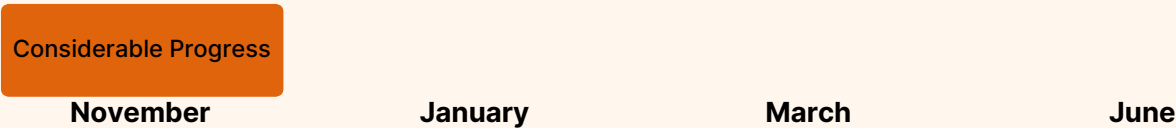
Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teacher

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A,

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

Formative Reviews



Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<div>1</div> <div>Student achievement in 3rd-5th STAAR Math is not yet at state average, with 30% of all students at the "Meets" grade level.</div>	<div>The campus requires additional support with implementation of best practices in teaching, learning, assessing, and student engagement.</div>

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

Performance Objective 1 High Priority

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 & Jot Dot

Strategy 1

Campus leaders will complete a minimum of 4 calibration cycles using the NIET rubric with 90% inter-rater reliability.

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

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Considerable Progress

November

January

March

June

Strategy 2

Campus administration will perform a practice evaluation on each teacher 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, and SALT meetings.

Staff Responsible for Monitoring: Principal
Assistant Principal
Master Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,
TEA Priorities: Recruit, support, retain teachers and principals
ESF Levers: Lever 2: Strategic Staffing
Formative Reviews



November

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<div>1</div> <div>The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction</div>	<div>Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction.</div>

Performance Objective 2

Establish a system that provides immediate and ongoing feedback after walkthroughs and evaluations that is supportive to teacher growth.

Evaluation Data Source: Jotform data

Strategy 1

Create and follow a schedule of walkthroughs and formal observations that will include timely feedback.

Strategy's Expected Result/Impact: Gather authentic and real time data to inform improvement efforts for the teachers

Staff Responsible for Monitoring: Administration, Master Teachers, Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

Considerable Progress

November

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<div>1</div> <div>The recent curriculum shift provides an opportunity for a productive struggle that will strengthen and refine the implementation of systematic and explicit Tier I instruction</div>	<div>Teachers need more training and coaching on standard-based strategies to effectively implement Tier 1 instruction.</div>

Goal 3

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

Performance Objective 1 High Priority

Student attendance at Armstrong will increase from 91.8% to 94% for the 2025-2026 school year.

Evaluation Data Source: Campus Attendance Reports

Strategy 1

Recognize and reward students that meet or exceed the district's 94% attendance goal, as well as those demonstrating significant attendance improvements.

Strategy's Expected Result/Impact: Increase in Average Daily Attendance

Staff Responsible for Monitoring: Principal
Assistant Principal
Data Processor

Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A,

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The attendance rate for 2024-2025 was 92.16%, and below the district goal of 94%.	Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.

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

Performance Objective 1 High Priority

By May 2026, SSAISD 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: Attendance Reports

Strategy 1

Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, promote two-way communication, and educate families on new initiatives and resources. These meetings will include Parent Cafecitos, Meet the Teacher night, Open House/ Title I, STAAR information sessions, CILT and will be communicated via flyers and electronically. Light snacks will be provided.

Strategy's Expected Result/Impact: Increase in parent and family participation and communication

Staff Responsible for Monitoring: Administration, Counselor, Parent Liaison, Secretary, Staff

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

Considerable Progress

November

January

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June

Strategy 2

Conduct parent meetings to inform them of ways they can help make a positive impact on the academic progress and success of their student(s) at home. These meetings include Convivios, Academic/STEM Nights, Report Card Nights, Book Fairs, Ceremonies and will be communicated electronically and through flyers. Light snacks will be provided.

Strategy's Expected Result/Impact: Increase in student academic achievement and parent/family participation in their child's academic progress and success.

Staff Responsible for Monitoring: Administration, Teachers, Counselor, Staff, Secretary

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

To support student participation and engagement, parents and families will be given the opportunity to attend social events such as School Performances, Breakfast Buddies, Grandparent's Day Celebration, Family Lunch Day. These events will be communicated via Flyers and electronically and light snacks and refreshments will be served.

Strategy's Expected Result/Impact: Increase in parent participation.

Staff Responsible for Monitoring: Administration, Secretary, Counselor, Parent Liaison, Teachers

Problem Statements: Perceptions 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A need has emerged to strengthen family engagement with the campus in ways that build positive relationships and culture.

Due to program changes, third party grants funded major family engagement events.

Performance Objective 2 High Priority

By May 2026, Armstrong 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
Communication Logs
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 that emphasize the link between attendance and academic success. Partnering with community 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

Funding Sources: 211 Comprehensive Support,

Formative Reviews

Some Progress

November

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June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The attendance rate for 2024-2025 was 92.16%, and below the district goal of 94%.

Students may face challenges at home that prevent them from attending school consistently, and their parents may not be fully aware of the impact this can have on their academic progress.



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide comprehensive training and ongoing coaching to SSAISD Pre-K staff on effectively implementing the CIRCLE Activity Collection and other evidence-based literacy practices to ensure strong Tier 1 instruction in foundational literacy skills.
1	2	1	Provide comprehensive training and ongoing coaching to SSAISD 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.
1	3	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.
1	4	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.
1	5	1	Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	5	2	Create a master schedule that prioritizes and adheres to daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.
1	5	3	Utilize the balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	6	1	Fully implement the district's adopted HQIM that is aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	6	2	Create a master schedule that prioritizes and adheres to daily, uninterrupted math instructional blocks by protecting time for core math instruction and ensure fidelity to instructional minutes.
1	6	3	Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	7	2	Create a master schedule that prioritizes daily, uninterrupted science instructional block by protecting time for core science instruction and ensure fidelity to instructional minutes
1	8	1	Fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	9	1	Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning.