

# South San Antonio Independent School District



## 2025-2026 District Improvement Plan

# Mission Statement

INSPIRING, EDUCATING, AND PREPARING ALL SSAISD STUDENTS FOR SUCCESS BEYOND THE CLASSROOM, BY PROVIDING A SAFE, NURTURING, AND CHALLENGING LEARNING ENVIRONMENT, EMPOWERING STUDENTS TO REACH THEIR FULL POTENTIAL, AND ENGAGING THE COMMUNITY IN OUR SHARED COMMITMENT TO EXCELLENCE.

# Vision

TO EMPOWER ALL STUDENTS IN SSAISD TO ACHIEVE ACADEMIC EXCELLENCE AND PERSONAL SUCCESS BY PROVIDING EQUITABLE ACCESS TO HIGH QUALITY EDUCATION, RESOURCES, AND OPPORTUNITIES.

# Value Statement

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

Data analysis indicates that our district is currently the lowest-performing LEA in Region 20. Significant academic gaps exist, with a 15–20 percentage point difference at the *Meets* performance level when compared to both state and regional averages.

Root causes contributing to these outcomes include:

- **Lack of coherent systems and processes** that support consistent instructional practice across campuses.
- **Inconsistent implementation of high-quality instructional materials (HQIM)**, limiting alignment to standards and rigor.
- **Insufficient use of assessment data** to inform instruction and monitor student progress.

Additionally, special populations, including students with disabilities, emergent bilinguals, at-risk, and historically underserved groups are not consistently held to high expectations aligned with grade-level standards. Addressing these gaps requires a focused, district-wide approach that emphasizes rigorous instruction, aligned curriculum, and systematic use of data to drive decisions.

The findings from this needs assessment will guide the development of performance objectives and targeted strategies to improve student outcomes, close achievement gaps, and ensure all students are supported to meet grade-level expectations.

ESSA (Every Student Succeeds Act) Activity information-

South San Antonio Independent School District has an economically disadvantaged rate of 88% or higher at every campus and has historically averaged 90% of economically disadvantaged students. The range of economically disadvantaged students as reported in the SC5000 ESSA consolidated application is from 88%-98%, making every school a priority. Every school in South San Antonio Independent School District qualifies as a Schoolwide Title I school. For this reason, South San Antonio Independent School District does not allocate Title II, Part A and Title IV, Part A-SSAEP funds at the campus level. South San Antonio Independent School District places a focus on the implementation of comprehensive support and improvement activities for those identified schools in need of Improvement in accordance with the TEA Statutory Requirement. Those identified schools also receive funds from Title I, Part A and the Effective Schools Framework Focused School Grant.

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

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

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

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

# Demographics

## Summary

The South San Antonio Independent School District (SSAISD) has a rich history, having been established in 1922. Over the years, it has grown to encompass approximately 21 square miles in the South and Southwest portions of San Antonio, serving a diverse and vibrant community.

Our district is comprised of 13 campuses, which include 8 elementary schools, 3 middle schools, 1 high school, and an alternative education program. This structure allows us to provide a comprehensive educational experience from early childhood through secondary education. Our school district is pleased to offer Pre-Kindergarten programs for three and four-year-old children at four of our cluster elementary schools. These programs are designed to provide young learners with a strong foundation in early childhood education, fostering their cognitive, social, and emotional development in a nurturing and supportive environment. By integrating age-appropriate learning activities, we aim to prepare our youngest students for a successful transition into kindergarten and beyond. We are proud to offer a two-way dual language program in five of our elementary schools, which fosters bilingualism and bi-literacy from a young age. Our middle schools are equipped with numerous STEM and Fine Arts programs, alongside an ESL program, to cater to a wide range of student interests and needs. At the high school level, we provide early college and dual credit opportunities, as well as an ESL program and 16 career and technical education pathways, preparing our students for both higher education and the workforce.

SSAISD is committed to inclusivity and accessibility, which is why we offer open enrollment to all students in Bexar County. This policy ensures that families have the flexibility to choose the educational environment that best suits their children's needs, regardless of their residential location within the county.

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

	South San Antonio ISD		San Antonio	Texas
	Students	Teachers	Students	Students
<b>Hispanic</b>	94.4%	80%	64.7%	53.2%
<b>White</b>	3.4%	17.4%	24%	25%
<b>African American</b>	1.2%	1.6%	6.8%	12.8%
<b>American Indian</b>	.2%	0%	.7%	1.1%
<b>Asian</b>	.2%	.4%	3%	5.5%

*Data from TAPR and US Census 2023-2024*

The student demographic make-up of SSAISD is not representative of the City of San Antonio nor the State of Texas. SSAISD serves a predominately Hispanic population with 21.9% of students identified as Emergent Bilingual.

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

	South San Antonio ISD	State of Texas
Emergent Bilingual	21.9%	24.4%
Gifted and Talented	6.4%	8.5%
Special Education	16.6%	13.9%
At-Risk	79.6%	53.2%

Homeless	.8%	1.4%
Title I Schools	100%	65.7%
Dropout (9th-12th)	5.2%	2.0%
Mobility	24.9%	16.1%
Graduation	81%	90.3%

Data from the 2023-2024 TAPR Report

### Emergent Bilingual

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

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

Grades	2023-2024
Elementary (DL)	96 (37%)
Elementary (ESL)	41 (16%)
Middle School	50 (19%)
High School	71 (28%)
Total Served in 2023-2024	<b>258</b>

### 2023-2024 Special Education

This special population increased from previous years to 1,235 students (16.6%).

SSAISD has a significantly higher percentage of students identified as having at least one At-Risk indicator as compared to

the state. All 13 schools are identified as Title I campuses. The dropout rate for students in grades 9 thru 12 has significantly increased since the onset of COVID-19, and as a result the graduation rate has dropped to 81%.

## Early Childhood/Pre-K

SSAISD's Pre-K program serves a large number of early learners by providing high-quality education and developmental support that prepare students for their academic journey. Our Pre-K students come from diverse backgrounds, reflecting the district's commitment to an inclusive learning environment that nurtures growth and builds readiness for future success. In addition, our Head Start program serves 288 students, while 195 students are enrolled in Pre-K non-Head Start, for a combined total of 483 students. Together, these programs address a wide range of developmental needs and ensure a strong foundation, giving all young learners in our district a well-rounded start.

McKinney Vento

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

SSAISD currently has a procedure for identifying students. Students are promptly enrolled without the typical documentation delays. However, there is a need to provide better training for school staff to recognize signs of homelessness. There is also a need to better connect with this population with a targeted welcome packet for all newly enrolled homeless students. While there is transportation provided through the bus transportation within and between school districts, there is also a need to support families with public transportation.

## Enrollment and Attendance

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

The attendance rate at the district stood at 96.8% during the 2019-2020 school year and has dropped to a 90.1% attendance rate for the 2022-2023 school year.

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

In 2024-2025, the total number of families in South San Antonio ISD was 4,323. During the 2024-2025 SY, there were five parent/family activities/events held district-wide with an average attendance of approximately 10% of families. Individual schools in SSAISD held monthly parent meetings and at least one event with parent attendance below 15%.

## Staffing

Per 2020-2021, **2021-2022**, **2022-2023**, **2023-2024** Texas Academic Performance Report:

Teachers (554.3) **(541.3)** **(508.6)** **(505.1)**; Professional support (146.4) **(131.9)** **(128.7)** **(151.5)**, Campus Leadership (38) **(35.1)** **(39.2)****(34.4)**, Central Administration (17.6) **(15.8)** **(13.8)** **(16)**, Educational Aides (112.2) **(109.9)** **(113.6)** **(117.2)** and Auxiliary staff (378.7) **(345.8)** **(347.6)** **(354.5)**. Total staff is 1,247.2, **1179.7**, **1151.5**. **1178.7**

Total minority staff is 1,075.6 **(1038.3)** **(1013.3)** **(1034)**

Teacher by ethnicity: AA(9.9) **(7.8)** **(9)** **(8)** Hispanic(430.9) **(430.4)** **(413.6)**, **(403.5)** White(106.5) **(96.1)** **(82.1)** **(87.7)**, AI(0) **(0)** **(0)**, Asian (2) **(3)** **(1)**, **(2)** Two more Races (5) **(4)** **(3)**,**(4)** Males (170.1) **(172)** **(165.9)** **(171.3)** and Females (384.1) **(369.3)** **(342.7)** **(333.8)**

Teachers by experience: Beginning (80.5) **(54.2)** **(27.8)** **(37.5)**; 1-5 years experience (129.1) **(126.2)** **(124.8)** **(97.8)**, 6-10 years experience (103.2) **(105.1)** **(110.6)** **(109)**, 11-20 years experience (173.7) **(182.8)** **(169.4)** **(174)**, 21-30 years experience (57.5) **(61.9)** **(64.6)** **(73.3)**, Over 30 years experience (10.3) **(11)** **(11.4)** **(13.4)**

Experience of Campus Leadership: Principals - 5.7 years **(5.9 years)** **(6.2 years)** **(8.1 years)** ;Assistant Principals - 4.4 years **(4.6 years)** **(4.2 years)** **(3.6 years)**

Turnover Rate for Teachers: 11.9% **(14.3%)** **(22.6%)** **(19.8%)**

Professional Development for teacher quality is done in-district by Master Teachers, Campus Administrators, District employees, facilitators, and with consultants to improve instructional practices. In 2024-2025, a grant partnership was

formed with TXCEE (Texas Center for Educator Excellence) to support classroom teacher leaders.

## **Technology Infrastructure**

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

## **Instructional Technology**

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

## **CTE Programs of Study**

Total Programs of Study: 16

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

Associate of Arts - Criminal Justice

Associate of Arts - Liberal Arts

Associate of Arts - Teaching (EC - 6th)

Associate of Science - Biology

Associate of Science - Biology (Pre-Nursing)

*The PTECH pathway offered is Associate of Applied Science - Cyber Security.*

## **Early College Program**

*The Outcome Based Measures shows 39/87 South San High School students graduating with their associate degree for a percentage of 44.8%*

## **Strengths**

At SSAISD, we place a strong emphasis on parent and family engagement, recognizing the vital role that families play in

the educational success of our students. To foster this connection, we organize at least two district-wide events each semester, ensuring that families from all schools within our district have the opportunity to participate. These events are designed to create a sense of community, provide valuable resources, and encourage open communication between families and the school, ultimately enhancing the educational experience for our students.

In our Special Education Department, we prioritize collaborative planning to ensure that each student receives an education tailored to their unique needs. By developing individualized plans and placements based on comprehensive data analysis, we strive to provide the best possible support for our students. Our department has established partnerships with esteemed organizations and agencies, such as the Believe It Foundation, TAMUSA Mobile Autism Unit, and Life Links, to extend our reach and resources. These collaborations enable us to better serve the South San Antonio ISD community, offering specialized services and support that enhance the educational journey of our students with special needs.

The Pre-K program at SSAISD is distinguished by its ability to harness the demographic strengths of its community, creating an inclusive and supportive learning environment. By embracing a diverse student body that encompasses a wide array of backgrounds and experiences, the program is adept at addressing a broad spectrum of developmental needs and cultural perspectives. This diversity not only enriches the educational experience but also allows for the implementation of personalized and culturally responsive teaching strategies that cater to the individual needs of each child.

Furthermore, the program's commitment to understanding and meeting the unique needs of every student ensures that all children receive the foundational skills and support essential for future academic success. By focusing on the holistic development of each child, the Pre-K program lays a strong groundwork that prepares students for the challenges and opportunities of their educational journey. This dedication to fostering an environment where every child can thrive is a testament to the program's excellence and its pivotal role in shaping the future of our students.

Our Dual Language Program is meticulously crafted to align with the unique needs of our district, taking into account the diverse characteristics of our student body. This program is particularly beneficial in our community, where there is a significant population of students who speak Spanish as their primary language. By fostering bilingualism and bi-literacy, the program not only enhances cognitive skills but also promotes cultural awareness and inclusivity among students. This tailored curriculum ensures that students are not only learning a new language but are also able to maintain and develop their native language, which is crucial for their personal and academic growth.

On the other hand, our English as a Second Language (ESL) program is designed to provide targeted support for students from a variety of linguistic backgrounds who are in the process of acquiring English proficiency. This program is essential for helping students integrate into the academic environment, ensuring they have the necessary language skills to succeed in all subject areas. By focusing on English language development, the ESL program helps students build a strong foundation in English, which is critical for their overall academic success and future opportunities. The program's adaptability to cater to individual student needs makes it a vital component of our educational offerings, ensuring that all students have the opportunity to thrive in our school community.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.

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

2



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

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

 = Priority

# Student Learning

## Summary

Summary

### Summary

	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>	<b>65</b>	<b>D</b>	
<b>Student Achievement</b>	<b>62</b>	<b>D</b>	<b>0%</b>
<b>School Progress</b>	<b>70</b>	<b>C</b>	<b>70%</b>
Academic Growth	68	D	
Relative Performance (Eco Dis: 91.6%)	70	C	
<b>Closing the Gaps</b>	<b>54</b>	<b>F</b>	<b>30%</b>

Campus #	District/ Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Overall		Student Achievement		Academic G
								Rating	Score	Rating	Score	Rating
	<b>SOUTH SAN ANTONIO ISD</b>				<b>7,467</b>	<b>No</b>	<b>91.6%</b>	<b>D</b>	<b>65</b>	<b>D</b>	<b>62</b>	<b>D</b>
015908109	FIVE PALMS EL	Elementary	PK - 05	No	443	No	95.0%	B	86	D	62	B
015908108	FRANK MADLA EL	Elementary	PK - 05	No	382	No	100%	D	66	F	56	D
015908104	HUTCHINS EL	Elementary	EE - 05	No	441	No	90.5%	B	81	D	60	B
015908112	MIGUEL CARRILLO JR EL	Elementary	EE - 05	No	501	No	99.0%	D	60	F	53	D
015908110	NEIL ARMSTRONG EL	Elementary	EE - 05	No	322	No	90.7%	B	84	F	57	B
015908106	PALO ALTO EL	Elementary	EE - 05	No	528	No	93.2%	C	76	F	57	C
015908107	PRICE EL	Elementary	PK - 05	No	417	No	95.2%	B	83	D	69	B
015908113	ROY BENAVIDEZ EL	Elementary	PK - 05	No	669	No	89.1%	C	76	D	65	C

015908042	ALAN B SHEPARD MIDDLE	Middle School	06 - 08	No	447	No	97.3%	C	72	D	60	D
015908041	DWIGHT MIDDLE	Middle School	06 - 08	No	409	No	90.2%	F	57	F	59	F
015908044	ROBERT C ZAMORA MIDDLE	Middle School	06 - 08	No	655	No	83.7%	C	73	D	67	C
015908037	BEXAR CO J J A E P	High School	09 - 09	No	1	No	0.0%	Not Rated		Not Rated		Not Rated
015908001	SOUTH SAN ANTONIO H S	High School	09 - 12	No	2,190	No	89.6%	D	61	D	64	D
015908039	ALTERNATIVE SCHOOL	Elem/Sec	06 - 12	No	62	No	83.9%	Not Rated		Not Rated		Not Rated

**Student Achievement**

				Campus				District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating
	<b>SOUTH SAN ANTONIO ISD</b>	<b>All Campuses</b>	<b>No</b>					<b>62</b>	<b>D</b>
015908109	FIVE PALMS EL	Elementary	No	D	62	220	4.1%	2.542	
015908108	FRANK MADLA EL	Elementary	No	F	56	170	3.2%	1.792	
015908104	HUTCHINS EL	Elementary	No	D	60	190	3.6%	2.160	
015908112	MIGUEL CARRILLO JR EL	Elementary	No	F	53	223	4.2%	2.226	
015908110	NEIL ARMSTRONG EL	Elementary	No	F	57	121	2.3%	1.311	
015908106	PALO ALTO EL	Elementary	No	F	57	226	4.3%	2.451	
015908107	PRICE EL	Elementary	No	D	69	162	3.1%	2.139	
015908113	ROY BENAVIDEZ EL	Elementary	No	D	65	293	5.5%	3.575	
015908042	ALAN B SHEPARD MIDDLE	Middle School	No	D	60	447	8.4%	5.040	
015908041	DWIGHT MIDDLE	Middle School	No	F	59	409	7.7%	4.543	
015908044	ROBERT C ZAMORA MIDDLE	Middle School	No	D	67	655	12.3%	8.241	
015908037	BEXAR CO J J A E P	High School	No	Not Rated		1	0.0%		
015908001	SOUTH SAN ANTONIO H S	High School	No	D	64	2,190	41.3%	26.432	
015908039	ALTERNATIVE SCHOOL	Elem/Sec	No	Not Rated		62	0.0%		

TAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	4,519	3,348	1,559	1,033	10,459	
Approaches GL or Above	2,736	2,030	1,025	733	6,524	62%
Meets GL or Above	1,531	846	504	365	3,246	31%
Masters GL	425	290	101	140	956	9%
Total Percentage Points						102%
<b>Component Score</b>						<b>34</b>

**Data Table: Accountability Groups**

Accountability Groups											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
<b>All Subjects</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	62%	56%	63%	62%	60%	61%	70%	46%	61%
At Meets GL Standard or Above	31%	25%	31%	33%	27%	33%	20%	25%	30%
At Masters GL Standard	9%	8%	9%	12%	0%	11%	10%	7%	9%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	6,524	57	6,232	175	9	11	14	26	5,993
At Meets GL Standard or Above	3,246	25	3,101	92	4	6	4	14	2,905
At Masters GL Standard	956	8	907	33	0	2	2	4	834
Total Tests	10,459	101	9,966	282	15	18	20	57	9,808
<b>Reading/Language Arts (RLA)</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	61%	58%	61%	61%	43%	50%	88%	41%	59%
At Meets GL Standard or Above	34%	26%	34%	33%	29%	25%	13%	27%	32%
At Masters GL Standard	9%	12%	9%	10%	0%	13%	13%	9%	9%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	2,736	25	2,611	77	3	4	7	9	2,511
At Meets GL Standard or Above	1,531	11	1,467	42	2	2	1	6	1,369
At Masters GL Standard	425	5	404	12	0	1	1	2	368
Total Tests	4,519	43	4,305	126	7	8	8	22	4,256
<b>Mathematics</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	61%	57%	61%	59%	80%	57%	75%	42%	60%
At Meets GL Standard or Above	25%	16%	25%	28%	40%	29%	38%	16%	24%
At Masters GL Standard	9%	3%	9%	14%	0%	0%	13%	0%	8%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	2,030	21	1,927	60	4	4	6	8	1,868
At Meets GL Standard or Above	846	6	801	29	2	2	3	3	762
At Masters GL Standard	290	1	274	14	0	0	1	0	259
Total Tests	3,348	37	3,170	102	5	7	8	19	3,138
<b>Science</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	66%	36%	66%	69%	50%	100%	33%	56%	65%
At Meets GL Standard or Above	32%	18%	32%	43%	0%	50%	0%	33%	31%
At Masters GL Standard	6%	0%	6%	11%	0%	0%	0%	0%	6%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	1,025	4	988	24	1	2	1	5	951
At Meets GL Standard or Above	504	2	483	15	0	1	0	3	454
At Masters GL Standard	101	0	97	4	0	0	0	0	87
Total Tests	1,559	11	1,497	35	2	2	3	9	1,466

**Percent of Tests**

At Approaches GL Standard or Above	71%	70%	71%	74%	100%	100%	0%	57%	70%
At Meets GL Standard or Above	35%	60%	35%	32%	0%	100%	0%	29%	34%
At Masters GL Standard	14%	20%	13%	16%	0%	100%	0%	29%	13%

**Number of Tests**

At Approaches GL Standard or Above	733	7	706	14	1	1	0	4	663
At Meets GL Standard or Above	365	6	350	6	0	1	0	2	320
At Masters GL Standard	140	2	132	3	0	1	0	2	120
Total Tests	1,033	10	994	19	1	1	1	7	948

**Data Table: Additional Student Groups**

**Additional Student Groups**

	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless
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**All Subjects**

**Percent of Tests**

At Approaches GL Standard or Above	62%	61%	76%	94%	57%	60%	40%	67%	64%	60%	65%	82%	6
At Meets GL Standard or Above	31%	29%	48%	77%	26%	29%	18%	34%	32%	28%	33%	64%	3
At Masters GL Standard	9%	8%	18%	41%	7%	9%	7%	13%	9%	8%	8%	27%	

**Number of Tests**

At Approaches GL Standard or Above	6,524	5,823	701	790	1,342	1,477	856	145	4,580	1,944	99	9
At Meets GL Standard or Above	3,246	2,807	439	651	611	716	396	74	2,330	916	50	7
At Masters GL Standard	956	790	166	346	173	222	145	28	683	273	12	3
Total Tests	10,459	9,541	918	841	2,335	2,475	2,164	215	7,203	3,256	152	11

**Reading/Language Arts (RLA)**

**Percent of Tests**

At Approaches GL Standard or	61%	59%	78%	95%	52%	54%	34%	66%	63%	56%	59%	80%	6
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Above														
At Meets GL Standard or Above	34%	32%	55%	84%	25%	28%	18%	34%	35%	30%	35%	60%	3	
At Masters GL Standard	9%	9%	19%	47%	6%	8%	6%	13%	10%	9%	7%	20%		

**Number of Tests**

At Approaches GL Standard or Above	2,736	2,444	292	328	554	609	322	62	1,968	768	40	4
At Meets GL Standard or Above	1,531	1,326	205	289	268	318	170	32	1,115	416	24	3
At Masters GL Standard	425	354	71	162	69	91	55	12	299	126	5	1
Total Tests	4,519	4,144	375	345	1,066	1,121	935	94	3,145	1,374	68	5

**Mathematics**

**Percent of Tests**

At Approaches GL Standard or Above	61%	59%	74%	94%	61%	63%	42%	73%	61%	60%	75%	80%	7
At Meets GL Standard or Above	25%	24%	39%	72%	27%	28%	19%	33%	26%	23%	33%	60%	3
At Masters GL Standard	9%	8%	16%	40%	9%	10%	7%	14%	9%	7%	12%	20%	1

**Number of Tests**

At Approaches GL Standard or Above	2,030	1,809	221	269	435	472	311	57	1,393	637	39	4
At Meets GL Standard or Above	846	729	117	208	189	209	138	26	596	250	17	3
At Masters GL Standard	290	241	49	114	67	76	54	11	211	79	6	1
Total Tests	3,348	3,049	299	287	710	751	736	78	2,278	1,070	52	5

**Science**

**Percent of Tests**

At Approaches GL Standard or Above	66%	65%	75%	90%	60%	63%	48%	61%	66%	66%	60%	100%	5
At Meets GL Standard or Above	32%	31%	48%	69%	28%	32%	19%	32%	34%	30%	35%	100%	3
At Masters GL Standard	6%	6%	15%	28%	4%	7%	7%	11%	7%	6%	5%	100%	

**Number of Tests**

At Approaches GL Standard or Above	1,025	927	98	111	204	230	158	17	694	331	12	1
At Meets GL Standard or Above	504	441	63	85	96	118	64	9	355	149	7	1
At Masters GL Standard	101	81	20	35	15	25	22	3	69	32	1	1
Total Tests	1,559	1,428	131	123	338	364	331	28	1,055	504	20	1

**Social Studies**

**Percent of Tests**

At Approaches GL Standard or Above	71%	70%	80%	95%	67%	69%	40%	60%	72%	68%	67%	-	6
At Meets GL Standard or Above	35%	34%	48%	80%	26%	30%	15%	47%	36%	33%	17%	-	1
At Masters GL Standard	14%	12%	23%	41%	10%	13%	9%	13%	14%	12%	0%	-	

**Number of Tests**

At Approaches GL Standard or Above	733	643	90	82	149	166	65	9	525	208	8	-
At Meets GL Standard or Above	365	311	54	69	58	71	24	7	264	101	2	-
At Masters GL Standard	140	114	26	35	22	30	14	2	104	36	0	-

2024 Annual Graduates		
	Count	Component Score
Credit		
<b>Total</b>		
Total graduates	493	
<b>Total credit for CCMR criteria</b>	<b>286</b>	<b>58%</b>

### Data Table

2024 Annual Graduates		
	Count	Percentage
Credit		
<b>College</b>		
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both RLA and Mathematics	108	21.9%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	101	20.5%
<b>TSI Criteria - Reading/Language Arts (RLA)</b>		
Met TSI criteria for at least one indicator in RLA	175	35.5%
Met TSI criteria in RLA, excluding college prep courses	175	35.5%
Met TSI assessment criteria	134	27.2%
Met ACT criteria	7	1.4%
Met SAT criteria	112	22.7%
Earned credit for a college prep course	0	0.0%
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	144	29.2%
Met TSI criteria in Mathematics, excluding college prep courses	113	22.9%
Met TSI assessment criteria	103	20.9%
Met ACT criteria	2	0.4%
Met SAT criteria	27	5.5%
Earned credit for a college prep course	36	7.3%
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	26	5.3%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	138	28.0%
<b>Associate Degree</b>		
Earned an associate degree by August 31 immediately following high school graduation	44	8.9%
<b>OnOn Rampsual Enrollment Course</b>		
Completed an OnOn Ramps course and qualified for at least 3 hours of university or college credit in any subject	62	12.6%
<b>Special Ed with Advanced Diploma Plan</b>		

Received special education services and earned an advanced diploma	32	6.5%
<b>Career</b>		
<b>Industry-Based Certifications (IBC)</b>		
Earned an IBC and received credit for an aligned level two or higher course	109	22.1%
Earned at least one susunsettingBC and did not meet any other CCMR criteria	10	2.0%
Earned only a susunsettingBC and are not included due to IBC cap*	0	0.0%
<b>Level I or Level II Certificate</b>		
Earned a level I or level II certificate in any workforce education area	10	2.0%
<b>Graduate with Completed IEP and Workforce Readiness</b>		
Received graduation type code of 04, 05, 54, or 55	0	0.0%
<b>Military</b>		
<b>U.S. Armed Forces</b>		
Enlisted in the U.S. Armed Forces	0	0.0%

**Graduation Rate 2024**

Graduation Rate	All Students
Class of 2024, 4-year	81.4
Class of 2023, 5-year	82.4
Class of 2022, 6-year	81.0
Annual Dropout*	
<b>Component Score</b>	<b>82.4</b>

**School Progress**

**2025 School Progress Rating Calculation  
SOUTH SAN ANTONIO ISD (015908) - BEXAR COUNTY**

**Confidential**

The better outcome between Academic Growth and Relative Performance is the district's School Progress score. If either part's scale score is less than 60, the highest School Progress score that can be awarded is 89.

				Academic Growth				Relative Performance						
				Campus			District	Campus			District	District		
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating	Score	Students Grades 3-12	Weight	Score	Score
	<b>SOUTH SAN ANTONIO ISD</b>	<b>All Campuses</b>	<b>No</b>					<b>68</b>					<b>70</b>	<b>70</b>
015908109	FIVE PALMS EL	Elementary	No	B	88	220	4.1%	3.608	C	70	220	4.1%	2.870	
015908108	FRANK MADLA EL	Elementary	No	D	68	170	3.2%	2.176	F	58	170	3.2%	1.856	
015908104	HUTCHINS EL	Elementary	No	B	82	190	3.6%	2.952	D	67	190	3.6%	2.412	
015908112	MIGUEL CARRILLO JR EL	Elementary	No	D	60	223	4.2%	2.520	F	55	223	4.2%	2.310	
015908110	NEIL ARMSTRONG	Elementary	No	B	83	121	2.3%	1.909	D	60	121	2.3%	1.380	

	EL												
015908106	PALO ALTO EL	Elementary	No	C	75	226	4.3%	3.225	D	60	226	4.3%	2.580
015908107	PRICE EL	Elementary	No	B	83	162	3.1%	2.573	C	76	162	3.1%	2.356
015908113	ROY BENAVIDEZ EL	Elementary	No	C	76	293	5.5%	4.180	C	72	293	5.5%	3.960
015908042	ALAN B SHEPARD MIDDLE	Middle School	No	D	67	447	8.4%	5.628	C	72	447	8.4%	6.048
015908041	DWIGHT MIDDLE	Middle School	No	F	58	409	7.7%	4.466	D	69	409	7.7%	5.313
015908044	ROBERT C ZAMORA MIDDLE	Middle School	No	C	73	655	12.3%	8.979	C	75	655	12.3%	9.225
015908037	BEXAR CO J J A E P	High School	No	Not Rated		1	0.0%		Not Rated		1	0.0%	
015908001	SOUTH SAN ANTONIO H S	High School	No	D	62	2,190	41.3%	25.606	C	71	2,190	41.3%	29.323
015908039	ALTERNATIVE SCHOOL	Elem/Sec	No	Not Rated		62	0.0%		Not Rated		62	0.0%	

**Academic Growth**

**Calculation Report**

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	3,389.5	1	3,389.50
Accelerated Learning Points Earned	750	0.25	187.50
Sum of Annual Growth plus Accelerated Learning Points			3,577.00
Total Tests Evaluated			5,701
<b>Academic Growth Score</b>			<b>63</b>

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	1,921	0	0
Tests Earning 0.5 Points	781	0.5	390.5
Tests Earning 1 Point	2,999	1	2,999
Annual Growth Points Earned			3,389.5
Total Tests Evaluated			5,701
<b>Annual Growth Score</b>			<b>59</b>

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	1,609	0	0

Tests Earning 1 Point	750	1	750
Accelerated Learning Points Earned			750
Total Tests Evaluated			2,359
<b>Accelerated Learning Score</b>			<b>32</b>

**Both Subjects**

0 Points 0.5 Points 1 Point

Annual Growth														
2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	609	0.0	348	348.0	159	159.0	52	52.0	28	28.0	0	0.0	1,196	587.0
High Did Not Meet Grade Level	290	0.0	362	181.0	251	251.0	175	175.0	79	79.0	6	6.0	1,163	692.0
Low Approaches Grade Level	72	0.0	213	0.0	209	104.5	215	215.0	129	129.0	14	14.0	852	462.5
High Approaches Grade Level	31	0.0	79	0.0	136	0.0	210	105.0	257	257.0	39	39.0	752	401.0
Meets Grade Level	10	0.0	35	0.0	98	0.0	163	0.0	702	702.0	213	213.0	1,221	915.0
Masters Grade Level	0	0.0	3	0.0	5	0.0	10	0.0	167	0.0	332	332.0	517	332.0
<b>Total</b>	<b>1,012</b>	<b>0.0</b>	<b>1,040</b>	<b>529.0</b>	<b>858</b>	<b>514.5</b>	<b>825</b>	<b>547.0</b>	<b>1,362</b>	<b>1,195.0</b>	<b>604</b>	<b>604.0</b>	<b>5,701</b>	<b>3,389.5</b>

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	1,609	637	107	6	2,359	750

**Reading/Language Arts (RLA)**

Annual Growth														
2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	436	0.0	190	190.0	80	80.0	29	29.0	14	14.0	0	0.0	749	313.0

High Did Not Meet Grade Level	158	0.0	142	71.0	114	114.0	79	79.0	53	53.0	4	4.0	550	321.0
Low Approaches Grade Level	43	0.0	115	0.0	113	56.5	125	125.0	69	69.0	4	4.0	469	254.5
High Approaches Grade Level	15	0.0	43	0.0	72	0.0	117	58.5	155	155.0	20	20.0	422	233.5
Meets Grade Level	5	0.0	17	0.0	51	0.0	80	0.0	515	515.0	112	112.0	780	627.0
Masters Grade Level	0	0.0	2	0.0	2	0.0	2	0.0	133	0.0	233	233.0	372	233.0
<b>Total</b>	<b>657</b>	<b>0.0</b>	<b>509</b>	<b>261.0</b>	<b>432</b>	<b>250.5</b>	<b>432</b>	<b>291.5</b>	<b>939</b>	<b>806.0</b>	<b>373</b>	<b>373.0</b>	<b>3,342</b>	<b>1,982.0</b>

**Accelerated Learning**

2024-25 Performance on STAAR										
	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count		Count		Count		Count		Count	Points
Did Not Meet Grade Level	926		302		67		4		1,299	373

**Mathematics**

**Annual Growth**

2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	173	0.0	158	158.0	79	79.0	23	23.0	14	14.0	0	0.0	447	274.0
High Did Not Meet Grade Level	132	0.0	220	110.0	137	137.0	96	96.0	26	26.0	2	2.0	613	371.0
Low Approaches Grade Level	29	0.0	98	0.0	96	48.0	90	90.0	60	60.0	10	10.0	383	208.0
High Approaches Grade Level	16	0.0	36	0.0	64	0.0	93	46.5	102	102.0	19	19.0	330	167.5
Meets Grade Level	5	0.0	18	0.0	47	0.0	83	0.0	187	187.0	101	101.0	441	288.0
Masters Grade Level	0	0.0	1	0.0	3	0.0	8	0.0	34	0.0	99	99.0	145	99.0
<b>Total</b>	<b>355</b>	<b>0.0</b>	<b>531</b>	<b>268.0</b>	<b>426</b>	<b>264.0</b>	<b>393</b>	<b>255.5</b>	<b>423</b>	<b>389.0</b>	<b>231</b>	<b>231.0</b>	<b>2,359</b>	<b>1,407.5</b>

**Accelerated Learning**

**2024-25 Performance on STAAR**

**Relative Performance**

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	91.6%	34	
College, Career, and Military Readiness		58	
<b>Relative Performance</b>			<b>70</b>

**Closing the Gaps**

**H SAN ANTONIO ISD (015908) - BEXAR COUNTY**

**Confidential**

				Campus				District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating
	<b>SOUTH SAN ANTONIO ISD</b>	<b>All Campuses</b>	<b>No</b>					<b>54</b>	<b>F</b>
015908109	FIVE PALMS EL	Elementary	No	B	82	220	4.1%	3.362	
015908108	FRANK MADLA EL	Elementary	No	D	60	170	3.2%	1.920	
015908104	HUTCHINS EL	Elementary	No	C	77	190	3.6%	2.772	
015908112	MIGUEL CARRILLO JR EL	Elementary	No	D	60	223	4.2%	2.520	
015908110	NEIL ARMSTRONG EL	Elementary	No	B	85	121	2.3%	1.955	
015908106	PALO ALTO EL	Elementary	No	C	79	226	4.3%	3.397	
015908107	PRICE EL	Elementary	No	B	83	162	3.1%	2.573	
015908113	ROY BENAVIDEZ EL	Elementary	No	C	76	293	5.5%	4.180	
015908042	ALAN B SHEPARD MIDDLE	Middle School	No	C	72	447	8.4%	6.048	
015908041	DWIGHT MIDDLE	Middle School	No	F	30	409	7.7%	2.310	
015908044	ROBERT C ZAMORA MIDDLE	Middle School	No	D	67	655	12.3%	8.241	
015908037	BEXAR CO J J A E P	High School	No	Not Rated		1	0.0%		
015908001	SOUTH SAN ANTONIO H S	High School	No	F	36	2,190	41.3%	14.868	
015908039	ALTERNATIVE SCHOOL	Elem/Sec	No	Not Rated		62	0.0%		

**2025 Closing the Gaps**

**SOUTH SAN ANTONIO ISD (015908) - BEXAR COUNTY**

**Confidential**

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

**Data Table: Accountability Groups**

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
<b>Academic Achievement Status</b>									
<b>Reading/Language Arts (RLA)</b>									
2025 % at Meets GL Standard or Above	34%	26%	34%	33%	29%	25%	13%	27%	32%
2025 # at Meets GL Standard or Above	1,531	11	1,467	42	2	2	1	6	1,369
2025 Total Tests (Adjusted)	4,519	43	4,305	126	7	8	8	22	4,256
<b>Mathematics</b>									
2025 % at Meets GL Standard or Above	25%	16%	25%	28%	40%	29%	38%	16%	24%
2025 # at Meets GL Standard or Above	846	6	801	29	2	2	3	3	762

2025 Total Tests (Adjusted)	3,348	37	3,170	102	5	7	8	19	3,138
<b>Academic Growth Status</b>									
<b>RLA</b>									
2025 Academic Growth Score	62%	64%	62%	57%	25%	69%	79%	53%	61%
2025 Growth Points	2,075.25	21.25	1,981.00	52.00	1.00	5.50	5.50	9.00	1,911.75
2025 Total Tests	3,342	33	3,182	91	4	8	7	17	3,120
<b>Mathematics</b>									
2025 Academic Growth Score	64%	67%	64%	64%	100%	64%	68%	54%	63%
2025 Growth Points	1,501.75	17.50	1,416.50	45.25	4.00	4.50	4.75	9.25	1,389.00
2025 Total Tests	2,359	26	2,227	71	4	7	7	17	2,204
<b>Federal Graduation Rate Status</b>									
2024 % Graduated	80.3%	50.0%	80.5%	80.0%	100.0%	-	-	100.0%	79.8%
2024 # Graduated	474	2	457	12	1	0	0	2	426
2024 Total in Class	590	4	568	15	1	0	0	2	534
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>									
2025 TELPAS Progress Rate									39%
2025 TELPAS Progress									516
2025 TELPAS Total									1,337
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>									
2025 STAAR Component Score	34	30	34	36	29	35	33	26	33
2025 % at Approaches GL Standard or Above	62%	56%	63%	62%	60%	61%	70%	46%	61%
2025 % at Meets GL Standard or Above	31%	25%	31%	33%	27%	33%	20%	25%	30%
2025 % at Masters GL Standard	9%	8%	9%	12%	0%	11%	10%	7%	9%
2025 Total Tests	10,459	101	9,966	282	15	18	20	57	9,808
<b>School Quality (College, Career, and Military Readiness Performance)</b>									
2024 % Students Meeting CCMR	57%	0%	57%	54%	100%	0%	-	0%	55%
2024 # Students Meeting CCMR	288	0	280	7	1	0	0	0	250
2024 Total Students	506	2	487	13	1	1	0	2	455
<b>Participation 2024-25</b>									
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>RLA</b>									
% Participation	99%	100%	99%	99%	100%	100%	100%	100%	99%
# Participants	5,058	52	4,792	145	7	13	12	30	4,789
Total Students	5,093	52	4,826	146	7	13	12	30	4,821
<b>Mathematics</b>									
% Participation	99%	100%	99%	99%	100%	100%	100%	100%	99%
# Participants	3,665	46	3,448	115	5	10	12	23	3,453
Total Students	3,705	46	3,487	116	5	10	12	23	3,490

# Strengths

Overall STAAR score

Letter Grade	2024	2025
A	0	0
B	3	4
C	4	4
D	3	3
F	2	1

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



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

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

 = Priority

# District Processes & Programs

## Summary

South San Antonio ISD [instructional framework](#) ensures high-quality teaching and learning is experienced in every classroom, driven by a shared commitment of high expectations for all students. Through strategic alignment South San Antonio ISD, will foster consistency, provide meaningful support, and cultivate collaboration that empowers and elevates every educator and learner.

<b>Develop skilled career teachers and instructional leaders who address the unique needs of each student and support school wide goals.</b>
Design and deliver ongoing, job-embedded professional development that is tied directly to the instructional framework and tailored by role (e.g., Career Teachers, Master Teachers, Administrators).
Implement and monitor HQIM, success criteria/look fors, and high leverage strategies aligned to improving student outcomes.
Monitor implementation of unit/lesson planning and internalization of high quality Tier 1 instruction, pre-planned questioning and differentiation.
<b>Campus and district leaders will use a common tool to conduct classroom walkthroughs/ observations focused on key instructional indicators, followed by actionable feedback and support.</b>
Implement paired walkthroughs to ensure calibration and understanding of the observation and walkthrough tools.
Use walkthrough success criteria/look fors to guide coaching and deliver feedback that improves student learning.
Analyze walkthrough data and trends to support weekly cluster to classroom connection.
<b>Understand and implement a Balanced Assessment System to support the needs of all students.</b>
Provide structures and tools that empower educators to use formative and summative data to inform Tier I instruction, guide differentiation, and plan targeted interventions.
Leverage latest data points to engage in reflective dialogue and coaching based on student learning outcomes.

## Strengths

South San Antonio ISD is implementing the NIET Teaching and Learning Standards Rubric, which serves as a comprehensive framework to enhance the quality of instruction across all classrooms. This rubric provides clear expectations and guidelines for teachers, ensuring that our instructional practices are aligned with the highest standards of educational excellence. By adhering to these standards, we are able to foster an environment where both teachers and students can thrive.

A key strength of our district is our focus on instructional leadership. We prioritize the development of our educators by providing them with the necessary tools and support to successfully lead their campuses and build capacity with staff. Our leadership team is committed to fostering a culture of continuous improvement, where all staff is encouraged to collaborate, innovate, and refine their instructional strategies to meet the diverse needs of each student.

We have established a set of non-negotiables that guide our instructional practices and decision-making processes. These non-negotiables ensure that there is a shared understanding and commitment to the core values and goals of our district. By maintaining these standards, we create a cohesive and unified approach to education that benefits our entire district.

Consistency is a hallmark of our educational approach, we strive to provide a learning environment grounded in high expectations for all students. By maintaining consistent practices and expectations, we are able to create a sense of security and reliability that supports student learning and achievement. This consistency extends to our communication with parents and the broader community, ensuring that everyone is informed and engaged in the educational process.

# Problem Statements Identifying District Processes & Programs Needs

## Problem Statement

1  
★

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

## Root Cause

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

★ = Priority

# Perceptions

## Summary

**Staff feedback** through surveys and interviews revealed concerns about inconsistent expectations, lack of clarity in roles and responsibilities, and limited alignment across departments and campuses.

**Parent feedback** revealed a perceived lack of timely, transparent communication from schools, especially related to student behavior concerns. Parents expressed the need for more proactive outreach and support when addressing behavioral issues that impact learning.

## Strengths

South San ISD benefits from a deeply rooted community identity and strong generational pride. Parent engagement remains a clear strength, with families consistently showing high levels of participation in campus and district events. This engagement reflects the community's enduring commitment to supporting student success and preserving the culture and legacy of South San ISD. Generations of alumni and community members actively contribute to fostering a positive school spirit and promoting a sense of belonging across campuses.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1



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

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

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

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

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

2  
★

Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.

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

3  
★

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

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

4  
★

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

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

★ = Priority



# Goals

# Goal 1

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

## Performance Objective 1 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 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:** Division of Academics  
Head Start Coordinator  
Head Start Instructional Coaches  
Principals  
Assistant Principals

**Problem Statements:** Student Learning 1

**Funding Sources:** Instructional Resources 205 Head Start, \$200,000, Head Start Staff 205 Head Start, \$260,000

### Formative Reviews

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# Performance Objective 1 Problem Statements Identifying Student Learning

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

## Performance Objective 2 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 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:** Division of Academics  
 Head Start Coordinator  
 Head Start Instructional Coaches  
 Principals  
 Assistant Principals

**Problem Statements:** Student Learning 1

**Funding Sources:** Head Start Program Administrator 205 Head Start, \$100,000

### Formative Reviews

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# Performance Objective 2 Problem Statements Identifying Student Learning

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

## Performance Objective 3 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 end-of-year MAP growth projection.

**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:** Division of Academics  
 Executive Master Teacher  
 Master Teachers  
 Principals  
 Assistant Principals

**Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1

**Funding Sources:** MAP Assessment Suite 410 IMA, \$100,000, Instructional Resources 410 IMA, 199, \$400,000, Early Childhood Specialist 199 PIC 36 Early Education, \$80,000, Director of Early Childhood 199 Local, \$100,000

### Formative Reviews

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## Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.

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

2

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

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

**Performance Objective 3 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

1

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

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

**Performance Objective 3 Problem Statements Identifying District Processes & Programs**

Problem Statement

Root Cause

1

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

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

**Performance Objective 3 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

1

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

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

**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 end-of-year MAP growth projection.

**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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals

**Problem Statements:** Demographics 1, 2 - Student Learning 1 - District Processes & Programs 1 - Perceptions 1

**Funding Sources:** Math Bluebonnet Professional Learning 493 Local grants, \$400,000

**Formative Reviews**

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**Performance Objective 4 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

1

Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.

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

and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding.

2

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

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

### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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

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

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

Problem Statement

Root Cause

1

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

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

### Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

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

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

## Performance Objective 5

By May 2026, the percentage of students achieving the Meets performance level or above in STAAR Reading 3rd - 8th, EOC English I, and EOC English II will increase from 34% to 44%.

**Evaluation Data Source:** Balanced Assessment to include STAAR

### Strategy 1

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:** 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:** Division of Academics  
Literacy and Language Coordinator  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

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

**Funding Sources:** Bluebonnet RLA professional learning 493 Local grants, \$400,000, Lead4ward Field Guides 199 Local, \$5,000, Instructional Resources 211 Title I, Part A, 199, \$50,000

### Formative Reviews

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### 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:** Each week, monitor instructional time spent on all components of reading and writing instruction as measured by walkthroughs and observations.

**Staff Responsible for Monitoring:** Division of Academics  
Literacy and Language Coordinator  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

## Formative Reviews

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### 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:** 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:** Division of Academics  
Literacy and Language Coordinator  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 1, 2 - Perceptions 1

**Funding Sources:** Assessment training and development 211 Title I, Part A, \$50,000

## Formative Reviews

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### Strategy 4

Provide a Program Specialist to coordinate the Identification and Recruitment of eligible migratory families and McKinney Vento identified students, per the Texas Education Agency's guidelines, with the Education Service Center-Region 20 as a member of the Shared Service Agreement (SSA).

**Strategy's Expected Result/Impact:** Monitor and track student growth on State Assessments (including unit and comprehensive assessments) so that each student in MKV and/or Migrant Population show improvement on STAAR from previous year

**Staff Responsible for Monitoring:** Family and Community Specialist  
School Counselors

**Funding Sources:** Migrant SSA district employee salary 211 Title I, Part A, , TEHCY SSA contract 206 McKinney Vento, \$5,150

## Formative Reviews

No Progress

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### Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding.
2	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support.	SSAISD did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation across campuses, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

### Performance Objective 5 Problem Statements Identifying District Processes & Programs

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

### Performance Objective 5 Problem Statements Identifying Perceptions

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

### Performance Objective 6

By May 2026, the percentage of students achieving the Meets performance level or above in STAAR Math 3 - Algebra I EOC will increase from 25% to 35%.

**Evaluation Data Source:** Balanced Assessment to include STAAR

### 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:** 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

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

**Funding Sources:** Executive Master Teacher 211 Title I, Part A, \$90,000, Instructional Resources 410 IMA, 199, \$400,000

#### Formative Reviews

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### Strategy 2 Results Driven Accountability

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

**Strategy's Expected Result/Impact:** Each week, monitor instructional time spent on all components of math instruction as measured by walkthroughs and observations.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

## Formative Reviews

November

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### 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:** 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Lead4ward Accountability Connect 199 Local, \$4,000, Eduphoria Aware and Test Bank 199 Local, \$60,000

## Formative Reviews

November

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## Performance Objective 6 Problem Statements Identifying Demographics

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

## Performance Objective 6 Problem Statements Identifying District Processes & Programs

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

## Performance Objective 6 Problem Statements Identifying Perceptions

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

## Performance Objective 7

By May 2026, the percentage of students achieving the Meets performance level or above in STAAR Science 5th, 8th, and Biology EOC will increase from 32% to 44%.

**Evaluation Data Source:** Balanced Assessment to include STAAR

### Strategy 1 Results Driven Accountability

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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Instructional Resources 410 IMA, 199, \$400,000, Science Lead4ward Professional Learning 255 Title II, Part A, \$25,000

### Formative Reviews

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## Strategy 2 Results Driven Accountability

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

**Strategy's Expected Result/Impact:** Each week, monitor instructional time spent on all components of science instruction as measured by walkthroughs and observations.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Science Master Teacher 211 Title I, Part A, \$80,000

### Formative Reviews

November

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## 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:** 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:** Division of Academics  
 Executive Master Teacher  
 Master Teachers  
 Principals  
 Assistant Principals  
 Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Formative Reviews**

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**Performance Objective 7 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

**2**

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

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

**Performance Objective 7 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

**1**

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

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

**Performance Objective 8**

By May 2026, the percentage of students achieving the Meets performance level or above in STAAR Social Studies 8th grade and US History EOC will increase from 35% to 48%.

**Evaluation Data Source:** Balanced Assessment to include STAAR

## Strategy 1 Results Driven Accountability

Adopt and fully implement HQIM aligned to the State of Texas Social Studies 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 1

**Funding Sources:** Instructional Resources 410 IMA, 199, \$80,000, Social Studies Lead4ward Professional Learning and Resources 255 Title II, Part A, \$25,000

### Formative Reviews

November

January

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June

## Strategy 2 Results Driven Accountability

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

**Strategy's Expected Result/Impact:** Each week, monitor instructional time spent on all components of social studies instruction as measured by walkthroughs and observations.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Student Learning 1

**Funding Sources:** Social Studies Master Teacher 211 Title I, Part A, \$80,000

### Formative Reviews

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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:** 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Formative Reviews**

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## Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>1</b> Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.</p>	<p>Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding.</p>
<p><b>2</b> Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support.</p>	<p>SSAISD did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation across campuses, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.</p>

## Performance Objective 8 Problem Statements Identifying Student Learning

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


## Performance Objective 8 Problem Statements Identifying Perceptions

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

## Performance Objective 9

By May 2026, the percentage of students in STAAR Reading 4th - English II EOC demonstrating annual expected growth will increase from 62% to 76%.

**Evaluation Data Source:** Balanced Assessment to include STAAR

**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:** 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:** Division of Academics  
Literacy and Language Coordinator  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 1

**Funding Sources:** RLA Master Teachers 211 Title I, Part A, \$1,200,000, Instructional Resources 410 IMA, 199, \$200,000


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**Strategy 2**  **Results Driven Accountability**

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 through classroom weekly walkthroughs and observations.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Literacy and Language Coordinator  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Literacy and Language Coordinator 211 Title I, Part A, 199 Local, \$100,000

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### 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:** 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 through the monthly monitoring movement and on-going data conversations.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Student Learning 1

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### Performance Objective 9 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding.
2	Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support.	SSAISD did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation across campuses, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

### Performance Objective 9 Problem Statements Identifying Student Learning

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

### Performance Objective 9 Problem Statements Identifying Perceptions

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

### Performance Objective 10

By May 2026, the percentage of students in STAAR Math 4th - Algebra I EOC demonstrating annual expected growth will increase from 64% to 76%.

**Evaluation Data Source:** Balanced Assessment to include STAAR

### 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:** 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 1, 2 - Perceptions 1

**Funding Sources:** Instructional Resources 410 IMA, 199, \$300,000, Math Master Teachers 211 Title I, Part A, \$1,200,000

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### Strategy 2 Results Driven Accountability

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

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

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

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### 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:** 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

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## Performance Objective 10 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>1</b> Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.	Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding.
<b>2</b> Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support.	SSAISD did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation across campuses, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

## Performance Objective 10 Problem Statements Identifying Perceptions

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

## Performance Objective 11 High Priority

By May 2026, the percentage of students receiving accelerated instruction through HB 1416 will achieve Approaches or higher on STAAR/EOC assessments, increasing from 32% to 50%.

**Evaluation Data Source:** Balanced Assessment System  
Branching Minds  
IXL

### Strategy 1 Results Driven Accountability

Create campus master schedules 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, state accountability, and graduation rates.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** IXL 410 IMA, \$44,709


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**Strategy 2**  **Results Driven Accountability**

Monitor progress of all students toward academic growth through the tiers in the MTSS framework 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:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principal  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Branching Minds 199 Local, \$70,000

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## Performance Objective 11 Problem Statements Identifying Demographics

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

## Performance Objective 11 Problem Statements Identifying Perceptions

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

## Performance Objective 12

By May 2026, the percentage of Special Education students in 3rd - 11th achieving the Meets performance level or above on all STAAR/EOC assessments across all subjects will increase from 18% to 25%.

**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:** Division of Academics with emphasis on Special Education Department  
 Executive Master Teacher  
 Master Teachers  
 Principals  
 Assistant Principals  
 Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Instructional Resources 410 IMA, 199, \$40,000, Director of SPED 199 Local, \$120,000

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### 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:** Division of Academics with emphasis on Special Education Department  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Student Learning 1

**Funding Sources:** SPED Facilitators 199 PIC 23 Special Ed Local, 224, \$200,000

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### Strategy 3

Conduct weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring.

**Strategy's Expected Result/Impact:** An increase of students receiving Special Education services meeting or exceeding expectations on the balanced assessment system.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Director of ES, Secondary 255 Title II, Part A, \$215,000

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### Performance Objective 12 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

### Performance Objective 12 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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

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

### Performance Objective 12 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

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

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

### Performance Objective 13

By May 2026, the percentage of Emergent Bilingual students in 3rd - 11th achieving the Meets performance level or above on all STAAR/EOC assessments across all subjects will increase from 26% to 35%.

### Strategy 1

Implement the bilingual framework aligned with research-based best practices of the 90/10 dual language model in 100% of PK-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:** Division of Academics with emphasis on Bilingual Department  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

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

**Funding Sources:** Bilingual Facilitator 263 Title III ESA, \$80,000, Instructional Resources 263 Title III ESA, 199, \$50,000, Bilingual Coordinator 199 Local, \$90,000

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### Strategy 2

SSAISD will implement a comprehensive support system to ensure Emergent Bilingual students in ESL settings receive high-quality instruction that accelerates English language development and academic achievement across all content areas in PreK-12.

**Strategy's Expected Result/Impact:** Increase in students performing at the Meets performance level on EOC STAAR at all levels in all subjects

**Staff Responsible for Monitoring:** Bilingual Department  
Campus Administration  
Master Teachers  
Teachers

**Problem Statements:** Student Learning 1

**Funding Sources:** 199 Local, \$90,000, 263 Title III ESA, \$80,000, 263 Title III ESA, \$50,000

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### Strategy 3

Conduct weekly principal coaching meetings with the assigned Director of Academics to review and analyze student data, along with comprehensive campus data coaching sessions held in the fall and spring.

**Strategy's Expected Result/Impact:** An increase of students meeting or exceeding expectations in the language of instruction.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

**Problem Statements:** Student Learning 1

**Funding Sources:** Director of Bilingual 199 Local, \$100,000

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## Performance Objective 13 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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

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

## Performance Objective 13 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

1

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

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

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

## Performance Objective 1

By May 2026, 100% of campus and district 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 Equity Plan

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 rubric as evident by EEPASS Data.

**Staff Responsible for Monitoring:** Division of Academics  
Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans

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

**Funding Sources:** NIET Professional Learning 493 Local grants, \$200,000

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### Strategy 2 Equity Plan

District/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:** Division of Academics  
 Executive Master Teacher  
 Master Teachers  
 Principals  
 Assistant Principals  
 Deans

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

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**Strategy 3**  **Equity Plan**

District/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 meeting.

**Staff Responsible for Monitoring:** Division of Academics  
 Executive Master Teacher  
 Master Teachers  
 Principals  
 Assistant Principals  
 Deans

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

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

Problem Statement

Root Cause

1

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

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

## Performance Objective 2 High Priority

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

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

### Strategy 1 Results Driven Accountability Equity Plan

Provide weekly job-embedded professional learning for all teachers.

**Strategy's Expected Result/Impact:** Teachers will receive high quality professional development tailored to the needs of their specific grade level and content area, and/or teacher areas of refinement.

**Staff Responsible for Monitoring:** Campus administration and Master teachers  
Division of Academics

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

**Funding Sources:** Professional Learning 255 Title II, Part A, 199, \$50,000

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### Strategy 2 Results Driven Accountability Equity Plan

District and campus instructional leadership teams will participate in DALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

**Strategy's Expected Result/Impact:** District and campus instructional leadership teams will strengthen leadership skills.

**Staff Responsible for Monitoring:** Department of Academics

**Problem Statements:** Demographics 2 - Perceptions 1

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## Performance Objective 2 Problem Statements Identifying Demographics

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

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

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

## Performance Objective 2 Problem Statements Identifying Perceptions

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

## Performance Objective 3

By May 2026, SSAISD will implement a performance-based compensation and stipend system to recruit, to recognize, and to retain high-performing teachers and campus administrators.

**Evaluation Data Source:** Student growth data, teacher evaluation data, staff retention rates

**Strategy 1**  **Results Driven Accountability**  **Equity Plan**

Implement a stipend system for high priority positions.

**Strategy's Expected Result/Impact:** Improved fill rate and retention of high quality staff.

**Staff Responsible for Monitoring:** Human Resources  
Campus Principals  
Division of Academics Directors

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

**Funding Sources:** Stipends 199 Local, \$100,000

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## Strategy 2 Results Driven Accountability Equity Plan

Implementation of Teacher and Student Advancement Program (TAP) performance based incentive pay as well as Teacher Incentive Allotment (TIA)

**Strategy's Expected Result/Impact:** Improved fill rate and retention of high quality staff.

**Staff Responsible for Monitoring:** Human Resources  
Campus Principals  
Division of Academics Directors

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

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## Strategy 3

Division of Academics will partner with Human Resources Department and area universities to implement strategic recruitment initiatives that attract and retain high-quality, certified teachers and instructional staff in all content areas, with a focus on hard-to-fill positions and programs serving special populations.

**Strategy's Expected Result/Impact:** Maintain community partnerships, representation at area career fairs, and strengthen a pipeline for highly qualified educators and professional staff.

**Staff Responsible for Monitoring:** Division of Academics  
Human Resources Executive Director

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** 493 Local grants, \$100,000

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### Performance Objective 3 Problem Statements Identifying Demographics

#### Problem Statement

#### Root Cause

2

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

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

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

#### Problem Statement

#### Root Cause

1

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

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

### Performance Objective 3 Problem Statements Identifying Perceptions

#### Problem Statement

#### Root Cause

1

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

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

# 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

ATTENDANCE: By May 2026, student attendance in SSAISD will increase from 91.8% to 94% for the 2025-2026 school year.

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

### Strategy 1

Increase attendance monitoring and data analysis.

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

**Staff Responsible for Monitoring:** Principals, Assistant Principals, PEIMS Department, Attendance Advocates, and School Counselors

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Attendance Incentives 199 Local, \$20,000

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### Strategy 2

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

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

**Staff Responsible for Monitoring:** Campus Administrators, Counselors, Attendance Advocates, Family Engagement Liaisons, and PEIMS Department

**Problem Statements:** Student Learning 1

**Funding Sources:** Attendance Advocates 199 Local, \$240,000

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### Strategy 3

Recognize and reward campuses that meet or exceed the district's 94% attendance goal, as well as those demonstrating significant attendance improvements, in alignment with campus improvement plans and teacher/student goal-setting initiatives.

**Strategy's Expected Result/Impact:** Increase in average daily attendance (ADA)  
Decrease in chronic absenteeism rate (missing 10%+ of school days)  
A culture of prioritizing attendance on all campuses will be established.

**Staff Responsible for Monitoring:** District Attendance Advocates and PEIMS Department

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Director of Support Services 199 Local, \$100,000

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### Strategy 4

Implement guidance lessons, social-emotional learning and behavior supports by embedding Character Strong lessons and Conscious Discipline. Teachers and staff will receive ongoing professional development to integrate these programs into daily instruction and interactions, fostering a safe, supportive, and emotionally responsive learning environment that prioritizes student well-being and builds skills in empathy, self-regulation, and responsible decision-making.

**Strategy's Expected Result/Impact:** Improved attendance  
Decrease in discipline referrals  
Improved social-emotional skills  
Stronger peer and adult relationships  
Increased ability to self-regulate behavior.  
Higher student engagement, and a positive school climate that supports academic and personal success.  
Collection of SB12 consent forms

**Staff Responsible for Monitoring:** Director of Guidance  
School Counselors  
Principals  
Assistant Principals  
Teachers  
Communities in Schools

**Problem Statements:** Student Learning 1

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### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

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

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

### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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

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

### Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

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

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

### Performance Objective 2 High Priority HB3 Goal

GRADUATION: By June 2026, the four year graduation rate in SSAISD will increase from to 82% to 88%.

## Strategy 1

Strengthen and support students earning course credit through Credit Recovery and Acceleration Options so that students remain on track for graduation with their cohort.

**Strategy's Expected Result/Impact:** Increase in four-year graduation rate  
Decrease in dropout rate  
Reduction in credit-deficient juniors and seniors

**Staff Responsible for Monitoring:** Director of Secondary Schools, Director of Guidance, Director of Support Services, School Counselors, Campus Leadership, Academic Dean, Credit Recovery & Intervention Teachers

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Director of Guidance 199 Local, \$100,000

### Formative Reviews

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## Strategy 2

Conduct transcript audits to monitor and review course pass/fail data to ensure students are on track for graduation requirements.

**Strategy's Expected Result/Impact:** Increase in four-year graduation rate  
Decrease in dropout rate  
Reduction in credit-deficient juniors and seniors

**Staff Responsible for Monitoring:** Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors

**Problem Statements:** Demographics 2 - Perceptions 1

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### Performance Objective 2 Problem Statements Identifying Demographics

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

### Performance Objective 2 Problem Statements Identifying Perceptions

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

### Performance Objective 3 High Priority HB3 Goal

POST SECONDARY READINESS: By June 2026, SSAISD will expand College, Career, and Military Readiness (CCMR) support to increase the percentage of annual graduates meeting CCMR criteria from 59% to 69%, thereby improving accountability performance.

- Evaluation Data Source:** Increase in four-year graduation rate  
 Decrease in dropout rate  
 Reduction in credit-deficient juniors and seniors  
 Improved college, career, and military readiness (CCMR) scores  
 100% of students indicating military enlistment complete the ASVAB with qualifying scores and documentation submitted  
 50% of graduates complete a CTE program of study and earn an industry-based certification  
 45% of graduates earn college credit through AP, On Ramps, or Dual Credit courses

#### Strategy 1

Access and analyze data to establish campus goals, monitor CCMR progress, and connect individual students with supports and resources to support post secondary readiness.

**Strategy's Expected Result/Impact:** Improved college, career, and military readiness (CCMR) scores  
 100% FAFSA/TASFA completion rate across the senior class  
 10% increase in number of graduating seniors complete a college or postsecondary application

**Staff Responsible for Monitoring:** Director of Secondary Schools, Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors, Campus Administrators

**Problem Statements:** Demographics 2 - Perceptions 1

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### Strategy 2

Provide opportunities for enrollment in Advanced Placement (AP), On Ramps, and Dual Credit courses to increase student engagement and postsecondary readiness.

**Strategy's Expected Result/Impact:** Improved college, career, and military readiness (CCMR) scores  
45% of graduates earn college credit through AP, On Ramps, or Dual Credit courses

**Staff Responsible for Monitoring:** Director of Secondary Schools, Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors, Campus Administrators

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

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### Strategy 3

Increase the percent of students enrolled in career and technical education (CTE) pathways in Middle and High School that lead to aligned programs of study, industry-based certifications, and real-world experiences.

**Strategy's Expected Result/Impact:** Improved college, career, and military readiness (CCMR) scores  
50% of graduates complete a CTE program of study and earn an industry-based certification

**Staff Responsible for Monitoring:** Director of Secondary Schools, Director of Guidance, CTE Master Teacher, School Counselors, CTE Teachers, Academic Dean

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

**Funding Sources:** CTE Master Teacher 244 Perkins, \$100,000

## Formative Reviews

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### Strategy 4

Provide school day assessment opportunities to include TSIA, PSAT, SAT and ASVAB.

**Strategy's Expected Result/Impact:** Increase in four-year graduation rate  
Decrease in dropout rate  
Improved college, career, and military readiness (CCMR) scores  
15% Increase in the percentage of students meeting TSI benchmarks in ELA and Math  
100% of students indicating military enlistment complete the ASVAB with qualifying scores and documentation submitted

**Staff Responsible for Monitoring:** Director of Secondary Schools, Director of Guidance, School Counselors, Graduation Coordinator, Student Success Advisors, Campus Testing Coordinator, Principal

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

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**Performance Objective 3 Problem Statements Identifying Demographics**

Problem Statement	Root Cause
<b>2</b> Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support.	SSAISD did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation across campuses, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.

**Performance Objective 3 Problem Statements Identifying District Processes & Programs**

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

**Performance Objective 3 Problem Statements Identifying Perceptions**

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

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

## Performance Objective 1

By May 2026, SSAISD will increase the percentage of families who report feeling informed and equipped to support their child's academic progress by 20%, as measured by district family engagement surveys.

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

### Strategy 1

Campuses 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:** Increase in student growth and achievement as measured by The Balanced Assessment System.

**Staff Responsible for Monitoring:** Division of Academics

Executive Master Teacher  
Master Teachers  
Principals  
Assistant Principals  
Deans  
Parent Liaisons

**Problem Statements:** Demographics 1

### Formative Reviews

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### Strategy 2

Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success. Examples include: District: Back to School Bash Community Engagement Events Community Informational Meetings District Education Improvement Committee Bluebonnet Curriculum Review Committee Parent Symposium Campuses: Meet the Teacher Night Report Card Nights Open House Title I Campus Policy Meeting Campus Academic Nights Assessment Nights Attendance Information Night

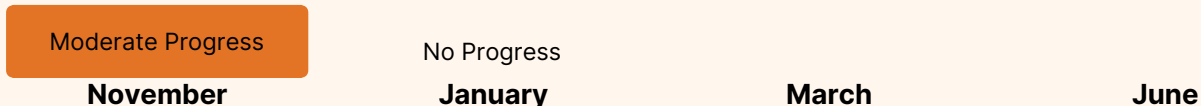
**Strategy's Expected Result/Impact:** Increased parent engagement as evidenced by attendance sessions

Increase student growth and achievement as evidenced by The Balanced Assessment System

**Staff Responsible for Monitoring:** Division of Academics  
 Executive Master Teacher  
 Master Teachers  
 Principals  
 Assistant Principals  
 Deans  
 Parent Liaisons

**Problem Statements:** Demographics 2 - Perceptions 1

**Formative Reviews**



**Strategy 3**

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

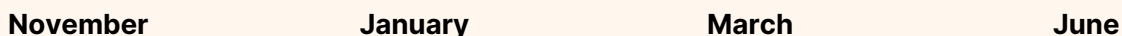
**Strategy's Expected Result/Impact:** Participation rates, agenda, and feedback surveys

**Staff Responsible for Monitoring:** District Family and Community Engagement Specialist

**Problem Statements:** Demographics 2 - Perceptions 1

**Funding Sources:** Part Time Parent Liaisons Salary 211 Title I, Part A, \$192,000

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**Strategy 4**

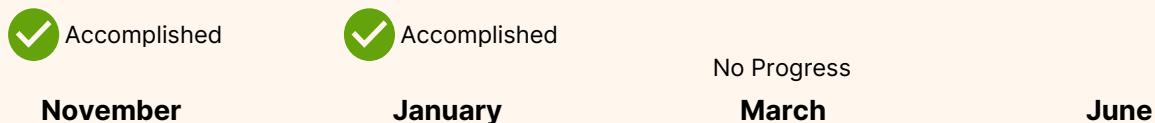
Utilize services of ESC-20 for supplemental academic support, including a Share Services Agreement for Title I, Part A Private Non-Profit Organizations support.

**Strategy's Expected Result/Impact:** Increase Academic achievement on local, state and standardized assessments; meet ESEA/ESSA requirements

**Staff Responsible for Monitoring:** Federal Programs Director

**Funding Sources:** Shared Services Agreement and educational services 211 Title I, Part A, \$50,000

**Formative Reviews**



### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>1</b> Economically disadvantaged students in SSAISD are performing 15-20 percentage points below Region and State averages in core tested subjects, indicating a persistent achievement gap that impacts overall district performance and student success.</p>	<p>Economically disadvantaged students have not met grade-level expectations due to limited access to high-quality instructional materials (HQIM), differentiated instruction, and rigorous Tier 1 instruction. This is further compounded by inconsistent implementation of data-driven practices and a lack of sustained professional development focused on high-leverage instructional strategies, scaffolding.</p>
<p><b>2</b> Stakeholder feedback reveals inconsistent expectations, unclear roles, and limited alignment across campuses and departments, contributing to breakdowns in communication and a lack of timely, proactive support.</p>	<p>SSAISD did not fully establish or communicate clear systems, protocols, and roles. This has led to varied implementation across campuses, limited cross-departmental alignment, and insufficient training or expectations around proactive student supports.</p>

### Performance Objective 1 Problem Statements Identifying Perceptions

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

### Performance Objective 2 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:** 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:** Division of Academics

- Principals
- Assistant Principals
- Deans
- Counselors
- Parent Liaisons

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

**Funding Sources:** Family Engagement Specialist 211 Title I, Part A, 199, \$80,000

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

Problem Statement

Root Cause

**1**

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

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



# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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