

South San Antonio Independent School District



Palo Alto Elementary School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Science

2025-2026 Campus Improvement Plan

Mission Statement

SSAISD

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.

Palo Alto Elementary School

Palo Alto Elementary School will provide a well-balanced curriculum and a positive learning environment to ensure mastery of basic skills and to foster each child's attainment of his or her highest potential in academics as well as in extra-curricular interest. We believe that the mastery of these skills combined with the positive reinforcement of each child's inherent skills and talents will result in a productive involved citizen for tomorrow. We at Palo Alto will accomplish this mission through the implementation of best practices and the PLC process, which includes instructional focus and leadership, high expectations, a positive school climate, systematic measurement and evaluation and parental involvement. The success of this mission will be measured by student achievement data, attendance data and formal and informal surveys of faculty, students, and parents.

I can motivate and inspire myself to be the hero of my own story...

Vision

SSAISD

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

Palo Alto Elementary School

All students enjoy successful education experiences, empowering them to make decisions while enriching their lives in the future they create.

I can motivate and inspire myself to be the hero of my own story...

Value Statement

SSAISD

WE believe that:

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

2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.
3. All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.
4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.
5. Authentic transformation requires being comfortable with being uncomfortable.

Palo Alto Elementary School

WE BELIEVE:

- A SAFE AND STRUCTURED STUDENT ENVIROMENT will provide a positive learning atmosphere that will enable students to achieve academic success.
- TEAMWORK, COLLABORATION, and STRATEGIC PLANNING create effective curriculum to cultivate successful learners.
- CONSISTENT INFORMATIVE AND POSITIVE COMMUNICATION among all stakeholders will instill good rapport and promote academic achievement.

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Comprehensive Needs Assessment

Demographics

Summary

Palo Alto Elementary serves an urban community of the southernmost area in San Antonio. Our demographics have remained relatively consistent in the past three years with a slight decline in enrollment. However, even with declining enrollment we have experienced the least amount of student loss in comparative to area elementary schools.

The historic accountability rating for the campus is as follows:

- 2018 - 2019: C rating with Two Distinctions for Math and Comparative Academic Growth
- 2019 - 2020: STAAR Data waived by the state due to the COVID-19 pandemic
- 2021 - 2022: B rating with a Distinction for academic growth.
- 2022 - 2023: F rating of 48
- 2023 - 2024: F rating of 59
- 2024 - 2025: C rating of 76 with a Distinction for Academic Achievement in Science

Currently, we educate and support 431 students in grades Kindergarten through 5th.

Historically, the demographics for Palo Alto Elementary are

- 93.2% Economically Disadvantaged
- 18.8% Special Education
- 6.4% Emergent Bilingual/English Learners

Student enrollment by Race/Ethnicity is 92.6% Hispanic, 4.7% White, 2.3% African American, 0.2% American Indian, and 0.2% Two or more races.

For the 2024-2025 School Year, the overall attendance rate was 92.1% and chronic absenteeism is at 44.2%.

For the 2025-2026 school year, Palo Alto Elementary staff is comprised of 29 teachers, 2 Master Teachers, 7 Instructional Aides, 1 Assistant Principal, and a Campus Principal.

Strengths

We have been able to set structures in place to identify students most in need and provide supports. These supports and wrap around services have fostered relationships with our families so much so they continue to stay with us even though they have moved out of our attendance zone.

Our strengths include a solid admin team and RTI structures: that identify new students for intervention within the 1st month of school as well as teachers that understand and demonstrate empathy with the diverse needs of students struggling with social-emotional learning. Support services that provide wrap around services beyond academics are offered and embracing tenants and paradigms that develop the whole-child.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Average daily tardies as well as Early Pick Ups continue to be an attendance problem.	Parents do not perceive tardies or early pickups as truancy issues.

★ = Priority

Student Learning

Summary

Palo Alto Elementary data reflects patterns and trends according to the current Texas Academic Performance Report:

The 2022-2023 and 2023-2024 ratings were not released.

In 2021 - 2022 we improved our accountability rating from Not Rated to B. We see opportunities of growth in Domain 1 - Student Achievement and Domain 3 - Closing the Gap.

We continue to work on instructional practices to improve reading and writing proficiency in all students at all grade levels. We continue to analyze data to a granular level to establish structures and process to improve the academic performance in our special education population. We did receive two distinctions for Math and Comparative Academic Growth.

Due to the pandemic we experienced a number of students who had technology needs and have been able to get them 1 to 1 Chromebooks at Palo Alto.

Strengths

We continue to make growth in math at grade levels 3,4 and 5 and have demonstrated the ability to grow students beyond the "expected" criteria.

In 2021-2022 our 3rd, 4th and 5th graders showed growth and success in their Math and Reading.

PAES increased by 10 percentage points from 2022-2023 to the 2023-2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1 ★	A low percentage of students are achieving MEETS and/or MASTERS in Reading and/or Math assessments.	The campus needs to focus on strengthening Tier 1 instruction including enrichment activities and opportunities for all students.

★ = Priority

School Processes & Programs

Summary

Curriculum, Instruction, and Assessment decisions are driven by data. We are using past STAAR results to determine program effectiveness. Our data demonstrates the Palo Alto is making consistent and continual growth in the area of math. We continue to struggle with Reading and writing. Our campus is utilizing and becoming proficient with T-TESS appraisal system which rates and demonstrates teachers proficiency with Planning, Instruction, Positive Learning environment, and Professional Practices. In addition, we are establishing systems in place for a Common Instructional Framework to encourage student's opportunities to speak and listen as well as write throughout the day across all content areas and grade levels. We utilize weekly PLC's with grade levels, IC, and admin to drive our instruction as well. We also utilize the Fundamental 5 to give our teachers proven strategies for student academic success.

Palo Alto ES has two full functioning computer labs that service students K-5. We have high-speed wireless Internet throughout the entire campus.

Students now have personal Chromebooks in a 1-1 Tech Initiative. Additional devices will be provided so more families will have access to 21st Century technology.

Strengths

Palo Alto ES staff have embraced the Fundamental 5, PLC structure, Effective Schools Framework and Empowering Instruction (The Leader in Me). Teachers continue to refine and clarify clear learning objectives and develop daily demonstrations of learning for their lessons. We are working on alignment to support student progress and achievement in curriculum (TEKS), instruction (high yield practices), and assessments (daily demonstrations of learning).

Palo Alto ES has two full functioning computer labs that service students K-5. We have high-speed wireless Internet throughout the entire campus.

Students now have personal Chromebooks in a 1-1 Tech Initiative. Additional devices will be provided so more families will have access to 21st Century technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Student gaps create discipline issues for those struggling with literacy and numeracy.	Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

★ = Priority

Perceptions

Summary

At Palo Alto ES, we have two direct community programs that work in conjunction to enlist support and encourage parent involvement. We have the Ram Booster Buddies and SA Youth. Cafecitos will be held with parents to keep them in the loop of what is going on at school as well as what we can offer students.

Strengths

Our Family Leadership team is continually refining our approach in engaging parents in a proactive manner so they feel comfortable with establishing long-lasting relationships with Palo Alto ES.

We empower our parents to have autonomy with a dedicated Parent Room, provide a platform where they can express their needs concerns, and ideas on how to improve our school. We strive to empower parents and build on their strengths and needs to improve their lives which means improve the lives of our students. They provide growth and development classes, cooking, and content builder sessions. SA Youth is our after-school program they hold parent meetings, work as our liaison between home and school and provides educational support year -round.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Economic, language and cultural barriers can prevent parents from participating in school events and activities.	Traditional avenues of parent outreach such as PTAs, Booster Clubs, and other parent organizations have not had a consistent presence on the campus to have the ability to know how to overcome the economic, language or cultural barriers that can prevent parent participation.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Average daily tardies as well as Early Pick Ups continue to be an attendance problem.

Parents do not perceive tardies or early pickups as truancy issues.

2
★

A low percentage of students are achieving MEETS and/or MASTERS in Reading and/or Math assessments.

The campus needs to focus on strengthening Tier 1 instruction including enrichment activities and opportunities for all students.

3
★

Student gaps create discipline issues for those struggling with literacy and numeracy.

Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

4
★

Economic, language and cultural barriers can prevent parents from participating in school events and activities.

Traditional avenues of parent outreach such as PTAs, Booster Clubs, and other parent organizations have not had a consistent presence on the campus to have the ability to know how to overcome the economic, language or cultural barriers that can prevent parent participation.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback

- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



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

Evaluation Data Source: MAP Growth Reports

Strategy 1

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

Strategy's Expected Result/Impact: K-2 students will increase their foundational literacy skills as measured by the SSAISD balanced assessment system.

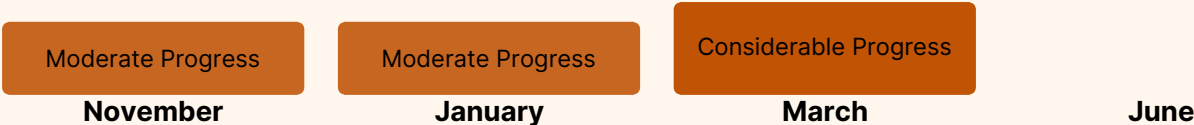
Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers (RLA)

Problem Statements: Student Learning 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A low percentage of students are achieving MEETS and/or MASTERS in Reading and/or Math assessments.

The campus needs to focus on strengthening Tier 1 instruction including enrichment activities and opportunities for all students.

Performance Objective 2 High Priority HB3 Goal

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

Evaluation Data Source: MAP Growth Reports

Strategy 1

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

Strategy's Expected Result/Impact: K-2 students will increase their foundational numeracy skills as measured by the SSAISD balanced assessment system.

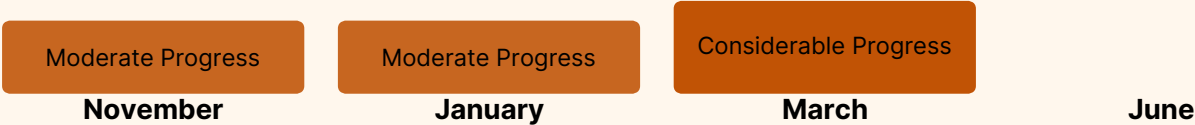
Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teacher (Math)

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

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 A low percentage of students are achieving MEETS and/or MASTERS in Reading and/or Math assessments.	The campus needs to focus on strengthening Tier 1 instruction including enrichment activities and opportunities for all students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Student gaps create discipline issues for those struggling with literacy and numeracy.	Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

Performance Objective 3

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

Evaluation Data Source: Balanced Assessments to include STAAR

Strategy 1

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

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

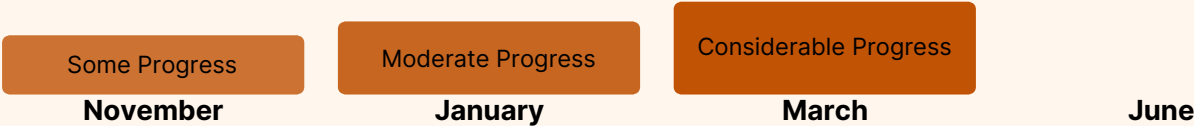
Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teacher (RLA)

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Hire and utilize two part-time literacy tutors to provide small-group and individualized instruction targeting specific reading needs in grades 2-4. Tutors will work alongside classroom teachers and Master Teachers to deliver supplemental literacy instruction aligned to the campus reading framework.

Strategy's Expected Result/Impact: Increase reading fluency and comprehension skills. Improve classroom reading performance among identified students.

Staff Responsible for Monitoring: Principal, Master Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 3

Hire and utilize after school and Saturday tutors to provide small-group and individualized instruction targeting specific reading needs in grades 3-5. Tutors will work alongside Master Teachers to deliver supplemental literacy instruction aligned to the campus reading framework.

Strategy's Expected Result/Impact: Increase reading fluency and comprehension skills. Improve classroom reading performance among identified students.

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

Title I: 2.5.1

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

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

Formative Reviews

No Progress

November

No Progress

January

Moderate Progress

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A low percentage of students are achieving MEETS and/or MASTERS in Reading and/or Math assessments.

The campus needs to focus on strengthening Tier 1 instruction including enrichment activities and opportunities for all students.

Performance Objective 4

By May 2026, the percentage of students in STAAR Math 3-5, will increase from 31% to 41% at the MEETS performance level or above.

Evaluation Data Source: Balance Assessment to include STAAR

Strategy 1

Fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher

Strategy's Expected Result/Impact: Follow the SSAISD 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.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

June

June

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1

Student gaps create discipline issues for those struggling with literacy and numeracy.

Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

Performance Objective 5

By May 2026, the percentage of students in STAAR Science 5th, will increase from 10% to 20% at the MEETS performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

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

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

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

Problem Statements: School Processes & Programs 1

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student gaps create discipline issues for those struggling with literacy and numeracy.

Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: EE Pass and JotDot

Strategy 1

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

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

Staff Responsible for Monitoring: Admin and Master Teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student gaps create discipline issues for those struggling with literacy and numeracy.

Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

Performance Objective 2 ☒ High Priority

In the 2025-2026 school year, 100% of teachers and campus instructional leaders including Master/Mentor Teachers 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: Professional Development Catalog, Agendas (SALT, Cluster), Eduphoria

Strategy 1

Provide weekly job-embedded professional development opportunities 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.

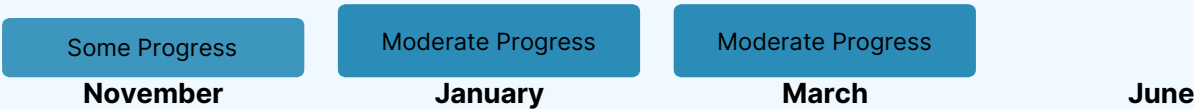
Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student gaps create discipline issues for those struggling with literacy and numeracy.	Teachers need continued professional development on lesson internalization and differentiation to properly deliver the TEKS in a manner that promotes student engagement and learning.

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

Overall student attendance will increase from 92.1% to 94% for the 2025-2026 school year.

Evaluation Data Source: Campus Attendance Reports (Daily/Weekly), 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 (students missing more than 10% of the school year), and improvement in attendance equity across subgroups (e.g.. by grade, ethnicity, special populations).

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk, counselor

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Average daily tardies as well as Early Pick Ups continue to be an attendance problem.

Parents do not perceive tardies or early pickups as truancy issues.

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

Evaluation Data Source: Campus Family Engagement Surveys

Strategy 1

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

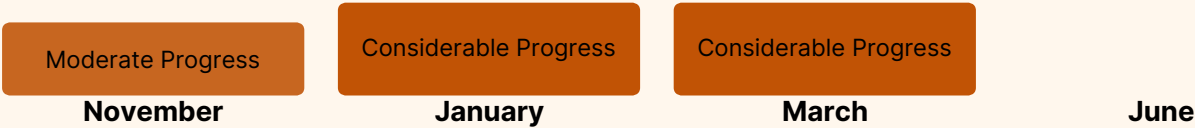
Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by the SSAISD balanced assessment system.

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

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Economic, language and cultural barriers can prevent parents from participating in school events and activities.	Traditional avenues of parent outreach such as PTAs, Booster Clubs, and other parent organizations have not had a consistent presence on the campus to have the ability to know how to overcome the economic, language or cultural barriers that can prevent parent participation.

Performance Objective 2 High Priority

By May 2026, Palo Alto Elementary 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, Parent Communication Logs, Attendance Incentive Initiatives

Strategy 1

Implement a proactive attendance support system that combines family-centered communication, real-time data monitoring, and community partnership outreach.

Strategy's Expected Result/Impact: Reduced risk of chronic absenteeism and its long-term academic consequences as evidenced by the SSAISD balanced assessment system. This includes: (1) distributing clear, attendance letters to all families; (2) engaging families early with personalized communication when attendance drops below 95%; (3) hosting attendance awareness events that emphasize the link between attendance and academic success; (4) partner with community organizations to remove barriers (e.g.. transportation, health access, basic needs). All that contribute to chronic absenteeism.

Staff Responsible for Monitoring: Principal, Assistant Principal, Master Teachers, Counselor, Parent Liaison

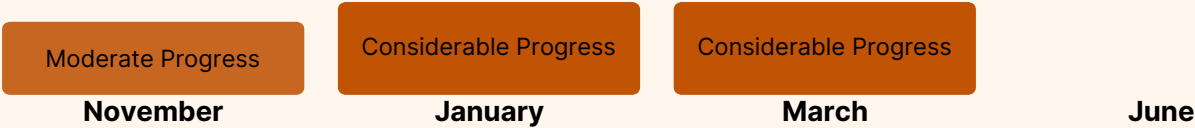
Problem Statements: Demographics 1

Funding Sources: 211 Title I, Part A,

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Average daily tardies as well as Early Pick Ups continue to be an attendance problem.	Parents do not perceive tardies or early pickups as truancy issues.



Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1		--	\$0.00
Sub-Total					\$0.00