South San Antonio Independent School District

Miguel Carrillo, Jr. Elementary

Accountability Rating: D

2025-2026 Campus Improvement Plan

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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

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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 16

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Goals 22

Goal 1 : South San Antonio ISD will increase academic achievement for all students... 23

Goal 2 : South San Antonio ISD will recruit, develop, support and retain effective te... 37

Goal 3 : South San Antonio ISD will ensure all students are provided a learning envi... 42

Goal 4 : South San Antonio ISD will collaborate with parents and the community to ... 44

State Compensatory Education 48

Plan Notes 50

Committees 52

Funding Summary 54

211 Title I, Part A 55

199 Local 55

Policies, Procedures, and Requirements 56

Policy Documents & Addendums 58

Comprehensive Needs Assessment

Demographics

Summary

Miguel Carrillo Jr. Elementary is a diverse, inclusive, dual language learning community that serves 528 future leaders in PK- 5th grade for the 2025-2026 school year. We are campus focused and committed to student success, located in the heart of the south side community. Carrillo Elementary is passionate in our commitment to growth and excellence for students and educators. The collective student body at Carrillo Elementary reflects a robust cultural and linguistic diversity reflective of our surrounding community.

Student Demographics

- Economically Disadvantaged: 99%
- Emergent Bilingual: 23%
- Special Education13.6%

For students, this is facilitated through rigorous and engaging Tier I Instruction and focused intervention, utilizing High Quality Instructional Materials and a balanced curriculum that challenges critical thinking and empowers students to take leadership roles and hold accountability for their learning.

Attendance & Discipline

- Attendance Rate: 93%
- Chronic Absenteeism: 24.2%
- Discipline: Discipline data reflects the need for continued, individualized support in restorative practices, engaging and impactful TIER I Instruction, and SEL to reduce office referrals.

For Educators, specific allocation efforts are pointed towards professional development and educational strategies founded on the principle of building the capacity of lifelong learners to achieve the highest levels of personal and professional excellence.

Staff Profile

- Students Per Teacher: 19 - 1
- Full Time Teaching Staff: 38
- Years of Experience Average: 60.4% of Teachers possess between 11-to-20 Years of Experience

In addition to our learning principals, future leaders will find opportunities to participate in fine arts, science clubs, math clubs, eSports, intramural sports, and more. Carrillo Elementary is proud to employ highly qualified instructional staff, with 100% of classroom Teachers holding a Bachelor's degree, and many holding Graduate Degrees. A foundational and fundamental acceleration in professional development and learning is being facilitated through the district adoption of NIET/TAP Instructional Evaluation System, instructional rubrics, and curricular alignment to state standards.

Strengths

1. **Early Childhood Cluster Campus:**
    - Carrillo Elementary is a designated Head Start - Pre-K3 - Pre-K4 Cluster Campus. This unique construct allows students to have an early start to their educational journeys, while providing educators the earliest possible opportunities to educate students and gather data that will support their learning in their formative years.

2. **Diverse, Bilingual Community:**
    - Carrillo Elementary is a Dual Language Campus, giving students the opportunity to become bi-literate and bi-cultural. This is a strength for long-term CCMR readiness.
3. **Inclusive Student Services:**
    - The campus serves a nearly 14% Special Education student population, with individualized supports, ensuring inclusion and accommodations for success. The presence of both current and former SPED students demonstrates continuity of services.
    - Carrillo Elementary houses two Special Education Units, the Early Childhood Special Education Unit (PK3-Kindergarten) and Low-Incidence Disability Life Skills Unit (1st Grade-5th Grade). These units provide specialized instruction for students with specified needs in the most appropriate educational setting.
4. **High Student Participation in State Assessments:**
    - 100% participation in STAAR testing across Reading, Math, and Science
5. **Community Stability & Support:**
    - Many students are continuously enrolled year to year, giving teachers the ability to build long-term relationships with families.
6. **Strong Representation of Economically Disadvantaged Students:**
    - 99% of students are identified as economically disadvantaged. Carrillo Elementary maximizes access to Title I resources, federal funding, and wraparound supports that directly benefit students.
7. **Cultural Assets:**

    - The school's predominantly Hispanic population allows for culturally relevant instruction, bilingual literacy development, and a strong sense of cultural identity among students and families.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

★ = Priority

Student Learning

Summary

Student achievement at Miguel Carrillo, Jr. Elementary demonstrates a need of improvement in both areas of growth, but at the precipice of significant opportunities for aggressive improvement. On the 2025 STAAR, 3rd - 5th Grade Reading results showed 52% Approaches, 25% Meets, and 10% Masters across grades 3–5. In Math, students scored at 55% Approaches, 22% Meets, and 10% Masters. In 5th Grade Science, students scored at 33% Approaches, 9% Meets, and 4% Masters.

Special populations continue to show performance gaps. In 2025, Special Education students scored 9% in Meets in Reading and 6% Meets in Math, which represents a significantly lower achievement percentage compared to peers. Emergent Bilinguals earned 27% Meets in Reading and 27% Meets and Reading, below state targets and district targets, but on pace with their EP peers.

Strengths

- **RLA is a Relative Strength:**

Students earned higher scores at the Meets and Masters level in Reading/Language Arts than Math and Science.

STAAR PERFORMANCE	Reading / Language Arts	Mathematics	Science	Percentages
Approaches Grade Level or Above	104	110	27	50%
Meets Grade Level or Above	51	44	7	21%
Masters Grade Level	21	19	3	9%

- **High Participation and Engagement:**
    - 100% STAAR participation represents a dedication to assessment fidelity

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
2 ★	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3 ★	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.
4 ★	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

★ = Priority

School Processes & Programs

Summary

Miguel Carrillo, Jr. Elementary has adopted and implemented a variety of support programs and processes designed to evaluate and improve teacher capacity and efficacy, promote and grow student learning, and re-energize family engagement.

- **Curriculum & Instruction**
  - The campus follows the Bluebonnet curriculum in Reading, Math, Savaas Science, and Study Weekly Social Studies, with aligned dual language materials to serve both English and Spanish instruction in accordance with District guidelines and has a strict-adherence policy to the adopted curriculum.
  - Tier I instruction is the primary focus, with embedded structures for small-group intervention and targeted supports for SPED, EB students, and struggling learners.
- **Professional Development**
  - Teachers engage in weekly Cluster meetings aligned to NIET/TAP, with a focus on planning, alignment, lesson internalization, and rigor.
  - Professional learning includes walkthrough feedback, instructional coaching, and data-driven reteach planning.
  - Staff participate in district and campus PD days focused on curriculum, NIET rubric calibration, and dual language strategies.
- **Leadership & Decision-Making Processes**
  - The Executive Cabinet meets weekly to monitor instruction, student progress, and teacher support needs.
  - The Instructional Leadership Team (SALT) collaborates on campus-wide instructional decisions and data analysis.
  - Teacher voice is included through grade-level Planning meetings and committee participation.
- **Communication**
  - Communication systems include frequent in-person and electronic memorandums to teachers and staff, parent messaging through district Communication Portals and Classroom Communication apps, Monthly Parent Engagement Meetings, and district-supported bilingual family communication.
- **Organization & Scheduling**
  - The Campus Master Schedule ensures daily, uninterrupted instructional blocks for reading and math, with science and social studies integrated to maximize time.
  - Intervention and enrichment blocks are built into the day for small-group support.
  - Students participate in specials such as PE, music, library, and counseling.
- **Support Services**
  - Comprehensive services include Special Education, Gifted & Talented, Dyslexia, Counseling, and Dual Language programming.
  - Interventionists and paraprofessionals provide additional academic and behavioral support.
- **Extracurricular & Co-curricular Opportunities**
  - Students have access to library clubs, reading challenges, and enrichment opportunities coordinated through specials and after-school activities.
- **Technology Integration**

- Technology is integrated into instruction through iPads, adaptive learning platforms, and online assessments (NWEA MAP, STAAR).
- Teachers receive support in leveraging technology for blended learning and student engagement.

Strengths

- Aligned Curriculum Implementation
- Structured Professional Development
- Collaborative Leadership Structures
- Strong Communication Systems
- Scheduling and Instructional Time
- Student Support Services
- Technology Integration
- Extracurricular and Enrichment Opportunities

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

★ = Priority

Perceptions

Summary

Miguel Carrillo, Jr. Elementary embraces the core beliefs of Excellence, Integrity, Commitment, Capacity Building, and being Student-Centered. The Campus is committed to strong communication, collaborative decision-making, trusting relationships. transparency and family engagement as central elements to achievement and success.

- **Parent & Family Engagement**
  - Parent meetings and classes are held throughout the year in both English and Spanish, supporting literacy, math, attendance, and behavior strategies.
  - Participation has grown year over year, with families actively increasing involvement in parent-teacher conferences, academic nights, and school events.
- **Culture, Climate, and Communication**
  - Staff report a supportive instructional and professional culture with regular feedback through NIET/ TAP cluster meetings, coaching, and surveys.
  - Parent communications ensure transparent communication between the school and families.
  - Students feel supported through SEL practices, and recognition systems.
- **Community Partnerships**
  - The campus partners with local organizations, such as Palo Alto College's Educate South Program, as well as volunteers to provide resources, mentorship, and after-school support.
  - Collaboration with district services (counseling, bilingual support, special education) enhances campus capacity.
- **Staff Retention and Voice**
  - Teacher voice is included in decision-making through clusters, ILT, and committees.
  - Retention of teachers remains consistent, with no Teachers resigning or requesting transfer.
- **Surveys and Feedback**
  - Parent, staff, and student surveys indicate a positive climate but highlight continued needs in communication consistency and increased student voice in decision-making.

Strengths

- Strong parent engagement through family engagement events.
- Clear communication systems (messaging apps, cafecitos, conferences).
- Positive instructional culture supported by NIET/TAP coaching and feedback.
- Active community partnerships providing resources and student support
- Teacher voice represented in clusters, ILT, and committees.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.	Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.
2 ★	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.
3 ★	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.
4 ★	Based on historical Science Benchmark and Science STAAR data, there is a need to strengthen Tier I instruction.	Tier I instruction at BOY focused on DOK levels 1 and 2 and lacked the rigor needed to meet STAAR expectations.
5 ★	STAAR 2024-2025 results show disproportionate rates in Achievement across the Approaches, Meets, and Masters metrics. This indicates that while some students can decode, many are not progressing to higher levels of comprehension and analysis needed for Meets and Masters.	Instructional planning and delivery often focused on surface-level comprehension (DOK 1-2), with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
6 ★	STAAR 2024-2025 Math results indicate Students are able to complete procedural tasks, but demonstrate struggle with problem-solving and deductive reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

7 ★

Teachers and staff have been overwhelmed with new systems, practices, protocols, and curriculum, resulting in a perceptible decline in morale.

Previous structures, practices, and protocols were not systemically coordinated and aligned to instructional improvement, resulting in a lack of direction and disjointed outcomes. Current systems through the NIET Structure and Bluebonnet Curriculum are comprehensive and aligned, but have resulted in more up-front planning and internalization than Teachers had been routinely used to.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Goals

Goal 1

South San Antonio ISD 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

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

Evaluation Data Source: MAP Growth Reports

Strategy 1 ☑ Results Driven Accountability

Provide teachers with planning and implementation support on Bluebonnet Learning Reading and Language Arts curriculum to raise the capacity and efficacy in Tier 1 instruction, specifically 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: Executive Master Teacher
Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
	Considerable Progress	Considerable Progress	

Strategy 2

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

Strategy's Expected Result/Impact: By Spring of 2026, 40% of 3rd - 5th grade students will achieve proficiency by scoring at or above the Meets level on the STAAR Reading Assessment.

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

Problem Statements: Student Learning 4

Formative Reviews

November	January	March	June
	Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 2 ☑ High Priority

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

Provide training for planning and implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.

Problem Statements: Student Learning 4

Formative Reviews

November	January	March	June
	Some Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 3

By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 25% to 35% at the Meets performance level or above.

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 NIET Standards and Practices, including Instructional Planning and Cluster meetings. Progress will be measured by consistent and comprehensive walkthrough data showing an increase in teachers developing a deep understanding of the high-quality instructional materials and how they align with TEKS and the cognitive rigor of STAAR.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $29,000, 211 Title I, Part A, $100,000

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

Formative Reviews

November	January	March	June
	Moderate Progress	Moderate Progress	

Strategy 2

Development and implementation of a Campus Master Schedule that prioritizes uninterrupted RLA instructional blocks, protecting time for core reading instruction and ensure fidelity to instructional minutes.

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Strategy 3

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

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principals
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 4

By May 2026, the percentage of students in STAAR Math 3 - 5 will increase from 22% to 35% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: 211 Title I, Part A, $1,000,000

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Considerable Progress	

Strategy 3

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

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 5

By May 2026, the percentage of students in STAAR Science 5th, will increase from 9% to 25% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Some Progress	

Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Some Progress	

Strategy 3

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

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Considerable Progress	

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 6

By May 2026, students in Reading Grades 4- 5 STAAR will demonstrate an increase in annual expected growth from 53% to 65%.

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: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Strategy 3

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

Strategy's Expected Result/Impact: Train teachers to use student work protocols to adjust instruction in real-time and use interim assessments (e.g., Unit Assessments MAP, district benchmarks) to measure progress toward Meets level performance.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Considerable Progress	

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 7 ☑ High Priority

By May 2026, 41% of students in accelerated instruction through HB1416 will perform at Approaches or higher on STAAR Assessment.

Evaluation Data Source: Balanced Assessment System
Branching Minds

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 and state accountability.

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Some Progress	

Strategy 2 ☑ Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Considerable Progress	

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 8

By May 2026, the percentage of Special Education students in grades 3-5 will increase from 6% to 18% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

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

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

Staff Responsible for Monitoring: Special Education Teachers
Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Some Progress	

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: Special Education Teachers
Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Some Progress	

Strategy 3

Participate in 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: Director of Elementary Schools
Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 9

By May 2026, Emergent Bilingual students in grades 2-5 will increase scores/ratings from 33% to 49% on the TELPAS Assessment.

Evaluation Data Source: Balanced Assessment to include TELPAS

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Strategy 2

Participate in 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: Director of Elementary Schools
Master Teachers
Principal
Assistant Principals

Problem Statements: School Processes & Programs 1

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

Formative Reviews

November	January	March	June
		Moderate Progress	

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Goal 2 South San Antonio ISD will recruit, develop, support and retain effective teachers, administrators, and other instructional staff.

Performance Objective 1

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

Evaluation Data Source: EEPASS and Jotdot

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

Formative Reviews

November	January	March	June

Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 4

Formative Reviews

November	January	March	June

Strategy 3

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: School Processes & Programs 1

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 2 ☑ High Priority

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

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

Strategy 1

Provide frequent, relevant, job-embedded professional learning for all teachers.

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

Staff Responsible for Monitoring: Campus Administration
Master teachers

Problem Statements: School Processes & Programs 1

Formative Reviews

November	January	March	June

Strategy 2

Campus Instructional Leadership Teams will participate in SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and instructional leadership.

Strategy's Expected Result/Impact: Campus Instructional Leadership Teams will strengthen leadership skills.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause

1	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention and attendance systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention and attendance lack consistent monitoring and follow-through.

Performance Objective 3

By May 2026, in coordination with SSAISD policy and structure, campus administration will promote and emphasize performance-based compensation and stipend systems to recognize and retain 90% of high-performing teachers.

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

Strategy 1

Promote the District TAP system for high priority positions.

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

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 4

Formative Reviews

November	January	March	June

Strategy 2

Promotion and 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: Principal

Problem Statements: Student Learning 4

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Instruction is not consistently delivered at the rigor of the TEKS, and lesson internalization varies across grade levels. Intervention systems are in place but applied inconsistently, reducing their impact.	Teachers need more support in planning lessons at DOK 2-3, and campus systems for intervention lack consistent monitoring and follow-through.

Goal 3

South San Antonio ISD 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: Student attendance at Carrillo 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: Principal
Assistant Principal
Data Clerk
PEIMS Department
Attendance Advocates
School Counselors

Problem Statements: Demographics 1

Formative Reviews

November	January	March	June

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: Principal
Assistant Principal
Counselor
Data Clerk
Attendance Advocate
Family Engagement Liaison
PEIMS Department

Problem Statements: Demographics 1

Funding Sources: 199 Local, $3,723

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

Goal 4

South San Antonio ISD will collaborate with parents and the community to ensure all students receive a high quality education

Performance Objective 1

By May 2026, Carrillo 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: Family Engagement Survey Results

Strategy 1

Carrillo Elementary will utilize 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: Master Teachers
Principal
Assistant Principal
Parent Liaisons

Problem Statements: Demographics 1

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

Formative Reviews

November	January	March	June

Strategy 2

Carrillo Elementary will 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:
Meet the Teacher Night
Monthly Cafecito
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: Master Teachers
Principal
Assistant Principal
Parent Liaisons

Problem Statements: Demographics 1

Funding Sources: 199 Local, $1,000

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

Formative Reviews

November	January	March	June

Strategy 3

During the 2025-2026 school year, the Carrillo Elementary Parent Liaison will design and deliver a minimum of three targeted parent information sessions and schedule monthly Parent Volunteer Sessions to further connect Campus to Community and create accessible pathways to increase Parent volunteerism and involvement.

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

Staff Responsible for Monitoring: District Family and Community Engagement Specialist
Parent Liaison
Principal

Problem Statements: Demographics 1

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

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: Student Attendance Records
Communication Logs
Attendance Initiatives

Strategy 1

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

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

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselors
Parent Liaisons
Data Clerk
Attendance Advocate

Problem Statements: Demographics 1

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

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Miguel Carrillo, Jr. Elementary has an attendance rate at 93%, below the 94% district goal. Special populations, including Emergent Bilingual and Special Education, consistently perform below their peers, with only 6% of SPED students meeting grade level in all subjects.	High absenteeism and mobility impeded instructional continuity and attendance systems lacked consistent parent communication and follow-up with students who were chronically absent.

State Compensatory Education

State Compensatory

Plan Notes

Plan Notes

Committees

Committees

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$29,000.00
1	3	1		--	$100,000.00
1	4	1		--	$1,000,000.00
				Sub-Total	$1,129,000.00

199 Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	$3,723.00
4	1	2		--	$1,000.00
				Sub-Total	$4,723.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	**Priority for Service (PFS) Action Plan**	Completed By: ESC-20 MEP Team, SSA Member Representatives
	015/908		
District Name:		**School Year**	**Date: 08/19/2025**
South San Antonio ISD		**2025-2026**	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		**ESC Assurance** ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Elizabeth Martinez	**ESC Reviewer Signature**	ESC Region 20
Date	12/01/2025	**Date Review Complete**	08/19/2025

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:
	015/908	South San Antonio ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:
	015/908	South San Antonio ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
• Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:
	015/908	South San Antonio ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:
	015/908	South San Antonio ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ **The district's Title I, Part C Coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
▪			

2025-2026 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters **Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.** COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*:** Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. ***Currently Eligible Migratory Children*:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature

F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. ● Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>		

V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff .	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow State MEP as outlined protocol for COEs/ECOEs that warrant further review by the ESC and/or in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Program Manager/Consultants	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. <u>Evaluate ID&R efforts for subsequent planning.</u>** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	**TIMELINE** By Aug 30

B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing