

South San Antonio Independent School District



Five Palms Elementary School

Accountability Rating: B

2025-2026 Campus Improvement Plan

Mission Statement

Mission Statement

At Five Palms Elementary, 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.

Goal Statement

At Five Palms Elementary, our goal is to foster a culture of high expectations where every student feels safe, valued, and inspired to learn. We are committed to building strong partnerships with families, to embrace our diverse community, and to empower students to achieve academic success, personal growth, and confidence for the future.

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.

Empoderar a todos los estudiantes de SSAISD para que alcancen la excelencia académica y el éxito personal brindándoles acceso equitativo a educación, recursos y oportunidades de alta calidad.

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

<https://docs.google.com/document/d/1hzyyM1wxCXDYaA5yByxiWfdweseZ3tf6CFrZ5ptl3sw/edit?usp=sharing>

Demographics

Summary

Five Palms Elementary is a diverse school community located in South San Antonio ISD, serving approximately **443 students** in grades K through 5. Our student body reflects a rich cultural and linguistic diversity, with enrollment that is majority Hispanic. Student groups include Hispanic, African American, White, and other racial/ethnic backgrounds.

- **Student Demographics:**
 - **Economically Disadvantaged:** 95%
 - **Emergent Bilinguals (EB/EL):** 49.9%
 - **Special Education:** 12.2%
 - **Mobility/Highly Mobile:** 19.1%
- **Attendance and Discipline:**
 - 2024–25 attendance rate: **92.7%**, below the state target of 95%.
 - Chronic absenteeism: **23.9%**, which impacts student achievement.
 - Discipline data reflect the need for continued support in restorative practices and SEL to reduce office referrals.
- **Student Achievement and Programs:**
 - STAAR 2025 results indicate the need to improve Reading (56.9% Approaches, 27.3% Meets), Math (67.8% Approaches, 37.4% Meets), and Science (44.8% Approaches, 19.4% Meets).
 - Special Education performance remains significantly below all students, with **10% at Meets in RLA** and **13% at Meets in Math**.
 - The campus implements a **Dual Language Program (One-Way and Two-Way)** to support emergent bilinguals.
 - Students participate in enrichment opportunities through library, fine arts, and technology integration.
- **Staff Profile:**
 - Student-to-teacher ratio: **19.8:1**.
 - Teachers are experienced and committed to student success, supported by paraprofessionals who are qualified and serve across classrooms.
 - Staff retention remains a focus area, with recruitment strategies to attract bilingual and special education certified teachers.
 - Professional learning is centered on **Bluebonnet curriculum implementation**, NIET/TAP instructional rubrics, and alignment to state standards.

Strengths

1. Diverse, Bilingual Community:

- Nearly **50% of students are Emergent Bilinguals**, and the campus implements both **One-Way and Two-Way Dual Language Programs**, giving students the opportunity to become biliterate and bicultural. This is a strength for long-term CCMR readiness.

2. Inclusive Student Services:

- **12% of the campus population are students receiving special education services.** The presence of both current and former SPED students demonstrates continuity of services.

3. High Student Participation in State Assessments:

- **100% participation** in STAAR testing across Reading, Math, and Science reflects strong accountability and student engagement.

4. Staff-to-Student Commitment:

- With a ratio of **19.8:1**, the school maintains reasonable class sizes that allow for small group interventions and individualized support.

5. Community Stability & Support:

- Many students are continuously enrolled year to year (noted in Closing the Gaps subgroup data), giving teachers the ability to build long-term relationships with families.

6. Strong Representation of Economically Disadvantaged Students:

- With **95% of students identified as economically disadvantaged**, the campus 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★ Five Palms Elementary attendance is below the 95% state target, with 23.9% of students chronically absent.	High absenteeism and mobility limit instructional continuity.
2 Special populations, including Emergent Bilinguals (50%) and Special Education (12%), consistently perform below all students, with only 10% of SPED students meeting grade level in Reading and 13% in Math.	Supports for EB and SPED students are inconsistent, with gaps in scaffolds, accommodations, and staffing in bilingual and special education areas.

★ = Priority

Student Learning

Summary

Student achievement at Five Palms Elementary reflects both areas of growth and significant opportunities for improvement.

2025 STAAR results:

Reading results showed **56.9% Approaches, 27.3% Meets, and 12% Masters** across grades 3–5.

Math, performance was stronger with **67.8% Approaches, 37.4% Meets, and 16.6% Masters**.

Science results were the lowest, with only **44.8% Approaches and 19.4% Meets**.

Special populations continue to show performance gaps. In 2025, **Special Education students** scored **10% Meets in Reading** and **13% Meets in Math**, compared to 27–37% of all students. **Emergent Bilinguals (50% of enrollment)** met grade level at 28% in Reading and 42% in Math, below state targets but showing growth from prior years.

Strengths

- **Math is a Relative Strength:**
 - Across grades 3–5, students performed better in math than Reading and Science, with **67.8% Approaches** and **37.4% Meets**, indicating stronger foundational numeracy compared to literacy.
 - 5th grade Math is especially strong, with **77% Approaches** and **45% Meets**.
- **Student Growth in RLA and Math:**
 - Academic Growth indicators show that students are making progress, with **71% growth in Reading** and **84% growth in Math**.
 - This means many students who are not yet at grade level are still moving forward toward proficiency.
- **Emergent Bilingual Progress:**
 - From 2024 to 2025 TELPAS data shows an increase of 7% progress rate (from 40% to **47%**) reflecting growth in English language proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ There is a lack of rigorous Tier 1 instruction in science 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★ There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3★ STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

★ = Priority

School Processes & Programs

Summary

Five Palms Elementary implements a variety of programs and processes designed to support student learning, staff growth, and 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.
- Tier I instruction is the primary focus, with embedded structures for small-group intervention and targeted supports for students receiving special education services and EB students.

- **Professional Development**

- Teachers engage in **weekly cluster meetings** aligned to NIET/TAP, with a focus on planning, 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 needs.
- The **Instructional Leadership Team (ILT)** collaborates on campus-wide instructional decisions and data analysis.
- Teacher voice is included through grade-level clusters and committee participation.

- **Communication**

- Communication systems include weekly staff newsletters, parent messaging apps, bilingual family communication, and social media.
- Regular parent workshops support literacy, math, attendance, and behavior strategies at home.

- **Organization & Scheduling**

- The master schedule ensures daily 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 Physical Education (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 Chromebooks, 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	There is inconsistency in variation of lesson internalization by grade level. 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, tools, and resources for lesson planning and internalization.

★ = Priority

Perceptions

Summary

Five Palms Elementary values strong communication, collaborative decision-making, and family engagement as central to student success.

- **Parent & Family Engagement**
 - Parent meetings are held throughout the year in both English and Spanish, supporting literacy, math, attendance, and behavior strategies.
 - Participation has grown consistently, with families actively involved in parent-teacher conferences, academic nights, school events, and community.
- **Culture, Climate, and Communication**
 - Staff report a supportive professional culture with regular feedback through National Institute for Excellence in Teaching and Teacher Advancement Program cluster meetings, coaching, and surveys.
 - Weekly newsletters, bilingual messaging apps, social media, and parent phone calls ensure transparent communication between the school and families.
 - Students are supported through social emotional learning (SEL) practices and recognition systems.
- **Community Partnerships**
 - The campus partners with local organizations and volunteers to provide resources, mentorship, and after-school supplies.
 - Collaboration with district departments (counseling, bilingual support, special education) enhances campus capacity.
- **Staff Retention and Voice**
 - Teacher voice is included in decision-making through clusters, Instructional Leadership Team, and committees.
 - Retention of staff remains steady, though recruitment in bilingual and SPED remains an ongoing focus.
- **Surveys and Feedback**
 - Parent, staff, and student surveys indicate a positive climate but feedback shows need for consistent communication, and increased in student voice in decision-making.

Strengths

- Strong **parent engagement** through bilingual workshops and family events.
- **Clear communication systems** such as newsletters, messaging apps, conferences, and social media.
- **Positive staff 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	Parent and staff surveys show communication platforms and use of systems are inconsistent.	Communication practices are not fully streamlined across grade levels, and systems for staff recruitment and student input lack consistency.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Five Palms Elementary attendance is below the 95% state target, with 23.9% of students chronically absent.

High absenteeism and mobility limit instructional continuity.

2
★

There is a lack of rigorous Tier 1 instruction in science 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.

3
★

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

4
★

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

★ = Priority



Goals

Goal 1

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

Performance Objective 1 High Priority

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 projection.

Evaluation Data Source: MAP Growth Reports

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

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 projections.

Evaluation Data Source: MAP Growth Reports

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 3

By May 2026, the percentage of students in STAAR Reading 3-5, will increase from 28% to 37% 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 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
Teachers

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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

Formative Reviews



Accomplished



Accomplished



Accomplished

November

January

March

June

Strategy 3 **Results Driven Accountability**

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

Strategy's Expected Result/Impact: 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
Teachers

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

November

Some Progress

January

Moderate Progress

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

Performance Objective 4

By May 2026, the percentage of students in STAAR Math 3 - 5 will increase from 39% to 46% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 2 Results Driven Accountability

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

Strategy's Expected Result/Impact: 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: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 3 **Results Driven Accountability**

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

Strategy's Expected Result/Impact: 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: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 5

By May 2026, the percentage of students in STAAR Science 5th, will increase from 23% to 31% at the Meets performance level or above.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 1

Funding Sources: 199 Local,

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

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Moderate Progress

March

June

Strategy 2 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 1

Funding Sources: 199 Local,

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

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 3 **Results Driven Accountability**

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

Strategy's Expected Result/Impact: 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
Teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a lack of rigorous Tier 1 instruction in science 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

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 6

By May 2026, the percentage of students in Reading Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 71% to 87%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers
Executive Master Teacher

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 2

Funding Sources: 199 Local,

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

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March

June

Strategy 3 Results Driven Accountability

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

Strategy's Expected Result/Impact: 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
Teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a lack of rigorous Tier 1 instruction in science 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

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 7

By May 2026, the percentage of students in Math Grade 4-5 STAAR will demonstrate an increase in annual expected growth from 84% to 87%.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1 ☒ Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

June

Strategy 2 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March

June

Strategy 3 Results Driven Accountability

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

Strategy's Expected Result/Impact: 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.

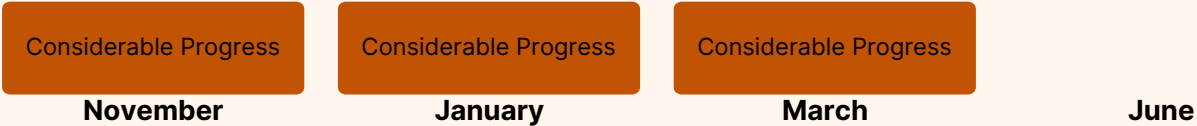
Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 3

Funding Sources: 199 Local,

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

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 8 ☒ **High Priority**

By May 2026, the percentage of students in accelerated instruction through HB1416 will perform at Approaches or higher from 34% to 50% on STAAR Assessments.

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
Teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

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Accomplished

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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
Teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews

Moderate Progress

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Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a lack of rigorous Tier 1 instruction in science 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

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 9

By May 2026, the percentage of Special Education students in Grades 3-5 will increase from 11% to 25% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Source: SSAISD Balanced Assessment System

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers

Principal
Assistant Principal
Teachers

Problem Statements: Demographics 1

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

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Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers

Principal

Assistant Principal

Teachers

Executive Master Teacher

Problem Statements: Demographics 1

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

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Some Progress

January

Considerable Progress

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Strategy 3

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

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

Staff Responsible for Monitoring: Master Teachers

Principals

Assistant Principals

Teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

Some Progress

Moderate Progress

Performance Objective 9 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Five Palms Elementary attendance is below the 95% state target, with 23.9% of students chronically absent.

High absenteeism and mobility limit instructional continuity.

Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a lack of rigorous Tier 1 instruction in science 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

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Performance Objective 10

By May 2026, the percentage of Emergent Bilingual students in grades 3-5 will increase from 35% to 41% at the Meets performance level or above on STAAR Assessments.

Evaluation Data Source: Balanced Assessment to include STAAR

Strategy 1

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

Teachers

Problem Statements: Demographics 1

Funding Sources: 199 Local,

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

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March

June

Strategy 2

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

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

Staff Responsible for Monitoring: Master Teachers

Principal

Assistant Principal

Teachers

Problem Statements: Demographics 1

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March

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Performance Objective 10 Problem Statements Identifying Demographics

1

Five Palms Elementary attendance is below the 95% state target, with 23.9% of students chronically absent.

High absenteeism and mobility limit instructional continuity.

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: EEPASS and Jotdot

Strategy 1

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

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
Principals
Assistant Principals

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,
TEA Priorities: Recruit, support, retain teachers and principals
Formative Reviews



Accomplished

November



Accomplished

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Considerable Progress

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Strategy 3

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

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

Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,
TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Considerable Progress

November



Moderate Progress

January



Considerable Progress

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a lack of rigorous Tier 1 instruction in science 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

There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

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 Results Driven Accountability

Provide weekly job-embedded professional learning for all teachers.

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

Staff Responsible for Monitoring: Campus administration and Master teachers

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

November



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January



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Strategy 2 Results Driven Accountability

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

Strategy's Expected Result/Impact: Campus instructional leadership teams will strengthen leadership skills.

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Accomplished

November



Accomplished

January



Considerable Progress

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of rigorous Tier 1 instruction in science 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	There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.
3	STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.	Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.

Goal 3

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

Performance Objective 1 High Priority

ATTENDANCE: Student attendance at Five Palms Elementary will increase from 92.7% to 94% for the 2025-2026 school year.

Evaluation Data Source: Campus Attendance Reports
PEIMS Attendance Data
Campus Communication Logs

Strategy 1

Increase attendance monitoring and data analysis.

Strategy's Expected Result/Impact: 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, PEIMS Department, Attendance Advocates, PEIMS clerk, Family Liason and School Counselor.

Problem Statements: Demographics 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November



Accomplished

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Moderate Progress

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Strategy 2

Provide tiered interventions and monthly incentives 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)

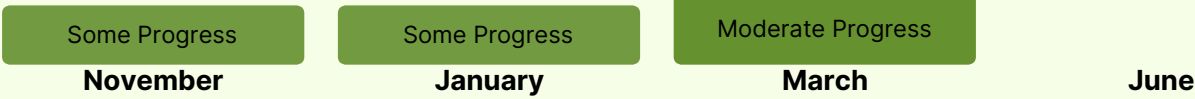
Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS Department, Attendance Advocates, PEIMS clerk, Family Liaison and School Counselor.

Problem Statements: Demographics 1

Funding Sources: 199 Local,

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Five Palms Elementary attendance is below the 95% state target, with 23.9% of students chronically absent.	High absenteeism and mobility limit instructional continuity.

Goal 4

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

Performance Objective 1

By May 2026, Five Palms Elementary will increase the percentage of families who are informed and equipped to support their child's academic progress by 20%, as measured by family engagement survey.

Evaluation Data Source: Family Engagement Survey Results

Strategy 1

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

Strategy's Expected Result/Impact: Increase in student growth and achievement as measured by The Balanced Assessment System.

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

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews

Some Progress

November

Moderate Progress

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Strategy 2

Offer a minimum of four recurring Family Engagement Sessions that build trust, increase awareness of academic and attendance expectations, which equip families with tools to support their child's consistent attendance and academic success.

Examples include:

Grandparents Day

Academic Night

Meet the Teacher Night

Report Card Nights

Open House

Title I Campus Policy Meeting
Campus Academic Nights
Assessment Nights
Attendance Information Night

Strategy's Expected Result/Impact: Increased parent engagement as evidenced by attendance sessions
Increase student growth and achievement as evidenced by The Balanced Assessment System

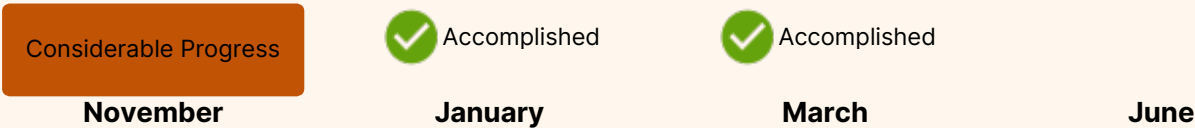
Staff Responsible for Monitoring: Master Teachers
Principal
Assistant Principal
Parent Liaison

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 199 Local,

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of rigorous Tier 1 instruction in science 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	There is a lack of rigorous Tier 1 instruction in reading. STAAR 2025 results show that only 55-61% of students in reading reached Approaches, with Meets ranging from 23-34% and Masters at 10-16%. 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 Depth of Knowledge 1-2, with limited opportunities for students to engage in written responses, text-dependent questioning, and extended analysis aligned to STAAR rigor.

3

STAAR 2025 math results show that Approaches rates were higher (59-77%), but Meets and Masters are significantly lower, especially in 3rd grade (31% Meets, 8% Masters). Students are able to complete procedural tasks but struggle with problem-solving and reasoning.

Instruction has emphasized procedural fluency and computation, with limited time spent on multi-step word problems, real-world applications, and mathematical discourse.



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Train staff and provide implementation support on Bluebonnet Learning Reading and Language Arts curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.
1	2	1	Train staff and provide implementation support on Bluebonnet Learning Math curriculum to ensure that students have strong Tier 1 instruction in grade level skills and expectations.
1	3	3	Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	4	1	Adopt and fully implement HQIM aligned to the State of Texas Math standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	4	2	Prioritize daily, uninterrupted math instructional block by protecting time for core math instruction and ensure fidelity to instructional minutes.
1	4	3	Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	5	1	Adopt and fully implement HQIM aligned to the State of Texas Science standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	5	2	Prioritize daily, uninterrupted science instructional blocks by protecting time for core science instruction and ensure fidelity to instructional minutes.
1	5	3	Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	6	1	Adopt and fully implement HQIM aligned to the State of Texas ELAR standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	6	2	Prioritize daily, uninterrupted RLA instructional blocks by protecting time for core reading instruction and ensure fidelity to instructional minutes.
1	6	3	Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	7	1	Adopt and fully implement HQIM aligned to the State of Texas math standards (TEKS) and build teacher capacity through job-embedded professional learning.
1	7	2	Prioritize daily, uninterrupted math instructional blocks by protecting time for math instruction and ensure fidelity to instructional minutes.
1	7	3	Utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction.
1	8	1	Create campus master schedules to ensure all HB 1416 students will complete accelerated learning requirements.
1	8	2	Monitor student progress toward academic growth and maintain evidence of completion of HB 1416 requirements.

2	2	1	Provide weekly job-embedded professional learning for all teachers.
2	2	2	Campus instructional leadership teams will participate in weekly SALT meetings focused on supporting district priorities including differentiated instruction, data-driven practices, inclusive education, and campus-based instructional leadership.



Funding Summary

Funding Summary

199 Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	2	1		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	4	3		--	\$0.00
1	5	1		--	\$0.00
1	5	2		--	\$0.00
1	5	3		--	\$0.00
1	6	1		--	\$0.00
1	6	2		--	\$0.00
1	6	3		--	\$0.00
1	7	1		--	\$0.00
1	7	2		--	\$0.00
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2	1	2	--	\$0.00
2	1	3	--	\$0.00
2	2	1	--	\$0.00
2	2	2	--	\$0.00
3	1	1	--	\$0.00
3	1	2	--	\$0.00
4	1	1	--	\$0.00
4	1	2	--	\$0.00
Sub-Total				\$0.00