South San Antonio Independent School District

Palo Alto Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Palo Alto Elementary School - Palo Alto Elementary School Plan (1).pdf
NIET Teaching and Learning Standards Rubric (13).pdf
NIET Walkthroughs - Mastery.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 16, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, Other, LIFT PLC Support

Please specify the other program:

NIET

Which, if any, program is your school system interested in to support this strategy?

LIFT, Other, LIFT PLC Support

Please specify the other program:

NIET

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

National Institute for Excellence in Teaching, Region 20

How many district staff members will be responsible for capacity building with this campus?

12

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

SSAISD is funding and staffing two full-time Master Teachers on campus to provide daily coaching, modeling, feedback, and professional development aligned to Tier I instruction.
Funding: $200,000, Title I, Title II, and LIFT Grant Funds
A District Executive Master Teacher and Director of Campus Support/Principal Coach have been allocated to provide weekly intensive, job-embedded support and accountability for campus leaders.
Funding: $200,000 for two Executive Master Teachers, one Elementary and one Secondary, Title I and LIFT Grant funds.

Existing teaching staff are being strategically selected and assigned as Mentor Teachers to provide peer support through co-teaching, modeling, and real-time feedback.
Funding: $3,000 stipend, Prep Mentor Allotment Fund

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The district's LIFT grant has been approved for three years and will support implementation of the strategies outlined in the Targeted Improvement Plan. However, the district's commitment to this work extends beyond grant funding. If grant funds become unavailable, are reduced, or conclude, the district will reprioritize and reallocate available local funds to sustain essential instructional resources, staffing, professional learning, and implementation supports.
District and campus leaders will review expenditures and prioritize activities with the greatest impact on student achievement and identified campus needs. If necessary, implementation will be phased, existing staff responsibilities will be aligned to support the work, and district resources will be coordinated to maintain the strategy's core components. Additional allowable funding sources will also be considered to supplement local resources.
The district will monitor implementation, student outcomes, and resource needs through regular progress reviews and use those findings to guide budget decisions and adjustments. This approach will support continuity, effective implementation, and sustainability throughout the grant period and beyond.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district will use student achievement data, staffing needs, and progress monitoring results to redistribute talent and resources in proportion to the campus's identified needs. Priority will be given to strengthening Tier I classroom instruction, addressing learning gaps, and building staff capacity to implement the Targeted Improvement Plan effectively.
District and campus leaders will align staff assignments and deploy instructional specialists, and other support personnel where their expertise can have the greatest impact. This support will include collaborative planning, internalization, modeling effective instructional practices, job-embedded professional learning, and classroom observations with actionable feedback.
Staff schedules and responsibilities will be adjusted as needed to provide additional support in priority grade levels and content areas. Regular progress reviews will guide adjustments to staffing, funding, and support so that resources remain aligned with student needs and campus improvement goals.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

900

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Balanced Assessment System- Unit Assessments, MAP, District Benchmarks, TFAR	Campus	BOY/MOY/ EOY	We will utilize a balanced assessment system that ensures the use of HQIM-Based Formative Assessments to drive instruction and measure student progress.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

We monitor student growth data after each unit assessment by using digital tracking sheets and a physical data wall. Each student has a data card and is monitored to ensure they have maintained their level or are moving forward and not falling backwards. Monthly monitoring also takes place by grade level and department during cluster (PLC). Master Teachers meet with grade levels and individual teachers to discuss student progress and plan for spiraling and bridging for Tiered instruction.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

We will implement a Multi-Tiered System of Support (MTSS) with a clear understanding of tiered interventions in order to close gaps, increase student growth and identify student instructional needs

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Our PLCs, known as Cluster Meetings, are organized by grade level in elementary.

How frequently will PLCs occur?

Cluster Meetings will occur weekly for a duration of 50 minutes.

Who will facilitate PLCs?

Master Teachers will facilitate weekly Cluster Meetings.

Who is required to attend PLCs?

All campus teachers are required to attend weekly Cluster Meetings. Campus and district administration will also be attending Cluster Meetings.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Master Teachers will facilitate weekly Cluster Meetings to analyze classroom walk-through data and student performance outcomes, internalize upcoming lessons, collaboratively develop and refine action plans, and build capacity through research based best practices and instructional strategies aligned to the NIET Teaching and Standards Learning Rubric.

Upload PLC agenda (optional):

10.12.26 Quiroz_Cavazos_CMR_Academic_Feedback_Impact_Analysis (1).pdf
10.12.27 Quiroz_ Cavazos Academic_Feedback.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Ongoing leadership development and instructional coaching training through SSAISD's partnership with NIET, focused on strengthening school leadership, observation and feedback, and campus management.	NIET	Principal, Assistant Principal, Master Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Targeted professional learning on instructional coaching frameworks and leadership practices via NIET, designed to enhance teacher support and campus-wide instructional effectiveness.	NIET	Principal, AP, Master Teachers
Teacher	High-Quality Instructional Materials (HQIM) internalization sessions provided by NIET, along with district-led professional development tailored to campus and district priorities.	Master Teachers	Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training will be differentiated through a tiered professional learning and coaching model with the campus Master Teachers. Inexperienced and/or ineffective teachers will receive targeted, job-embedded support aligned to their areas of growth as identified through classroom observations, NIET observation data, and student performance trends. Weekly Cluster Meetings: Cluster Meetings will be structured to allow new and struggling teachers to collaborate with highly effective peers. Meetings will emphasize lesson internalization, data analysis, and strategies for supporting diverse learners, including Emergent Bilingual students and students receiving special education or gifted and talented services.

Leadership Differentiation: New or developing administrators will engage in weekly leadership coaching with their Director of Campus Support/Principal Coach to strengthen instructional feedback practices, data-driven decision-making, and teacher development systems.

Progress Monitoring: Growth will be monitored through classroom walk-through data, data trackers, and student achievement metrics to ensure support remains responsive to staff needs.

This approach ensures professional learning is personalized, continuous, and directly tied to improving instructional quality and student outcomes.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The primary tool to evaluate the implementation of the training will be classroom walkthroughs using the district-approved observation protocol with NIET and Bullseye. Leadership coaching tools and follow-up reflection forms will also be used to support ongoing monitoring and ensure fidelity of implementation.

During walkthroughs and coaching sessions, leaders will specifically look for:

-Instructional Alignment: Teachers implementing strategies and lessons as modeled in the training or Cluster Meeting
-Student Engagement: Evidence that students are actively participating and responding to instructional strategies
-Differentiation: Teachers providing targeted support for students based on needs, including Emergent Bilingual students, students receiving special services, and struggling learners
-Use of Visuals and Supports: Integration of instructional scaffolds, visuals, and cues to support comprehension
-Language and Content Objectives: Clear posting and use of objectives in lessons in all classrooms
-Formative Assessment Practices: Teachers monitoring student understanding through questioning, checks for understanding, or exit tickets
-Summative Assessment Practices: Teachers will assess mid unit with a CFA and a UA at the end of every unit
-Classroom Environment: A safe, organized, and supportive learning environment that reflects the training's expectations

These look-fors will guide campus administration and Master Teachers in providing targeted feedback, ensuring consistency, and measuring the effectiveness of the training across classrooms

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive targeted capacity-building support to strengthen instruction for students in special populations. The Bilingual & ESL Department, Special Education Department, and other Division of Academics team members will provide ongoing support through cluster meetings, lesson internalization sessions, classroom walkthroughs, formal observations, and district and campus specific professional development. These supports are tailored to address campus and teacher needs based on STAAR data for Domains 1, 2, and 3 with a particular emphasis on Domain 3 Closing the Gaps for students in special populations. These capacity building supports ensure high-quality, accessible instruction for all learners.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Fall 2026
-Establish baseline data through BOY (Beginning of Year) assessments aligned with STAAR
-Provide comprehensive training for all campus staff on Bluebonnet Learning materials
-Launch weekly Cluster Meetings focused on lesson internalization and data analysis
-Begin implementation of Balanced Assessment aligned to redesigned STAAR blueprint
-Conduct weekly classroom walk-throughs and coaching cycles using rubrics and NIET tools

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Master Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Director of Campus Support/Principal Coach conducts weekly observation/feedback cycles with campus leadership. The Master Teachers and leadership team will analyze classroom data and coach accordingly on a biweekly basis. District leaders will review progress toward milestones and provide strategic support on a monthly basis.

Support Needed – What training, coaching, resources, or tools are required?

NIET, LIFT, and Bullseye

Milestone 2

Description – What specific action or deliverable will be completed?

Winter 2026
-Conduct mid-year instructional walkthrough calibrations with district leadership
-Analyze MOY (Middle of Year) assessment data to inform reteach cycles and targeted interventions
-Begin formal fidelity checks for curriculum implementation using Strong Foundations implementation rubrics
-Master Teachers refine coaching cycles based on formative data and walk-through trends

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Master Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Director of Campus Support/Principal Coach conducts weekly observation/feedback cycles with campus leadership. The Master Teachers and leadership team will analyze classroom data and coach accordingly on a biweekly basis. District leaders will review progress toward milestones and provide strategic support on a monthly basis.

Support Needed – What training, coaching, resources, or tools are required?

NIET, LIFT, and Bullseye

Milestone 3

Description – What specific action or deliverable will be completed?

Spring 2027
-Continue job-embedded professional learning with focus on differentiation and academic ownership
-Administer EOY (End of Year) assessments and analyze gains
-Conduct formal review of Year 1 implementation milestones with TEA and Strong Foundations team
-Adjust instructional action plan and support based on year-end data

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Master Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Director of Campus Support/Principal Coach conducts weekly observation/feedback cycles with campus leadership. The Master Teachers and leadership team will analyze classroom data and coach accordingly on a biweekly basis. District leaders will review progress toward milestones and provide strategic support on a monthly basis.

Support Needed – What training, coaching, resources, or tools are required?

NIET, LIFT, and Bullseye

Milestone 4

Description – What specific action or deliverable will be completed?

Summer 2027
-Evaluate implementation effectiveness through STAAR results, student growth data, instructional walkthroughs, and curriculum fidelity measures
-Collaborate with district and campus leadership to identify instructional priorities and refine action plans for upcoming school year
-Provide targeted professional development to strengthen Bluebonnet Learning implementation, lesson internalization, and data driven instructional practices

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Master Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Director of Campus Support/Principal Coach conducts weekly observation/feedback cycles with campus leadership. The Master Teachers and leadership team will analyze classroom data and coach accordingly on a biweekly basis. District leaders will review progress toward milestones and provide strategic support on a monthly basis.

Support Needed – What training, coaching, resources, or tools are required?

NIET, LIFT, and Bullseye

Milestone 5

Description – What specific action or deliverable will be completed?

Fall 2027
-Refresher training and onboarding for any new staff on curriculum and assessment tools
-Full integration of assessment-aligned lesson planning and rigorous student work protocols
-Continued Cluster cycles with emphasis on student engagement and depth of knowledge
-Conduct cross-campus calibration walks with district leaders to ensure consistency
-Tier teachers based on UA data and plan for next steps based on student outcomes

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Master Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Director of Campus Support/Principal Coach conducts weekly observation/feedback cycles with campus leadership. The Master Teachers and leadership team will analyze classroom data and coach accordingly on a biweekly basis. District leaders will review progress toward milestones and provide strategic support on a monthly basis.

Support Needed – What training, coaching, resources, or tools are required?

NIET, LIFT, and Bullseye

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Director of Campus Support/Principal Coach conducts weekly observation/feedback cycles with campus leadership.The Master Teachers and leadership team will analyze classroom data and coach accordingly on a biweekly basis. District leaders will review progress toward milestones and provide strategic support on a monthly basis.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Director of Campus Support/Principal Coach
Leadership Teams
Master Teachers
District leaders

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Ongoing Monitoring and Support Weekly: Director of Campus Support/Principal Coach Principal Supervisor conducts observation/feedback cycles with campus leadership.
Biweekly: Master Teachers and leadership team analyze classroom data and coach accordingly.
Monthly: District leaders review progress toward Strong Foundations milestones and provide strategic support.
Quarterly: SSAISD submits implementation progress reports and data to TEA.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Individuals Responsible
Executive Cabinet, Director of Campus Support/Principal Coach, DCSI, Deputy Superintendent

Frequency
On a weekly basis

Data Collection Process
Data trackers, Eduphoria, walk throughs, Bullseye, NIET evaluations, weekly principal meeting agendas, TPESS conferences

Data Sharing
Weekly principal meetings, TPESS conferences, and School Based Decision Making Committees

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	51
Masters Grade Level	28

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	43
Masters Grade Level	21

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	46
Masters Grade Level	25

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

5

Not applicable: Academic Achievement goal (SY 26-27)

No

Not applicable: ELP Component goal (SY 26-27)

Yes

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

6

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

2

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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