

San Angelo Independent School District

District Improvement Plan

2023-2024



Mission Statement

The mission of SAISD is to engage all students in a relevant and inspiring education that produces future ready graduates.

Vision

In Pursuit of Excellence

The District Goals for 2022-2025:

Goal 1: Student Engagement: SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.

Goal 2: Culture & Communication: SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.

Goal 3: Innovative Learning Spaces: SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

Core Beliefs

We believe student achievement is our highest priority and core principle for all decisions that impact the district.

We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.

We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.

We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.

We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.

We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.

We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.

We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe all students learn best in a safe, supportive, and secure environment.

We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Comprehensive Needs Assessment

Demographics

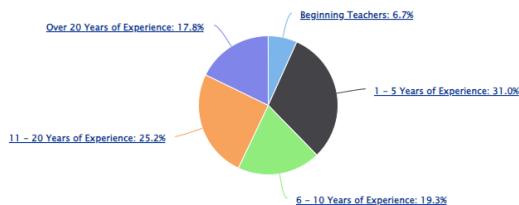
Demographics Summary

San Angelo ISD is one of the largest employers in San Angelo, employing over 1,900 people. SAISD serves approximately 13,548 students at 17 elementary schools, 3 middle schools, 2 high schools and an alternative education campus. Females make up 48.89% of the learners in our district and males represented 51.11%. Over the last four years, we continue to see a decline in student enrollment. The total student counts have ranged from 14,574 (2019-2020), 14,100 (2020-2021), 13,860 (2021-2022), to 13,548 (2022-2023). Enrollment continues to be an issue and is one of the district priorities. (Data: OnDataSuite-Fall Submission) With enrollment comes attendance and it is also an issue. We are seeing chronic attendance issues over the past few years. SAISD is implementing a system with a capacity to remove all barriers to student attendance. Our focus is to decrease the number of chronic absenteeism every year through and MTSS Approach to Attendance. This is another focus for the 23-24 school year.

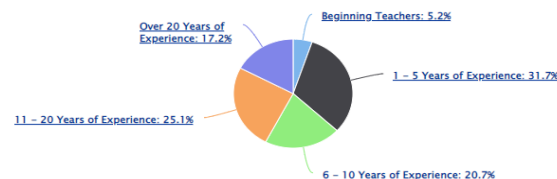
SAISD has the privilege of serving a diverse student population. In 2022-2023, our student population was 62.14% Hispanic, 30.17% White, 3.23% African American, 3.07% Multi-Race, 1.07% Asian, 0.20% American Indian-Alaskan Native, and 0.11% Native Hawaiian-Pacific Islander. Our economically disadvantaged percentage was 61.53%. Our English Learners (EL) population of 826 represented 6.10% of our district. We had 1,762 of our learners that qualified for special education services, which represented 13.01% of our population. Our community and business members provide exceptional support to the students enrolled in our district. San Angelo ISD is fortunate to partner with GoodFellow Air Force Base (GFAFB) to provide the best possible learning experience for approximately 744 students of military families and to extend learning opportunities for all elementary students through the Starbase program. SAISD works closely with Angelo State University (ASU) in an effort to provide post-secondary learning opportunities for existing high school students as well as opportunities for future educators enrolled at ASU to observe and experience the teaching profession in the classroom. (Data: OnDataSuite-Fall Submission)

As of March 2023, SAISDs employment breakdown consisted of 888 teachers, 208 educational aides, 319 administrative support staff, and 461 auxiliary staff. The breakdown of years of teaching experience (as shown in PEIMS uploads for the last four years).

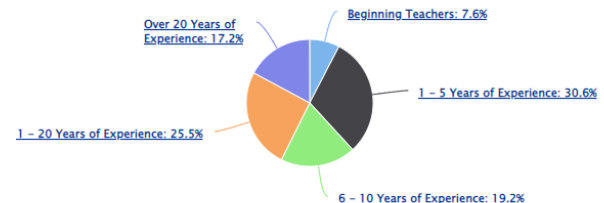
Teacher FTE Percentage by Years of Experience for 2022 – 2023 [Print/Download](#)



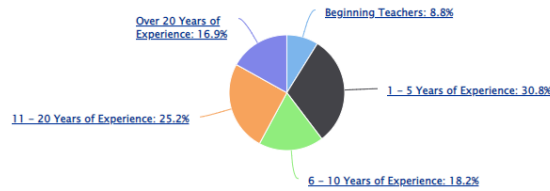
Teacher FTE Percentage by Years of Experience for 2021 – 2022 [Print/Download](#)



Teacher FTE Percentage by Years of Experience for 2020 – 2021 [Print/Download](#)



Teacher FTE Percentage by Years of Experience for 2019 – 2020 [Print/Download](#)



San Angelo ISD continues to make every effort to build capacity by promoting parent and community engagement. The district welcomes parents and community members to actively participate in all facets of the students' educational process. Communication is key to the effectiveness of all family and community involvement. Parents and community members are provided a variety of opportunities for active, collaborative involvement. It is San Angelo ISDs expectation to "invite deeper participation" and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff, and community members. We are committed to meaningfully engaging parents and community members in our district and schools and hope to increase both parental and community engagement that benefit the students, their families and the broader community.

As a learning organization, San Angelo ISD is committed to deepening clarity and impact of strategic direction by collectively measuring progress, identifying future explorations, and cultivating collaboration and engagement through the Collaborative Comprehensive Needs Assessment (CCNA) which will bring together the Comprehensive Needs Assessment requirements for the following programs: Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A. This strategic work is accomplished through the Community Based Accountability System (CBAS) process. Members of the CBAS Committee also serve a dual role as members of the District Site Base Committee. San Angelo has a history of involving teachers, administrators, parents, community members and students in the decision-making process. We are committed to maintaining that same level of engagement with our stakeholders. We aligned our District Improvement Plan to the vision, mission, beliefs and goals that these same stakeholders have developed and embraced as the key drivers of our district planning and decision-making structure.

The Learning Intention is to guide the learning of all SAISD Leaders to a deeper level by building an economy of language and common understanding...everyone speaking the same language. SAISD leaders will communicate high expectations, present evidence of impact, engage in high-yield strategies and participate in collaborative learning. SAISD believes in leveraging the skill sets of our Difference Makers to create an environment where collaboration is natural and everyone has a voice at the table. Intentional Design Teams will plan around the District's big rocks to create sequential, timely, purposeful professional learning to support coaching and feedback loops with campus level leaders by building depth and capacity in stakeholders. We will develop our year at a glance using backwards design aligned to District policies and practices for all stakeholder groups to engage in adult learning to strengthen credibility, trust, and achievement.

The CBAS Advisory Council and the Campus Advisory Committees are centered around the pillar of true accountability, which include:

- Student Achievement
- Student Readiness
- Engaged, Well-Rounded Students
- Professional Learning/Effective Staff
- Community Engagement and Partnerships
- Systems and Operations
- Safety and Well-Being

School Year	Total Enrollment	English Learners	Bilingual	Gifted & Talented	At-Risk	Socio-Economic Status	Male	Female	Special Education
2018-2019	15,547	668	41	606	7,299	54%	7,685	7,395	1,560
2019-2020	14,574	323	389	567	7,353	57%	7,442	7,132	1,629
2020-2021	14,100	632	55	570	7,042	50%	7,180	6,920	1,622
2021-2022	13860	750	87	585	8,342	62.83%	7,049	6,811	1,690
2022-2023	13,548	826	910	604	7956	61.53%	6,925	6,623	1,762

(Data: OnDataSuite-Fall & Summer Submission)

Program	Total
Homeless	132
Foster Care	61
Dyslexia	2,105
SpEd	1,762
Migrant Education Prog	15

Demographics Strengths

In San Angelo ISD, recognizing and appreciating cultural differences is a way of life. All students and personnel are valued members of our family, “Our People Make the Difference” is still our belief!

Effective communication is maintained by the use of district and campus websites, newsletters, flyers, and social media outlets. Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings in a language best understood by the parents. For the 2023-2024 school year, SAISD is introducing a new district-wide communication platform, ClassTag, to streamline communications from the district, campuses and classrooms to our students and families.

Parents are encouraged to participate in a variety of ways including, involvement through PTA, PTO, CBAS, and VIPs but there is still a need to support campuses that do not have parent organizations.

San Angelo ISD maintains a positive relationship with our Private Non-Profit schools in the San Angelo area that partner with our district. We have had 4 PNPs that have participated with our district over the past years: Angelo Catholic, Trinity Lutheran School, Cornerstone Christian School, and San Angelo Christian Academy. This coming year we welcome Potter's Hand and will now partner with 5 private non-profit schools in our area.

In our Pursuit for Excellence, our district is committed to providing a safe and productive learning environment for all students. Safety continues to be our first priority as we embark on the opening of the schools for 2023-2024. Our stakeholders also in response to need to help students struggling with coping, social skills, and emotional regulation and self contro

I we have responded with multiple trainings and contracted support. In addition the district has partnered with Care Solace to provide access to mental health support for staff and students.

The SHAC Committee meets 4 times a year and has revised the Wellness Plan for the district which has been approved by the School Board.

San Angelo ISD is also focusing on these 5 priorities: Learner Profile, Educator Profile, Community Based Accountability System (CBAS), Board Goals, and Capturing Kids Hearts (CKH).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decreased enrollment has continued over the last 4 years. **Root Cause:** COVID-19, mobility rates, not attending

Student Learning

Student Learning Summary

While the Texas Education Agency (TEA) will provide the District and campuses with an A-F rating, SAISD strives to provide that extra layer of community accountability through our Community-Based Accountability System (CBAS). Accountability should include multiple, comprehensive measures that accurately reflect student experiences on each campus and the expectations from its community.

The District Leadership Team which includes, [Curriculum & Instruction](#), Assessment, Executive Directors, and principals analyze the data for patterns and trends that indicate where to leverage performance for growth and improvement. Data is then shared with the CBAS Advisory Council for discussion and input as we proceed to planning for the upcoming school year. [Entering](#) 2023-2024, we will also be using various data collection tools that help support and track learner growth and specific areas of need, as STAAR data is only one form of data utilized by the district. Other forms of data collection used to determine where we can best impact overall performance as we move forward into next school year are:

- NWEA MAP
- NSGRA
- MClass
- Dual Credit [Enrollment](#)
- Special Programs Data
- Attendance
- Graduation Rates
- Dropout Rates
- Discipline Data
- Panorama [Student Success Platform](#)
- Schoology
- TELPAS
- 7th Grade [Reading](#) Screener

We narrowed our number of Performance Objectives in 2022-2023, to a meaningful number of targets and will continue with those objectives for the 23-24 school year. The intent is to fulfill our compliance indicators and keep our efforts focused where we can make the greatest growth. These Performance Objectives will be aligned with the district board goals and to our district needs.

In 2021-2022, Elementary Reading increased in the Overall and Master's areas. In our Middle Schools, in the area of Approaches, there were increases in reading, math, science and social studies. There were no decreased areas in either the elementary or middle school campuses. Math Solutions & Scholastic Coaching, Reading Academies, Intentional [Unit](#) Planning, and the TEKS Resource System are all attributed to aiding in the elementary increases. The same for middle school with Math Solution, Scholastic Coaching, Intentional planning and the TEKS Resource System. Implementation of HB3 Reading Academies focusing on responding to learners' [need for](#) interventions were instrumental in our increases. There were no increases at the High School level. They also had decreases in the areas of Algebra 1, English I & II, Biology, and Social Studies. The high school campuses also had [high quality](#) resources available, but did not utilize [them](#) with the fidelity. Although there were no decreases in elementary and middle schools, there will still be a need for instructional resources that will allow our students to practice with the 2.0 STAAR and online format. This year the online testing experience was smoother with fewer issues with testing behaviors and the results were received [sooner](#), which reduced student anxiety. For the high schools there is a need to focus on intentional planning, training/mentoring new staff, and improving the campus culture.

See Data Charts in the Plan Addendum Section

2021-2022 Dropout Rate--1.2% (83) All Students, 1.7% (4) African American, 1.3% (56) Hispanic, 0.9% (18) White, 2.4% (50) Economically Disadvantaged, 0.7% (4) EB/EL, and 1.3% (11) Special Education

Graduation Rate Class of 2022: 91.9% All Students

CCMR levels increased due to SAT school day, [and](#) by intentionally placing students in courses that would help them be college and career ready. Intentional CCMR education and its impact on students and accountability also contributed to increased levels. 2022: District-73, Central-75, and Lake View-60 compared to 2021: District-82, Central-81, and Lake View-83.

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by TEA to assist campuses not meeting the state accountability standard in one or more Domains. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and supports to the needs of each school.

Student Learning Strengths

The following strengths were identified in the area of academic achievement:

Intentional Planning

Partnership with Math Solutions

Teacher literacy coaching through Scholastic and Reading Academy Coaches

TEKS Resource System

Transition opportunities available at all campuses through transitions days and Jump Start held in the summer for middle school campuses.

Increased participation in the Bilingual Program, "Orgullo Bilingüe", at Bradford Elementary and Glenmore Elementary

Increased opportunities for GT identification with yearly evaluation to the identification process to ensure equity across campuses and demographics

Continued implementation of Inspire (Special Education Behavior Program).

SME Prime Program & Site-Base Partnership for CTE

STEM Camps & STEM Labs at each campus

Robotics

Continued Leadership Academy at Lincoln Middle School

STARBASE - The Department of Defense (DoD) STARBASE focuses on elementary students, primarily fifth graders to motivate them to explore Science, Technology, Engineering and Math (STEM) as they continue their education

1:1 with iPads at all secondary campuses

1:1 with Chromebooks & iPads for elementary students

ZSpace

ASU partnership at Lake View High School to increase college enrollment

Participation and success in co-curricular and extra curricular activities

Successful Athletic & Fine Arts along with other co-curricular opportunities given

As previously mentioned, all forms of data and assessments continue to be utilized to determine where we can best impact overall performance for all students. Setting performance objectives which are laser focused on improving the problem areas is our focus. As well as, implementing evidence-based practices that support instructional access for all students increasing opportunities to further student achievement through reading, writing, literacy, speaking, listening, and critical thinking. Including thoughtful, developmentally appropriate use of technology. We added interventionists at all elementary campuses in an effort to support our most vulnerable students through intense instruction. We will continue focus on professional learning for all staff that is purposeful to better serve all students. We will continue to refine our multi-tiered systems of support (MTSS) by expanding our systems to focus on the social-emotional and behavioral needs of all students, applying evidence-based approaches such as, restorative practices. We will focus on student wellness and resilience by using best practices, curricular resources, and community partners to improve social-emotional development.

In the Fall our CBAS stakeholders took a poll on what two pillars they valued most. The top two pillars were Engaged, Well-Rounded Students and Safety and Well-being. As a committee it was determined that our focus would be on those two for all students in 22-23. Those two pillars are still a top priority moving forward. Our Big Rocks for the 2023-2024 school year consist of the following: 1) MTSS-Academic and MTSS-Behavior, 2) Supporting Special Populations (Special Education and Emergent Bilingual), 3) Professional Learning Communities

The Special Education and Emergent Bilingual populations are a predominant focus for the district as each showed areas for growth potential as outlined in the 2022 Results Driven Accountability (RDA) data. Attendance, Behavior, and Course Performance for these student populations will be a key focus in data disaggregation and campus discussions that will help inform proactive strategies and enhance instructional techniques utilized in the classroom to keep these students enrolled, engaged in learning, motivated to attend school, give them a place to belong, and meet their overall needs. The components of Attendance and Behavior fall into the domain of MTSS-A, whereas Course Performance falls into the realm of MTSS-B. The calibration of the systems and processes within Professional Learning Communities will allow for strategic discussions and adjustments to target these student subpopulations to meet their needs and augment their success rates.

The Bilingual Program, "Orgullo Bilingüe" will be moved to Bradford Elementary for the 23-24 school year to accommodate the growing number of students in that area. There will be one Transition Bilingual classroom remaining at Glenmore Elementary.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: High Schools had no increased areas of learner growth as evidenced by EOC scores. **Root Cause:** Lack of intentional planning, new staff, and campus culture.

Problem Statement 2: There is a need for clear direction on procedures and processes for threat assessments for campus teams and other departments and overall health and safety, including vaping. **Root Cause:** Need frequent training and practicing of all safety drills.

District Processes & Programs

District Processes & Programs Summary

San Angelo ISD's curriculum is a framework for guiding teachers and leaders in the design of student work and planning instruction that is standards-based, challenging, customized, innovative, and responsive to learners' needs in alignment with SAISDs Vision, Mission, Beliefs and Commitments. SAISD has 5 district priorities that are the focus: the Learner Profile, Educator Profile, CBAS, Board Goals and CKH. SAISD Big Rocks: 1) MTSS-Academic, 2) MTSS-Behavior, 3) Special Populations (Special Education and Emergent Bilingual), and 4) Professional Learning Communities

The SAISD Teaching for Learning Plan (TFLP) is designed to support the instructional vision of the San Angelo Independent School District and continues to reflect community and district expectations of a standards based curriculum that is focused on authentic student engagement, academic rigor, and coherent curriculum that supports college, career, and citizenship readiness that allow for connections in and beyond the classroom. The plan establishes expectations, guidelines, and procedures for the design, delivery, monitoring and evaluation of the curriculum.

Continued and focused data analysis is a fundamental process of SAISD. We are continuing implementation of Professional Learning Communities (PLCs) on our secondary and elementary campuses. Intentional Design Teams will plan around the District's Big Rocks to create sequential, timely, and purposeful learning to support coaching and feedback loops with campus level leaders by building depth and capacity in stakeholders. We use Texas Academic Performance Report (TAPR), STAAR, EOC, and Results Driven Accountability (RDA) as a source of data to discern strengths and needs. Curriculum based assessments are given at the 9-week, 18-week, and 27-week period followed by end of year assessments in grades K-2, and state assessments in elementary and secondary in state assessed grades.

Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school. A+LS and Edgenuity are resources used to assist with credit recovery (SCE). Focused on continuous improvement that results in excellence for each child, SAISD serves learners through specialized programs related to individualized learner need and interest. The district offers a variety of programs including, but not limited to: STEM, Bilingual Education, Career and Technical Education, Gifted and Talented education programs. The district is focused on providing a premier education by designing digital and physical learning environments that provide efficient, safe, and innovative learning spaces that promote student achievement for all learners. SAISD has two Digital Facilitators that provide STEM activities at all of our campuses in the district. They provide enriched STEM educational experiences to all of the students in the district, promoting a diverse set of learning experiences that engage students across a variety of hands-on activities in Science, Technology, Engineering and Math through STEM Labs and STEM Camp. Title IV funding is utilized to enhance STEM educational experienced through the school year for all students and subgroups. STEM Aides will be added to all elementary campuses in 2023-2024 that will directly tie back to student achievement based on MAP and preliminary STAAR. The STEM Aides will work directly to support the lowest math and science TEKS at every grade level K-5. Funding source will be Title I.

Annually, the District receives a Results Driven Accountability (RDA) determination level of 1 through 4 based on a review of the district's special programs' student outcome and compliance data. The district BE/ESL program and Special Education Program both are required to complete a self-assessment of their programs. The purpose of the self-assessment is to assist the district leadership teams in evaluating and improving it's special programs. The district also was also required to create a Strategic Support Plan (SSP) to develop their focused goals and activities for continuous improvement each year for these programs.

Dedicated to program effectiveness for maximized learning, SAISD continually works to design, develop, and evaluate each program as required by state and federal requirements. Program evaluations ensure local, state, and national guidelines are met including staffing, certifications, professional learning, resources, and budgeting are delivered with efficacy and equity.

As a Texas Education Agency designated District of Innovation district, San Angelo ISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of learners in the community.

SAISD has had a reputation for hiring and retaining exceptionally talented and dedicated employees. Campus Administrators conduct intensive interview processes to ensure that all new employees meet the high standards of our district and community. Even with staff shortages nationwide, we continue to recruit the most highly effective employees and continue with the intensive interview process. San Angelo ISD employees approximately 1,900 staff members. All New-to-the-District and/or new teachers have the opportunity to participate

in the New Teacher Academy, be assigned a mentor, and participate in all district PD for new teachers. All staff have opportunities to participate in intentional and focused professional development as well. Mentor will be paid a stipend from Title II to work and support the new teachers.

The Technology Department continues to provide technical support, training, and technology resources to the school district. The district continues to transform the learning process for all students through the integration of technology into district instruction. Our district has reached the 1:1 device implementation for all students. Our next step will be to have a replacement cycle for all devices in order to maintain up to date and functional devices. The same holds true for our network infrastructure. Currently our district has a robust network infrastructure to support learning and district operations, but will also need to focus on how to maintain and upkeep that infrastructure.

One of the main priorities for SAISD continues to be safety. Our focus is to continue to maintain high levels of safety, improve safety procedures and plans for threat assessment training for staff and students, parental involvement, mental health support, and overall safety planning, including vaping. Our district improvement plan will include several of these elements along with any updates that will continue throughout the 23-24 school year to help ensure we have clear direction and protocol for campuses and staff. A Safety Coordinator position was added to help with the development, planning, and implementation of district safety and emergency management to ensure readiness when needed in order to provide a safe and secure learning environment for all students and staff. Data used was stakeholder input (students, staff, parent, and community), internal safety checks and Panorama survey results. As a district we need to continually review, revise, and implement district and school Safety Plans and training in collaboration with local agencies, including SAPD and the Texas School Safety Commission to stay up to date and ensure readiness in the event of an emergency situation. Title IV funding will be used to enhance safety needs on campuses in our district.

SAISD has conducted a facilities study to address current needs and future needs for facilities in SAISD and discussed next steps. As a result, 4 campuses will be consolidated in the 2024-2025 school year. PK programs were consolidated from 8 campuses to 4 as well as ECSE classrooms. The district continues to look for ways to support overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities, enrollment, and transportation. Our Assistant Superintendent of Business works closely with his team to update the school board and community on the budget process as a whole.

District Processes & Programs Strengths

All staff have opportunities to grow and learn. Professional Learning options include, but are not limited to, in-house developed sharing sessions such as, Learning Palooza, contracted services and support based on district initiatives and research based best practices, New Teacher Academy and Mentoring, Aspiring Administrators Academy, PLCs, Instructional Coaching and People, Purpose, Passion Service Academy for our administrative and clerical staff.

The district Curriculum & Instruction Team continues to lead the process of curriculum development, revision, and implementation district wide. This department is also responsible for identifying, implementing, and monitoring research based instructional best practices. The C&I department oversees the alignment and approval of instructional resources at all levels.

Title I, Title II, Title III, and Title IV as well as SCE funding is utilized in providing supplemental support in our needed areas of technology integration, Bilingual program, Safety & Well-being and student achievement and student readiness at all levels through our Comprehensive Collaborative Needs Assessment. Safety assessments are being conducted throughout the district.

Curriculum design team provides beneficial tools such as the curriculum framework, curriculum-based assessments and writing initiatives. Instructional and Academic Coaches work with teachers across the district on district initiatives and specific strategies to improve student performance. In addition, they participate in PLCs, assisting with lesson design, assessment, and alignment.

District and campus strengths and areas of focus are considered in determining differentiated support for student learning. Campuses utilize staff approved instructional resources to provide individualized support for student needs. Interventions and specialized support/resources are provided for ESL, Bilingual, Special Education, Gifted & Talented, At-Risk, Homeless & Neglected students and available to Private Non-Profit Schools (PNPs).

In our effort to build future ready learners with the soft skills for success, SAISD Counselors and staff use multi-tiered systems of support (MTSS). Our mission is to instill strong

character traits such as respect, responsibility, citizenship, trustworthiness, caring, and fairness.

Retaining high quality staff is a priority for SAISD. As a district, we focus on recruiting and hiring people who are passionate and dedicated, people whose greatest joy is seeing our students succeed. Just as we do with our students, we give our educators the resources and tools they need to succeed. Many retirees continue to serve the district in the capacity of part-time interventionists, substitute-teachers, and interventionists.

Human resources and other district staff attend several recruiting fairs across the state. In addition, paraprofessionals are encouraged to pursue their bachelor's degree, and are supported by way of flexible scheduling and assistance with certification exams. SAISD has a partnership with Hartwell University allowing our paraprofessionals to enroll and earn their teaching certification, allowing us to literally grow our own! SAISD also offers training for teachers who wish to challenge the Bilingual, ESL, or Special Education exams. This has led to an increase in the number of teachers with additional certifications.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: SAISD is experiencing staffing shortages. **Root Cause:** Turnover, job abandonment, shortage of educators coming from universities, etc.

Problem Statement 2: SAISD needs to develop a process for maintaining a robust infrastructure to support learning and district operations and replacement cycle for 1:1 devices to maintain up to date and functional devices. **Root Cause:** Device life is 3-4 years, not including loss, theft, or breakage.

Perceptions

Perceptions Summary

After having experienced the impact of COVID-19 and returning to face to face instruction in 21-22, we realized that relationships and engagement are key in learning. There were also many feelings and beliefs among staff and families with how we were going to best support learning while trying to ensure that we provided the most equitable, aligned, and accessible learning for all of our learners in our district. Uncertainty was definitely the only common and certain thing, but through all of that, we ended the year without any major glitches! As we moved into the 22-23 school year, we continued building and strengthening relationships and provide support for social emotional needs, especially focusing on mental health. We also focused on the 5 district priorities (Learner Profile, Educator Profile, CBAS, Board Goals, and Capturing Kids Hearts). We aligned our board goals with cultural responsive teaching and ensure that our structural foundations within all of our district systems focus on equity, equality, and inclusivity for all.

Our work with CBAS took us onto next steps as we used various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place. We told our stories, showcased all the Ways our Students are Smart, how Our People Make the Difference, and increased our Parent and Community Partnerships and Engagement opportunities. SAISD values all the feedback sought from stakeholders, which include teachers, administrators, district personnel, parents, students, and local community members. The values represent not only what makes SAISD unique and special, but also areas of improvement centering on the themes of engagement, great teaching, redefining success and relationships. We want to have a driving awareness of and build advocacy for the district's vision, mission, and core beliefs among each stakeholder group. We want them to know that we value authentic relationships and by investing in each other we learn and flourish. We want them to know that we value collective engagement that positively impacts the lives of our children and our community. We want them to know that we value great teaching because it is the key to deep learning. We want them to know that each individuals' contributions are valued because the measure of success can be different for everyone and we are all Difference Makers!

Perceptions Strengths

San Angelo ISD offers a College bound culture that is reflected on every campus. District staff are trained annually on the following: effective communication, Being an SAISD Ambassador, providing a positive environment, and providing a guaranteed and viable curriculum. Effective leadership supporting campus staff has been a district priority, allowing continued feedback for change. Our district fosters a climate of support for our new teachers through Professional Learning Communities, district and campus mentors, and a New Teacher Academy. The campuses provide multiple opportunities for our families to be involved with their child's education.

- Standards based curriculum tailored to specific learning needs
- Teacher choice in lesson implementation has created a positive learning environment for students and staff
- Student feedback regarding instruction
- Campuses are [using the](#) Learner Profile as a tool for planning and meeting individual student needs and aspirations
- Social media has helped students/parents stay [informed](#)
- San Angelo Reads! Community-wide literacy initiative that partners with district staff and community leaders.
- Cybersecurity Partnership with ASU
- Partnerships with ASU, Howard College, San Angelo Chamber of Commerce, [Shannon Hospital](#) & other community partners like Shannon
- New Teacher Academy has helped prepare teachers more adequately

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to expand opportunities for partnerships with local organizations that offer future ready opportunities and to inform offerings for students.

Root Cause: Need more community partnerships that address the whole student.

Problem Statement 2: Communication with Spanish speaking families needs to be refined and expanded. **Root Cause:** Barriers exist on reaching more Spanish speaking families

Problem Statement 3: There is a need to increase communication in all aspects of the district processes and initiatives, including communicating the Learner Profile to our families, expand participation & diversity presentation in our CBAS process, **Root Cause:** Need to reach more families and educating them on district processes and initiatives--lack of parent participation

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Community Based Accountability System (CBAS)

Goals

Goal 1: Student Engagement:

SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.

Pillars: 1-Student Learning & Progress, 2-Student Readiness, 3-Engaged Well-rounded students



ESF Levers-1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessment, 5-Effective Instruction







Performance Objective 1: By May 2024, each student group will demonstrate improvement in performance with respect to grade-level expectations.

[Sec 1112(b)(1)] [Sec 1112(b)(6)] [TEC 11.251] [TEC 11.252]

High Priority

Evaluation Data Sources: NSGRA, DIBELS, MAP, MClass, CLI, STAAR, CBAs, RDA, report cards

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will participate in intentional unit planning in order to design lessons that incorporate high yield instructional strategies that motivate all students to engage with academic content Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality instruction for all students on implementation and best practices. Teachers will also have specific information for which to design follow-up instruction (acceleration or remediation), assessments and use of instructional resources. Evidence: Aligned to Teaching for Learning Plan (TLP), improved classroom instructional practices, quality lesson plans, walk-throughs and observations. Staff Responsible for Monitoring: C&I Team, Executive Director of Teaching and Learning, Principals Funding Sources: Teachers - General Funds, Academic Coaches, Interventionists, SCE Instructional Aides - State Comp Ed, - Title II, Part A, Title 1 Instructional Aides, Instructional Coaches, STEM Facilitators, - Title I, Part A	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Unit Assessments aligned to state standards and the appropriate level of rigor are administered throughout the year to determine student mastery. Time for corrective instruction is built into the district curriculum. Strategy's Expected Result/Impact: Improved instruction and progress monitoring resulting in increased student achievement and performance. Evidence: Improved student achievement Staff Responsible for Monitoring: Teachers, Principals, Curriculum & Instruction Team, and District Leadership Team	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize district assessments to assess needs in order to develop individually learning plans including: MAP, NSGRA, mClass, common assessments, and CBA. [TEC 11.252] Strategy's Expected Result/Impact: Improved student achievement across all student groups, including at-risk, homeless, Special Education, etc. Evidence: Improved student achievement for all students Staff Responsible for Monitoring: Teachers, Principals, Curriculum & Instruction Team, and District Leadership Team	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus instructional leaders will review disaggregated data to track and monitor the progress (closing the gaps) of all students at all levels (with a focus on high schools), including students with disabilities, English Learners, and all other student groups, and provide evidence-based feedback to teachers. [Sec 1112(b)(2)] [Sec 1112 (b)(4)] [Sec 1112(b)(6)] [TEC 11.252] Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery for campuses, improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and paraprofessionals. Evidence: Continued growth for elementary and middle schools and growth at the high school levels observed from intentional planning, quality staff, and improved campus culture. Closing the gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, CTE, CCMR, McKinney-Vento, Foster Care, and migrant). Staff Responsible for Monitoring: Principals, Instructional Coaches, Curriculum & Instruction Team, and District Leadership Team Results Driven Accountability	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Student Engagement:



SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.






Pillars: 1-Student Learning & Progress, 2-Student Readiness, 3-Engaged Well-rounded students

ESF Levers-1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessment, 5-Effective Instruction

Performance Objective 2: Refine and communicate district-wide expectations for consistent and creative standards-based instruction.

Evaluation Data Sources: Alignment to the Teaching for Learning Framework, future ready graduates, and productive citizens.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use a corrective instructional action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine root cause when students have not learned the concept, and create plans to reteach. [Sec 1112(b)(1)] [TEC 11.251] [TEC 11.252] Strategy's Expected Result/Impact: Increased success for all students, including underperforming groups, improved instructional response to student needs, and improved intentional planning Evidence: Alignment and improved student performance and achievement Staff Responsible for Monitoring: Teachers, Campus Leadership Team, Curriculum & Instruction Team, and District Leadership Team	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Demonstrate an increase in college and career readiness, and preparatory activities including higher enrollment in college prep courses and provide career opportunities across the district at all campuses. [Sec 1112(b)(10)] Strategy's Expected Result/Impact: Increase in SAT records of participation, post-secondary acceptance & enrollment, number of merit scholars, continued SAT/ACT school day Evidence: increased participation, increased post-secondary acceptance, increased number of merit scholars Staff Responsible for Monitoring: Principals, Director of Advanced Academics, Director of CTE, Curriculum & Instruction Team, and District Leadership Team	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue with Reading Academies, all staff K-3 will be enrolled and complete the academies by the 2023 completion deadline. [TEC 11.251] Strategy's Expected Result/Impact: Partner with Region 15 to train the large number of staff that still need to complete the academies. Evidence: All K-3 staff trained in Reading Academies. Staff Responsible for Monitoring: Principals, Curriculum & Instruction Team, and District Leadership Team Funding Sources: Training - General Funds	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: Student Engagement:



SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.






Pillars: 1-Student Learning & Progress, 2-Student Readiness, 3-Engaged Well-rounded students

ESF Levers-1-Strong Leadership & Planning, 4-High Quality Instructional Materials & Assessment, 5-Effective Instruction

Performance Objective 3: Ensure implementation of an innovative and viable curriculum through meaningful assessments and progress monitoring. [Sec 1112(b)(1)] [TEC 11.251] [TEC 11.252]

Evaluation Data Sources: Improved instruction resulting in increased student achievement and performance; measurable through formative and summative assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts across all classrooms. The instructional materials include resources intentionally designed to meet the needs of all student groups; including students with disabilities, at-risk students, and English learners among other student groups. Strategy's Expected Result/Impact: Improved student achievement and progress monitoring across all student groups. Evidence: All student groups will be engaged in high quality instruction, improved student success for all learners Staff Responsible for Monitoring: Principals, Instructional Coaches, Curriculum & Instruction Team	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide and implement a rigorous MTSS Framework that identifies and provides appropriate remediation and/or acceleration for all student groups. Strategy's Expected Result/Impact: Increased campus implementation of MTSS process, increased success for all students, including underperforming groups (at-risk, homeless, foster care, students with disabilities, 504, English Learners, etc) by establishing a calibrated and robust comprehensive MTSS program. Training key stakeholders and curriculum staff on MTSS process, clearly defined MTSS process and communicate expectations for use of MTSS process. Evidence: Alignment and implementation of consistent practices across all campuses and appropriate accelerated or remedial learning for all student groups, also including student safety, decreased discipline referrals, attendance, decreased dropout rates, increased graduation rates, and student favorable perceptions. Staff Responsible for Monitoring: Principals, Instructional Coaches, Interventionists, Curriculum & Instruction Team, Director of District Behavior Support, and Counselors Funding Sources: Training - Title II, Part A, - Title IV	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide high quality, highly effective, intentional and research based professional learning opportunities aligned to district core commitments in order to increase quality of instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: Implement a Professional Learning (PL) plan to reflect and meet any and all professional learning needs identified through multiple sources for all SAISD faculty and staff. PL includes: PL for new teachers, positive culture and climate, effective use of technology and digital tools, technology integration, opportunities for teachers serving Emergent Bilingual students, MTSS, social-emotional, safety, and other training as needed.</p> <p>Evidence: Increased student success for all student groups, lesson plans, walk-throughs, observations of teachers providing targeted instruction at the appropriate level. Student growth/progress as evidenced by performance on curriculum based assessments and state assessments.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction Team, Director of Special Programs, Director of Emergent Bilingual, and District Leadership Team</p> <p>Funding Sources: Scholastic, Math Solutions, Apple, etc - Title I, Part A, - Title II, Part A, - Title III, Part A LEP, - Gifted and Talented Funds, - State Comp Ed, - General Funds</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Culture and Communication:

SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.



Pillars: 4-Professional Learning & Quality Staff, 5-Community Engagement and Partnerships, 7-Safety & Well-Being







ESF Levers: 2-Strategic Staffing, 3-Positive School Culture

Performance Objective 1: Engage parents and community of San Angelo ISD in strategic planning process that will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies. [Sec 1112(b)(12)] [TEC 11.251]

Evaluation Data Sources: Meaningful parent and community engagement that benefits all students, their families and the community. Increased participation of intentional members.

Evidence: Planned intentional community calendar, records of attendance, agendas, participation in CBAS Advisory Council and campus committees, and district participation in community events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen positive, collaborative partnerships with community and families through increasing community representation with organization liaisons on Community Based Accountability System (CBAS) Advisory Council. Strategy's Expected Result/Impact: Increased community and parent participation in CBAS, SA Reads, etc., increased feedback from partners on improvement plans, parent and family engagement plans, professional learning plan and district initiatives. Evidence: attendance records, expanded partnerships with local organizations with future ready opportunities Staff Responsible for Monitoring: Communications Department, Curriculum & Instruction Team, Federal Programs Staff, and District Leadership Team	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a communication plan that highlights the opportunities available in SAISD and increases communication and opportunities for parents to engage in activities within SAISD. [Sec 1112 (b)(7)] [Sec 1112 (b)(12)] Strategy's Expected Result/Impact: Increase in student/parent engagement with district and community programs including GT, CTE, STEM, to showcase the Learner Profile through Parent and Family Engagement. Increase hiring retention through the use of the Educator Profile and best practices. Evidence: Connections between the community, schools, and parents. Increased communication with families and community partnerships. Increase in retention rate. Staff Responsible for Monitoring: Communications Team, Curriculum & Instruction Team, and District Leadership Team	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support for students entering a new campus to ensure a successful transition (such as the Student 2 Student program-Military Child Education Coalition, campus visits, parent meetings, and counseling services.) [Sec 1112(b)(10)] Strategy's Expected Result/Impact: Student performance as evidenced on 6 and 9 week grade reports. Counselor and campus administration observation of successful assimilation. Coordination of services for McKinney-Vento and Foster Care students including, enrollment conferences. Evidence: Better tracking of all students, including McKinney-Vento, GT, Special Education, Foster Care, etc. and providing resources. Staff Responsible for Monitoring: Campus Staff, School Service Workers, At-Risk Coordinators, Counselors, and Federal Programs Staff	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate Board Goals into regular Monthly Board meeting agendas. Strategy's Expected Result/Impact: Transparent and ongoing communication across all district departments, campuses, SAISD School Board, parents and community. Evidence: Campus highlights, Student showcase, district/department highlights Staff Responsible for Monitoring: Communication Team and District Leadership Team	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Innovative Learning Spaces:



SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.







Pillars: 1-Student Learning & Progress, 6-Systems & Operations, 7-Safety & Well-Being

ESF Levers: 3-Positive School Culture, 4-High Quality Instructional Materials, 5-Effective Instruction

Performance Objective 1: Optimize the learning environment and support the instructional programs of the district with the review, revision, and implementation of a district wide safety plan.

Evaluation Data Sources: A comprehensive long-range safety plan that will ensure readiness in any emergency situation

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve and increase communication tools for more efficient crisis communication in the event of an emergency situation through the utilization of district mass communication system. Strategy's Expected Result/Impact: Ensure safety and security of students and staff through emergency response actions. Keep parents and community informed, report out information in a timely manner to keep media, etc from reporting out miscommunication. Evidence: Prompt emergency response actions that ensure safety and security for students and staff. Shared information in a timely manner. Staff Responsible for Monitoring: District and Campus Safety Teams, Communications Team, and District Leadership Team	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training for students and staff in a variety of safety protocols including: recognition and prevention of disability harassment in schools, dating violence, bullying, sexual abuse, unwanted physical and/or verbal aggression, sexual harassment on school grounds or in school vehicles, mental health, social-emotional awareness, cybersecurity and digital citizenship, clear direction for campus threat assessment teams, and trauma informed care. [TEC 11.251] Strategy's Expected Result/Impact: High quality district safety training that will inform and ensure readiness in the event of an emergency situation. Evidence: Decrease in discipline referrals, increased awareness of safety protocols Staff Responsible for Monitoring: District and Campus Safety Teams, Communications Team, and District Leadership Team	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct an assessment of current instructional arrangements and facilities. Strategy's Expected Result/Impact: Build a robust 5 year facilities plan to better use fiscal resources. Evidence: 5 year fiscal plan Staff Responsible for Monitoring: Executive Director of Student and Data Services, Director of Purchasing, and District Leadership Team	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Engage in a process of stakeholder input regarding efficiency and existing facilities and recommendation resulting from external safety audits and addressing key concerns on facilities. Strategy's Expected Result/Impact: Increase access of available opportunities for the community to engage in feedback loops. Staff Responsible for Monitoring: District and Campus Safety Team	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Innovative Learning Spaces:




SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

Pillars: 1-Student Learning & Progress, 6-Systems & Operations, 7-Safety & Well-Being

ESF Levers: 3-Positive School Culture, 4-High Quality Instructional Materials, 5-Effective Instruction

Performance Objective 2: Align all district operating systems to support innovative teaching and learning.

Evaluation Data Sources: A comprehensive long-range plan in place that is reviewed and revised as needed to stay up to date with current trends, safety, and technology.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve academic outcomes by maintaining a safe and secure environment for all students and staff by designing and monitoring learning experiences and spaces, that will allow for utilization of uncommon areas as additional innovative learning spaces. [Sec 1112(b)(1)] Strategy's Expected Result/Impact: Utilize uncommon areas as additional learning spaces for students. Evidence: Innovative and flexible areas that are inviting and will improve academic outcomes for all student. Staff Responsible for Monitoring: Campus Administration, Executive Director of Student and Data Services	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide early interventions and proactive best practices through the MTSS Framework to reduce misbehavior (DAEP), identify and support social-emotional needs, acknowledge and increase appropriate behavior, increase time in class by reducing office referrals. [Sec 1112(b)(11)] Strategy's Expected Result/Impact: Decrease in referrals based on Tier 1 and Tier 2 supports. Evidence: Reduced referrals Staff Responsible for Monitoring: Director of District Behavior Support	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain a robust network infrastructure to support learning and district operations with up to date and functional devices and equipment. Implement a plan and replacement cycle for 1:1. [TEC 11.251] Strategy's Expected Result/Impact: Innovative learning through technology tools that will help students and staff plug and play while executing their vision for teaching and learning. Evidence: Support and training from the Digital Innovation Specialists, STEM labs expanded, STEM Camps, use of a variety of technology tools such a drones, apps, etc. increasing knowledge and skills for students and teachers. Staff Responsible for Monitoring: Director of Technology and District Leadership Team Funding Sources: STEM Materials and Equipment - Title IV	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 110.58

Brief Description of SCE Services and/or Programs

In SAISD, State Compensatory Education (SCE) funds are used in a variety of ways to supplement regular education programs for students that meet one or more of the 15 eligibility criteria for being At-Risk and/or are educationally disadvantaged as defined by TEA. SAISD offers additional accelerated instruction to students who meet one or more criteria in order to reduce any disparity in performance on state assessments or disparity in rates of high school completion. Therefore, SAISD used SCE funds to supplement regular/basic education programs with intensive and/or accelerated interventions (core subjects or behavioral) and additional supportive staffing specifically addressing At-Risk student needs. Needs assessments at the district and campus levels are used to design specific strategies used to supplement and support the most At-Risk students. SAISD uses SCE funds for additional district/campus staff for purposes of providing core content interventions/acceleration classes (Math Specialist and core content teachers at identified campuses), addressing social-environment issues (School Service Workers, At-Risk Coordinators, Interventionists, JJC teachers, alternative education campus staff and teachers, and aides. Additional staff required for clerical support and monitoring of compliance of At-Risk student identifications as well as coordination of summer credit recovery programs are also SCE funded. Identification and the responsibility of delivery of services of At-Risk students are initiated by campuses while district level oversight concerning related coding, program implementation and general SCE compliance.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A'Jolique Woodson	ISS	0.14
Aaron Beck	At-Risk Coordinator	1
Adrian Brooks	Teacher/DAEP	1
Aimee Francis	Instructional Aide	1
Alexis Duarte-Valverde	College Prep	0.5
Alfonso Lara	ISS	0.14
Amanda Jameson	EL Student Support Teacher	0.5
Amy Ball	Instructional Aide	1
Ana Gonzalez	PK Teacher	0.5
Angelica Gonzalez	Behavior Support Coordinator/DAEP	1
Arian Ponder	Teacher-English	1
Arsenio Geter	College Prep/Math	0.57
Arthur Andrade	Credit Recovery	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Halfmann	Interventionist	1
Ashley Purcell	Interventionist	1
Bernandina Riojas	Assistant Principal PAYS	1
Beth Belcher	Student Support Teacher	1
Bonnie Smith	At-Risk Coordinator/DAEP	1
Brandon Richardson	Self-Contained Behavior Aide	1
Brenda Pier	Reading Interventionist	1
Cal Arrott	College Prep/English	0.72
Carin Taylor	Reading Interventionist	1
Carla Moreno	Instructional Aide	1
Catalina Peterson	EL Student Support Teacher	1
Cheryl Swick	ISS	0.17
Cheryl Wamer	PK Teacher	0.5
Cheyann Williams	Interventionist	1
Chloe Brassie	PK Teacher	0.5
Christina Schneider	Instructional Aide	1
Christina Thompson	College Prep/ISS	0.43
Clarissa Bowers	Home Instruction Teacher	1
Claudia Becerra	Principal DAEP/Coordinator PAYS	1
Courtney Young	Interventionist	1
Crystal Ibarra	School Service Worker	1
Curtis Heppler	ISS	0.14
Daniela Ramos	Instructional Aide	1
David Millsap	ISS	0.14
Debbie Ramon	School Service Worker	1
Debra Edmund	At-Risk Coordinator	1
Deidra Banister	PK Teacher	0.5
Diana Faulkner	Teacher/DAEP	1
Dudra Butler	School Service Worker	1
Edna Wolsfeld	PK Teacher	0.5
Eloisa Griffin	EL Student Support Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Freddie Davis	ISS	0.14
Gerardo Bueno	ISS	0.67
Gwendolyn Smith	Teacher/DAEP	1
Hannah Flores	Teacher	1
Heather Houston	PK Teacher	0.5
Heather Just	College Prep	0.57
Helen Flores	School Service Worker	1
Irene Lara	PK Teacher	0.5
Jace Hall	Teacher	0.72
Jackelyn Evatt	EL Student Support Teacher	1
Janet Garcia	Secretary/DAEP	1
Jean Hernandez	Interventionist	1
Jeanelle Ramirez	Instructional Aide/DAEP	1
Jeffrey Corean	PE Teacher/DAEP	1
Jennifer Clark	Credit Recovery	1
Jennifer Larimore	Home Instruction Teacher	1
Jennifer Smith-Fritze	Instructional Aide	1
Jessica Boling	Interventionist	1
Jessica Gambrell	Interventionist	1
Jimmy Saldivar	At-Risk Coordinator	1
Julie Wheat	Credit Recovery	1
K'Lee Romero	Office Aide/DAEP	1
Kalie Fontenot	Interventionist	1
Karissa Salvato	Interventionist	1
Karla Thompson	Reading Interventionist	1
Katherine Cox	PK Teacher	0.5
Kathleen Edinburgh	Interventionist	1
Kelly Cloud	Teacher	0.58
Kenneth Burrel	Teacher/PAYS	1
Kristen O'Neal	PK Teacher	0.5
Kristina Komathy	Math/College Prep	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lacy Duvall	Asst. Principal	1
Laura Elms	Credit Recovery	1
Laura Torres	Instructional Aide/DAEP	1
Lena Payne	Instructional Aide	1
Leslie Gooch	Credit Recovery	1
Lucia Rodriguez	EL Student Support Teacher	1
Macy Vercher	At-Risk Coordinator	1
Maria Guajardo	Instructional Aide	1
Maria Gutierrez	PK Teacher	0.5
Marissa Rivas	Self-Contained Behavior Ai	1
Marivel Garcia	School Service Worker	1
Mary Ann Shaw	Instructional Aide	1
Mekayla Pohels	Instructional Aide	1
Melissa Flores	Instructional Aide	1
Melody Hollon	Home Instruction Teacher	1
Michaela Counts	PK Teacher	0.5
Michelle Dye	At-Risk Coordinator	1
Naomi Alaniz	Interventionist	1
Norma McDonald	Instructional Aide/DAEP	1
Patricia Martinez	Credit Recovery	0.14
Patrick Penry	ISS	0.17
Porfirio Flores	At-Risk Coordinator	1
Rachel Lawlor	Instructional Aide	1
Robert Swink	Instructional Aide	1
Rosa Lara	Interventionist	1
Rosalva Carrillo	Instructional Aide	1
Roseanne Reyes	Special Ed Aide/DAEP	1
Sabrina Grider	Academic Coach	1
Sandy Jameson	PK Teacher	1
Sarah Coronado	At-Risk Coordinator	0.5
Scott Sustek	ISS	0.14

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sharla Vass	Interventionist	1
Sharon Morris	Interventionist	1
Shay Enriquez	Literacy Intervention	1
Sindi Grimes	Math Interventionist	1
Sonia Roach	Instructional Aide	1
Stacey Fira	PK Teacher	0.5
Stephanie Broome	Reading Interventionist	1
Stephanie Duncan	Academic Coach	1
Stephanie Hawkins	Reading Interventionist	1
Steven Ashley	Teacher/PAYS	1
Tamara Gonzales	PK Teacher	0.5
Tammy Vargas	Teacher	0.86
Tanya Gue	Teacher/PAYS	1
Taylor Feliciano	ISS	0.14
Terri Young	Interventionist	1
Tessa Landin	Interventionist	1
Theresa Scott	Reading Interventionist	1
Tina Whites	Reading Interventionist	1
Tom Hughes	Home Instruction Teacher	1
Volha Vailiuha	Instructional Aide	1
Wanda Campos	Instructional Aide	1
Wendy Hollis	Interventionist	1
Whitney Crim	Reading Interventionist	1
Yvonne Busenlehner	Counselor/DAEP	1

Title I

1.1: Comprehensive Needs Assessment

SAISD Title 1, Part A - Improving basic programs by providing supplemental funding to schools. The funding is for resources to help district schools with high student concentrations from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. Title 1, Part A supports our schools in implementing school-wide programs. The programs use effective methods and instructional strategies that are research based.

The goals for the San Angelo ISD Title 1 Program are to ensure the educational success of all students by having high expectations, a commitment to excellence and a comprehensive parental involvement program. SAISD believes that a positive link between home and school creates the most conducive learning condition for every child. SAISD includes parents in all aspects of the Title 1 program. Every student is given every opportunity for success through the development and enhancement of the home/school partnership. COVID impeded some of this but we are back and ready to pick up where we left off.

San Angelo ISD continues to make every effort to build capacity by promoting parent and community engagement. The district welcomes parents and community members to actively participate in all facets of the students' educational process. Communication is key to the effectiveness of all family and community involvement. Parents and community members are provided a variety of opportunities for active, collaborative involvement. It is San Angelo ISDs expectation to "invite deeper participation" and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff, and community members. We are committed to meaningfully engaging parents and community members in our district and schools and hope to increase both parental and community engagement that benefit the students, their families and the broader community.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Ferguson	STEM Facilitator	Title I	0.5
Allison Knight	Instructional Aide	Title I	1.0
Amber Strickland	Instructional Aide	Title I	1.0
Andrea Thompson	Instructional Aide	Title I	1.0
April Ynojosa	PK Instructional Aide	Title I	1.0
Brittany Everett	Instructional Coach	Title I	1.0
Brooke Davis	Interventionist	Title I	0.5
Carrie Alvizo	Instructional Aide	Title I	1.0
Casie McCarley	Teacher	Title I	1.0
Cassandra Carson	Instructional Aide	Title I	1.0
Christian Godfrey	Instructional Coach	Title I	1.0
Christina Garcia	Teacher	Title I	0.83
Christine Martinez	Instructional Aide	Title I	1.0
Cindi Lopez	PK Instructional Aide	Title I	1.0
Clarissa Torres	Instructional Aide	Title I	1.0
Connie McCrea	STEM Facilitator	Title I	0.50
Dawn Marshall	Instructional Coach	Title I	1.0
Deanne Wohleking	Interventionist	Title I	0.5
Devin Hagan	Instructional Coach	Title I	1.0
Dora Garcia	Instructional Aide	Title I	1.0
Dorella Molina	PK Instructional Aide	Title I	1.0
Dorinda Jones	Instructional Coach	Title I	1.0
Elvira Gomez	PK Instructional Aide	Title I	1.0
Emerlene Crelia	PK Instructional Aide	Title I	1.0
Esperanza Cline	PK Instructional Aide	Title I	1.0
Flor Reyes	Instructional Aide	Title I	1.0
Haile Curtis	Instructional Coach	Title I	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hillary Valdez	Instructional Coach	Title I	1.0
Jenny Wilde	Instructional Coach	Title I	1.0
Joann Dierker	Instructional Aide	Title I	1.0
Jody Waters	Instructional Coach	Title I	1.0
Judy Knight	Instructional Coach	Title I	1.0
Justin Flores	Instructional Aide	Title I	1.0
Kara Rees	Instructional Aide	Title I	1.0
Kari Murphy	Teacher-English	Title I	1.0
Katelynn Vipperman	Instructional Aide	Title I	1.0
Lacy Laughard	Teacher	Title I	1.0
Lana Freatman	Instructional Coach	Title I	1.0
Laura DeLaCruz	Instructional Aide	Title I	1.0
Lauren Ritter	Instructional Coach	Title I	1.0
Layla Bejil	PK Instructional Aide	Title I	1.0
Lee Ann Rollowitz	PK Instructional Aide	Title I	1.0
Lena Keeton	Interventionist	Title I	0.50
Leonor Adame	Instructional Aide	Title I	1.0
Lisa Hernandez	Teacher	Title I	1.0
Lou Ann Markell	Interventionist	Title I	0.5
Lucy Mulkin	PK Instructional Aide	Title I	1.0
Macario Sedino	Instructional Aide	Title I	1.0
Megan Okerstrom	Instructional Coach	Title I	1.0
Micah Flores	PK Instructional Aide	Title I	1.0
Monica Perales	Teacher	Title I	1.0
Randall Johnson	STEM Teacher	Title I	1.0
Rosalinda Sarabia	Instructional Aide	Title I	1.0
Samantha Gonzalez	Instructional Aide	Title I	1.0
Sara Olguin	PK Instructional Aide	Title I	1.0
Shayla Emfinger	Instructional Aide	Title I	1.0
Stacy Fuentes	Instructional Coach	Title I	1.0
Stephanie Hochstetler	Asst. Principal of Instruction	Title I	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Theresa Schwartz	Instructional Aide	Title I	1.0
Trish Jost	Instructional Coach	Title I	1.0
Trish Meads	Instructional Coach	Title I	1.0
Vanessa Rubio	PK Instructional Aide	Title I	1.0
Virginia Tello	Instructional Aide	Title I	1.0
Vivian Balderas	STEM Instructional Aide	Title I	1.0
Wayland Wilkey	Instructional Aide	Title I	1.0