Texas Leadership Public Schools

San Angelo

2025-2026 Campus Improvement Plan

Mission Statement

Creating an environment that develops people and instills quality education.

Vision

To see students become leaders in all areas of life.

Value Statement

Character - *"Doing the right thing even when no one is watching"*
Growth - *"Continually developing and improving"*
Servant Leadership - *"Helping people perform as highly as possible"*
Empowerment - *“Giving people the authority and freedom to fulfill their responsibilities”*
Commitment - *"Being dedicated to accomplish our mission”*

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Priority Problem Statements

Goals

Revised/Approved: May 16, 2025

Goal 1: GOAL 1: Mission-driven leadership that develops the capacity of every leader, teacher, and staff member to deliver rigorous and enriching learning experiences to every student.

Performance Objective 1: Middle School: Students will regularly update, understand, and track their academic and IXL progress scores, track their interim test data, and other personal data weekly.

High Priority

Evaluation Data Sources: Student Leadership Notebooks

Strategy 1 Details	Reviews		
	Formative		Summative
	Sept	Jan	Apr
Strategy 1: Regularly updating student Leadership Binders **Strategy's Expected Result/Impact:** accountability for personal growth **Staff Responsible for Monitoring:** LEAD period Teachers	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: GOAL 1: Mission-driven leadership that develops the capacity of every leader, teacher, and staff member to deliver rigorous and enriching learning experiences to every student.

Performance Objective 2: High School: Increase learner academic outcomes and promote participation in meaningful leadership and academic opportunities beyond the classroom that highlight our scholars growth and achievements.

Evaluation Data Sources: 1. Increase growth on STAAR for English 1, English 2, Algebra 1.
2. Comparison with EOC Interim and EOC for US History & Biology
3. Growth on IXL for math & reading, comparison between BOY & EOY
4. Comparison data from ACT performance from last year to this year. We want to see an increase in number of students who score a 20 or above, and 25 or above from last year.
5. Number of students who compete and qualify for Regionals and possibly State in UIL Academics.

Strategy 1 Details	Reviews		
	Formative		Summative
	Sept	Jan	Apr
Strategy 1: Utilize Lead period strategically as Tier 2 level, ensuring that all students are receiving Tier 2 instruction OR being provided with enrichment. We utilize a program/software called Minga to assist us in flexible planning. We prioritize the schedule for students needing IXL STAAR tutoring to receive at minimum 3 days in Lead period. Then, students at risk of falling behind in their core contents (not in IXL STAAR tutoring), are assinged to Mandatory Tutorials (Monday-designated for social studies, Tuesday-designated for English, Wednesday-designated for math, Thursday-designated for science, Spanish is either Monday or Tuesday depending on teacher). Students who do not need either IXL or Mandatory tutorials attend, Leadership 101, a UIL Academic (all honors & dual credit students), Student Council, NHS, or Eagles for Christ. **Strategy's Expected Result/Impact:** Provide each individual student with either enrichment or the intervention they need most. **Staff Responsible for Monitoring:** Principal, counselors, and teachers.	Some Progress		

Strategy 2 Details	Reviews		
	Formative		Summative
	Sept	Jan	Apr
Strategy 2: Focus on UIL Academics. This year we are approaching UIL academics in a similar fashion to athletics. All students who are in an honors class or dual credit class, must select an academic UIL activity to participate in during Lead period. We have identified several virtual meets that students will be able to compete in and two invitationals. Students will compete for their spots to attend the in person invitationals through the virtual meets. **Strategy's Expected Result/Impact:** We have increased the number of coaches and students actively participating in UIL. Students will be more purposeful in competing for UIL academics by having to compete for a spot, in turn increasing the time spent invested in enrichment and the potential to earn scholarship money by reaching state. **Staff Responsible for Monitoring:** Principal, UIL coordinator, and UIL coaches	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Goal 2: GOAL 2: Create a safe and secure learning environment that focuses on the social, emotional, and cultural needs of every student.

Performance Objective 1: Middle School: We will rely on the voices of our student leadership team, and continue to receive feedback from all students. When we have our site-based meeting next week, I will have more to add.

Evaluation Data Sources: End of Year MRA- Measurable Results Assessments from students

Goal 2: GOAL 2: Create a safe and secure learning environment that focuses on the social, emotional, and cultural needs of every student.

Performance Objective 2: Middle School: We will have monthly Parent Engagement Nights and in-classroom all-student training on such topics as youth Mental Health, Suicide Prevention, Bullying/Cyberbullying, Grief, etc, led by our counselor and /or presentors from outside sources like Region 15. This will build on to the parent engagement meetings from last year (2024-2025).

High Priority

Evaluation Data Sources: Sign in sheets, Handouts

Goal 2: GOAL 2: Create a safe and secure learning environment that focuses on the social, emotional, and cultural needs of every student.

Performance Objective 3: High School: Create a school community in which all scholars, their families, and staff feel connected, engaged, and safe.

Evaluation Data Sources: 1. number of Minga Above & Beyond
2. Teacher & campus brag board
3. retention of students & staff
4. parent participation and attendance at school events.

Strategy 1 Details	Reviews		
	Formative		Summative
	Sept	Jan	Apr
Strategy 1: We will continue to emphasize supporting student's social emotional overall well being by acknowledging the good things they do. . By semester, every student will have received an "Above & Beyond" through Minga (platform we track positive behaviors & disciplinary concerns.) 2. By semester, every teacher will have entered an "Above & Beyond" for students. 3. Every teacher will utilize a 'Brag Board' to monitor positive reinforcement. 4. We will continue to use "Eagle Shout out" to nominate staff. 5. We will continue to send out weekly shout outs to all staff, and post in Eagle TV announcements weekly. 6. We will continue to use our campus "Brag Board" and acknowledge students. 7. We will continue to communicate with our parents through Minga, personal invitations to events, and Facebook. **Strategy's Expected Result/Impact:** Overall, positive climate across campus which will lead to increased retention by students feeling this is a safe space, feeling engaged, and connected.	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: GOAL 3: Accelerate student learning to sequentially, systematically, and effectively increase the number of students who meet and exceed grade level accountability standards.

Performance Objective 1: Using PLCs and other staff development, our teaching staff will identify, learn about, and implement best practices regarding writing across the curriculum to meet the criteria for the STAAR constructed responses with a 10% increase on the 2026 STAAR test.

Evaluation Data Sources: STAAR Results

Goal 3: GOAL 3: Accelerate student learning to sequentially, systematically, and effectively increase the number of students who meet and exceed grade level accountability standards.

Performance Objective 2: High School: Enhance learner instruction and learner engagement to ensure all scholars are well-prepared future-ready graduates.

Evaluation Data Sources: 1. Increase growth data for STAAR English 1, English 2, & Algebra 1.
2. Achieve 100% pass rate on US History EOC
3. Achieve 95% or above on Biology EOC.

Strategy 1 Details	Reviews		
	Formative		Summative
	Sept	Jan	Apr
Strategy 1: 1. Provide training to staff on accountability to ensure staff are familiar with growth data significance. **Strategy's Expected Result/Impact:** Increased awareness leads to informed decision making instructionally and teachers to focus on monitoring data throughout the year with an emphasis on growth mindset. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 5: Effective Instruction	 Some Progress		

Strategy 2 Details	Reviews		
	Formative		Summative
	Sept	Jan	Apr
Strategy 2: Utilize PLC time to monitor student data, discuss best practices, and ensure teachers are utilizing high quality instruction with a focus on high leverage TEKS. Teachers will collect and bring data to PLCs to show evidence of student learning and growth. All teachers were provided with a PLC binder at the start of the year that included campus testing data: STAAR growth data and ACT comparison data from previous two years. **Strategy's Expected Result/Impact:** Increase student engagement during class and increase students overall scores and growth. **Staff Responsible for Monitoring:** Principal	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue