

San Angelo Independent School District



Crockett Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The mission of San Angelo Independent School District is to engage all students in a relevant and inspiring education that produces future-ready graduates.

Vision

VISION

In Pursuit of Excellence

GOALS

District Strategic Goals:

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.

Value Statement

CORE BELIEFS AND COMMITMENTS

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.

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Comprehensive Needs Assessment

Demographics

Summary

The school serves an average of 320 - 380 students and is a diverse campus. For 2023-2024 the students were 5.19% African American, .55% Asian, 54.64% Hispanic, 34.97% White, and 4.64% Two or More Races. Our school is trending upward in percent of At-Risk with a higher percentage than in past years.

School Year	Total Enrollment	Limited English Proficient	At-Risk	Economically Disadvantaged
2014 - 2015	361	4.7%	47.6%	53.7%
2015 - 2016	341	4.7%	35.8%	54%
2016 - 2017	327	5.2%	36.7%	61.8%
2017 - 2018	362	4.4%		59.7%
2018 - 2019	346	3.8%		59.2%
2019 - 2020	398	3.8%		60%
2020 - 2021	350	2.29	50%	60.57
2021-2022	314	2.5%	63.1%	66.2%
2022-2023	354	1.98%	59.04%	61.3%
2023-2024	366	4.38%	64.48%	65.57%
2024-2025	347	2.31%	52.45%	62.25%

Crockett teachers are highly qualified, positive, and committed employees. With the help of the district's Human Resources Department, campus administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

School Year	Native American	Asian/Pacific Islander	African American	Hispanic	White
2018-19	0	0	0	7	18
2019-20	0	0	0	9	17
2020-21	0	0	0	7	18
2021-22	0	0	0	5	20
2022-23	0	0	0	5	17
2023-24	0	0	0	4	20
2024-25	0	1	0	5	17

Beginning Teachers	1	4.2%
1 - 5 Years Experience	4	16.7%
6 - 10 Years Experience	6	25%
11 - 20 Years Experience	9	37.5%
Over 20 Years Experience	4	16.7%

Strengths

As a campus we embrace our diverse population. Our students benefit from our cultural diversity in many ways including exposure to what is an accurate representation of the community. Our instruction is designed to meet the needs of each individual student and provide them with a rigorous learning experience.

We have programs in place to address the needs of our at-risk population and methods of tracking their progress. They are offered daily small group intervention in Reading and Math to ensure academic growth. Individual needs are met through the MTSS process.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Our campus needs targeted support to address the academic and social-emotional needs of our growing SPED, economically disadvantaged, and Tier 2 behavior population. Without differentiated instruction, enhanced language supports, and stronger family-school connections, these students risk falling further behind in core content areas, widening the performance gap across the campus.

The primary contributing factors include limited availability of bilingual and intervention staff, inconsistent use of culturally responsive instructional strategies, and insufficient family engagement opportunities that bridge school and home expectations. These factors limit students' access to grade-level content and timely interventions, creating barriers to academic progress and equitable outcomes.

 = Priority

Student Learning

Summary

For the 2024-2025 school year, Crockett scored a C. School Progress was a scale score of 74 and Closing the Gaps a scale score of 78, averaging an overall 75. In the 2023-2024 school year, Crockett scored a D (Not Rated) for their accountability rating. A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement. Crockett missed targets in almost all areas for our white student sub-population. The campus did not receive an accountability grade for the 2020-2021 or the previous school year. The campus received a C overall, a C in Student Achievement, a C in School Progress, and a D in Closing the Gaps in the 2018 - 2019 school year. The campus received a Distinction Designation in Academic Achievement in Science. In 2016-17 the campus failed to meet standard in Student Progress. This issue was addressed through the PLC process and the tracking of student progress throughout the year. As a result School Progress (formerly Student Progress) improved and Met Standard for the 2017-18 school year.

Crockett is using HQIM campus-wide: Bluebonnet math and reading (grades K-5). Grade levels meet bi-weekly for PLC. During our Professional Learning Community (PLC) meetings, we have **incorporated the Data-Driven Instruction (DDI) process** to analyze student assessment data, identify misconceptions, and plan responsive instruction. Teachers review **formative and summative data**, set **specific reteach targets**, and **adjust instructional strategies** to close gaps and improve student outcomes. This year, we launched a structured MTSS small group intervention system focused on early identification and targeted support. Students are progress monitored every three weeks, and all interventions are documented in detail to ensure consistency, accountability, and data-driven decision-making.

Strengths

The campus has worked hard to improve Student Growth with vast improvement in the PLC process over the past two years. The teachers on the campus have fully embraced the concept of more frequent common assessments in order to pinpoint how each student is progressing on each High Priority Learning Standard. Through the PLC and DDI process, teachers are strengthening Tier 1 instruction by leveraging high-quality instructional materials (HQIM) and collaborating to analyze data and apply research-based strategies. These efforts are fostering intentionality in both instruction and intervention, driving improved outcomes for students.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Students are not consistently demonstrating grade-level proficiency in core academic areas, particularly reading and math, as evidenced by benchmark assessments and progress monitoring data.

Instructional practices at Tier 1 lack consistent rigor and alignment to high-quality instructional materials (HQIM), and data-driven collaboration is still developing. As a result, differentiation and targeted interventions were not always timely or effectively matched to student needs.

 = Priority

School Processes & Programs

Summary

At Crockett, we have a faculty that strives to work together to accomplish common goals. We are growing in the area of collaborating as professional learning communities. Groups are meeting to examine data and student progress in a professional and constructive manner.

Our teachers meet and collaborate weekly to discuss curriculum, student needs, and then create plans for students in need of academic assistance. We continue to grow in the PLC process and have seen evidence in our student achievement. This year we have embedded the Data Driven Instruction process into our PLC time.

Typically, at our campus, our staff population remains stable each year - very few retire or move into other positions. All of the staff meet the requirements of "highly qualified".

This year we added two new teachers to our campus. Both come to us with experience.

We follow the district curriculum. It provides a scope and sequence as well as links to additional resources that are utilized in the classroom. Bluebonnet math and reading have been added K-5. Teachers are navigating the work of internalizing up to 3 core content subjects as well as learning the math strategies which are different from the way math has been taught in the past.

Our campus uses data that is collected from multiple sources including mClass, MAP testing, classroom assessments, STAAR, and district created Unit Assessments.

Every year, Crockett Elementary works to strengthen the relationship with parents and increase parent participation in education. Our district goal is to provide improved communications between the district and all stakeholders. This year we are using Power School Messenger which has been quite challenging. We are also offering "Breakfast in Bear Country"- parent meetings on topics relative to the times.

We continue to strive to meet the ever changing demands of technology. The school has one Art Lab, one STEM Lab with a designated aide to teach STEM, and a device for every student in every classroom. This year we are 1:1 iPads campus-wide. Each room has a smart television and a document camera.

Strengths

We have a warm and friendly staff that makes developing relationships among staff and community members easier. Many of our teachers have been here more than 10 years. The staff have built strong relationships, and the parents trust the staff.

Throughout the year, we host several different events to boost morale among the staff. For students, we also host events that make the campus a special place like Teddy Bear Picnic, grade level performances, and celebrations.

This campus has a general reputation of being an excellent place to work; therefore, we have the advantage of getting a high number of quality applicants for positions that come available.

Our campus continues to provide high levels of instruction to all students. Evidence of high level instruction is collected through walkthroughs by both the campus level and district administrators. The district focus has been the implementation of Balanced Literacy through the Science of Teaching Reading with a strong focus on phonics in grades K-5. The district is also shifting how we provide our math instruction through Bluebonnet math K-5, training that our teachers have attended, and now the use of Reflex to build on a strong foundation in fact fluency. Our campus has implemented and will continue to improve on these strategies in the classroom.

Through small group interventions, our campus is able to target specific objectives that our students are struggling with and provide them with extra instruction in order to close learning gaps. The campus utilizes multiple resources in order to collect data to inform both classroom instruction and the MTSS process. This year we are being even more intentional in how we group students, as well as providing progress monitoring so our groups are more fluid, thus meeting student need.

Some of the events that involve parent participation include:

Trunk or Treat, Polar Express, Jingle Bell Jog, Grands' Day, Parents and Pastries, Open House, Meet the Teacher, Teddy Bear Picnic, STEM night, and various grade level programs.

Our campus participates in monthly community events such as: Keep San Angelo Beautiful, making cards for nursing homes, pet food drives, and Alzheimer penny war. We also provide for our own families through the Blue Santa program and providing Thanksgiving meals.

Our campus also participates in the Food for Kids Program on a weekly basis.

We have several staff members including our counselor and social worker that are able to communicate with parents in Spanish to translate information.

We also offer parent information and outreach through weekly Wednesday folders and informational notes from the office and campus website. The teachers conference with parents and update progress reports every three weeks and report cards per nine weeks in Home Access Center.

The campus has allocated an iPad for every student in every classroom.

The campus uses Boost, Reflex, and IXL as online resources to help students in all subject areas.

We have announcements through the Morning Show, which is broadcast over the classroom televisions.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	This year we are focused on continued training of staff as we continue to raise the bar.	We want campus instruction to align with the district tights.
2	The campus has many families that do not choose to become involved in their child's school experience.	This may be due to the elimination of parental involvement due to COVID, and we need to be more intentional in our parent involvement opportunities.

 = Priority

Perceptions

Summary

This campus has an average of 320 - 370 students in grades K-5. RLA and Math have a minimum of 90 minutes a day for Tier I instruction. Across the campus, striving students are provided with small group interventions a minimum of 4-5 days for an additional 30 minutes of targeted instruction. Each grade level has a professional learning team that helps to horizontally align instruction and improve communication. In addition to PLCs, there is a campus site-base committee and grades 3-5 meet weekly for vertically aligned PLC meetings.

The campus has a Tier 1 MTSS discipline system based on campus guidelines: Be Safe, Be Respectful, Be Responsible. Tier 2 discipline systems are in place and working to meet fidelity.

Strengths

Crockett has a low teacher turnover rate, thus providing consistency of highly qualified teachers. The overall quality of the job is very high for our teachers and that transcends into the classroom for our students.

Teachers in the district are more apt to transfer to Crockett, and do not request to leave the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

The bulk of the teachers have been on our campus for an extended length of time which can at times cause them to be resistant to change.

Teachers feel the district is asking them to reinvent the wheel every year which is extremely time consuming.

 = Priority



Goals

ACADEMICS

Goal 1

GOAL 1: By August 2028, San Angelo ISD will ensure 100% of district campuses meet or exceed federal performance targets in academic achievement and growth to avoid identification as Comprehensive Support and Improvement or Comprehensive Progress campuses.

Performance Objective 1

Implement and sustain a Leadership Academy to provide opportunities to grow as leaders, collaborate with colleagues, and gain hands-on leadership experience.

Evaluation Data Source: Increased leadership capacity

Strategy 1

Creation of the Fall 2025 SAISD Instructional Leadership Academy to provide opportunities to grow leadership skill and make a positive impact across SAISD.

Strategy's Expected Result/Impact: Campus teams strengthening collaboration and leadership capacity. Current leaders ready for their next growth step and teacher leaders seeking to expand their influence beyond the classroom.

Staff Responsible for Monitoring: District Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 High Priority

Develop and deliver systems for learning that articulate expectations and provide support for campus staff including teaching staff and campus administrators to ensure engaging, high-levels of learning for all students.

Evaluation Data Source: Targeted training, increased number of staff receiving the training, growth in content areas, especially in reading and math.

Strategy 1

Implement a revised all district system that sets clear expectations and accountability for using data to identify high priority knowledge and skills by campus, grade level, and subject and to provide more intentional support to improve teacher and principal efficacy to support high levels of learning.

Strategy's Expected Result/Impact: MAP scores

STAAR scores

Coaching and Leadership Reports

Staff Responsible for Monitoring: Chief Superintendent of C&I, Executive Directors for Elementary and Secondary Leadership, C&I Team.

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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ACADEMICS

Goal 2

GOAL 2: San Angelo ISD will engage the Head Start program with the goal of enrolling students, providing professional learning for Head Start staff, offering a high-quality education for Head Start students, and safe learning environments for the Head Start program, by August 2025.

Performance Objective 1

SAISD's efforts to partner with the Head Start program allowed for innovative learning opportunities to SAISD's children as part of the district's overall system to ensure that every child that will enter SAISD has access to a high-quality education. Professional learning opportunities were provide for Head Start staff alongside SAISD staff that combined research-based curriculum, progress monitoring and sustainable programming to build effective preschool classrooms.

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

Professional Learning opportunities were provided for Head Start staff alongside SAISD staff that combined research-based curriculum, etc during Learning Palooza in July of 2025.

Strategy's Expected Result/Impact: Attendance alongside SAISD staff
Collaboration

Staff Responsible for Monitoring: SAISD

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 3

ACADEMICS

GOAL 3: San Angelo ISD will increase the percentage of students meeting the expected growth measure for NWEA MAP testing for grades 2-8 Reading, English I, and English II by 8% and grades 3-8 Math and Algebra 1 by 10%

Performance Objective 1 High Priority

Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

Evaluation Data Source: NWEA MAP, DIBELS, MClass, CLI, STAAR, RDA Report Cards, San Angelo ISD Checkpoints, and Campus-based Assessments

Strategy 1

District and Campus leaders will closely monitor the learning process of student groups not meeting the Closing the Gap Domain at all levels, including students with disabilities, Emergent Bilingual, and all other student groups, and provide evidence-based feedback to teachers.

Strategy's Expected Result/Impact: Improved scores on district and state assessments. Increased success for all students including underperforming groups, improved instructional response to student needs and improved intentional planning. Implementation of data tracking and progress monitoring tools in reading and math, such as but not limited to NWEA Map, etc.

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.

Staff Responsible for Monitoring: Curriculum & Instruction Team, Special Education Team, Director of Emergent Bilingual, Director of Federal Programs, District Leadership Team, and Campus Principal and Leadership Team.

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Create and track quantifiable learning targets for each student in reading and math, English I and II and Algebra I, and measure progress at the student, classroom, and campus level to ensure that all students meet their annual expected academic growth.

Strategy's Expected Result/Impact: Improved academic performance overall, including reading, math, English I & II and Algebra I.

Evidence: Activities indicating progress in learning targets ensuring annual expected academic growth.

Staff Responsible for Monitoring: Improved academic performance overall, including reading, math, English I & II and Algebra I.

Evidence: Activities indicating progress in learning targets ensuring annual expected academic growth.

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Teachers will continue with unit assessments aligned to the state standards and appropriate level of rigor that are administered throughout the year to determine student growth and mastery. Time for corrective instruction is built into the district curriculum.

Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery of curriculum, improved student outcomes, 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: Alignment and implementation of MTSS consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased graduation rates, and student favorable perceptions.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Directors and Instructional Coaches, and District Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 4

Teachers will continue with 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 have specific information for which to design follow-up instruction (acceleration/remediation), assessments and use of instructional strategies.

Evidence: Aligned to Teach for Learning (TLP), improved classroom instructional practices, quality lesson plans, walk-throughs, and observations.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Team, Director of Campus Academic Support, and District Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Increase focus on the strategies of the Learner Profile in order to promote best practices in instructional planning for increased student achievement and growth.

Strategy's Expected Result/Impact: High-quality, highly effective learning opportunities aligned to district Learner Profile commitments to increase quality of instruction and student achievement.

Evidence: Increased success for all student groups, lesson plans, walk-throughs, observations of teachers providing instruction.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Team, Director of Academic Support, and District Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

Staff will implement the district's curriculum and utilize a variety of instructional models to create a well-rounded program and increase opportunities for all students to improve learning.

Strategy's Expected Result/Impact: Improved instruction resulting in increased student achievement and performance; measurable through formative and summative assessments.

Evidence: 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. Increased student success for all student groups, lesson plans, walk-throughs, observation of teachers providing targeted instruction at the appropriate level.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Team, and District Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 High Priority

Provide systematic academic and behavioral interventions, enrichment, and academic pathways aimed at supporting the diversity of our student body.

Evaluation Data Source: Improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, teacher tutorials, and utilization of human capital.

Evidence: Continued growth for elementary and middle school students and growth at the high school levels observed from intentional monitoring, 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).

Strategy 1

Monitor the fidelity of implementation of academic and behavioral interventions (MTSS) and

credit recovery opportunities for at-risk students to increase graduation/completion rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom.

Strategy's Expected Result/Impact: Increased campus implementation of the MTSS process, increased success for all students, including under-performing groups (at-risk, homeless, foster care, students with disabilities, 504, Emergent Bilingual, etc) by establishing a calibrated and robust comprehensive MTSS program. Continue to train key stakeholders and curriculum staff on MTSS process, clearly defined MTSS process and communicating expectations for use of MTSS process.

Evidence: Alignment and implementation consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased discipline referrals, attendance, decreased dropout rates, increased graduation rates, and student favorable perceptions.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Teams, Director of District Behavior Support, Counselors, and District Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

Campus and district leaders will review disaggregated data to track and monitor the progress (closing the gaps) of all students (with a focus on increasing MAP testing scores for grades 2-8 Reading, English I and English II by 8% and grades 3-8 Math and Algebra I by 10%), including students with disabilities, Emergent Bilingual students, and all other student groups, and provide evidence-based feedback to teachers and actively observe literacy and math instruction in classrooms throughout the school year to identify additional levels of support needed for all grade levels.

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. Use Title 1 funding to purchase support material, extra-duty pay for tutorials before and afterschool, to serve Title 1 students needing additional support to help close the achievement gaps.

Evidence: Growth for all students at all levels observed from intentional planning, quality staff, and improved campus culture. Closing 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, District Curriculum & Instruction Teams, and District Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

The teachers will use a corrective instructional action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine root causes when students have not learned concept and create plans to reteach.

Strategy's Expected Result/Impact: Increased success for all students, including under-performing groups, improved instructional response to student needs, and improved intentional planning.

Evidence: Alignment and improved student performance and achievement

Staff Responsible for Monitoring: Teachers, Principals, District Curriculum & Instruction Team, and District Leadership Team

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 High Priority

All learning environments will foster engagement by integrating personalized learning experiences and increase or exceed state standards/averages for all student groups in student achievement progress.

Evaluation Data Source: Assessment results for each of the identified assessments will be compared with longitudinal historical data in addition to state data to measure increases. Increased success for all students, including under-performing groups, improved instructional responses to student needs, and improved intentional planning.

Evidence: Alignment and improved student performance and achievement

Strategy 1

Support the delivery of personalized professional learning through job-embedded coaching, facilitators, integrated instruction, and professional development.

Strategy's Expected Result/Impact: Increased capacity of district, campus, and instructional staff

Evidence: Utilize instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts across all classrooms. Instructional materials include resources intentionally designed to meet the needs of all student groups; including students with disabilities, at-risk students, and Emergent Bilingual students among other student groups that lead to improved student achievement and progress monitoring across all student groups.

Staff Responsible for Monitoring: Principals, District Curriculum & Instruction Teams, and District Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 4

RECRUITMENT AND RETENTION

GOAL 4: San Angelo ISD will expand the Teacher Incentive Allotment (TIA) program to include PreK-2 Reading, 3rd-5th Math and Reading, 5th grade Science, 8th grade Science, Biology, 8th grade Social Studies and United States History.

Performance Objective 1

Increase Teacher Designations

Evaluation Data Source: Increased teacher designations

Strategy 1

By the end of Year 1 of expansion, increase the number of teachers holding Recognized, Exemplary, or Master designations by at least 15% across participating campuses.

Strategy's Expected Result/Impact: Increase number of teacher designations

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction, Executive Director of HR, and Executive Directors of School Leadership.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 2

By Year 3, achieve designation growth in at least 50% of eligible teaching assignments.

Strategy's Expected Result/Impact: Systems and processes for on-going monitoring on a regular basis.

Staff Responsible for Monitoring: Executive Director of HR, Executive Directors of Elementary and Secondary Leadership, Deputy Chief Superintendent of C&I.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 2

Strengthen Teacher Recruitment and Retention

Evaluation Data Source: PEIMS staff rosters
HR Staffing rosters
Support & walk-throughs

Strategy 1

Reduce teacher turnover areas in high-needs campuses or subject areas by 10% within two years of implementation.

Strategy's Expected Result/Impact: Reduced teacher turnover
Maximize use of district resources to support teachers

Staff Responsible for Monitoring: Executive Director of HR, Executive Directors of Elementary and Secondary Leadership, Deputy Chief Superintendent of C&I, Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 2

Increase the number of teacher applicants for hard-to-fill positions (e.g., bilingual, SPED, secondary math/science) by 20% by the third year.

Strategy's Expected Result/Impact: Implementation of a talent recruitment, development and retention plan to ensure highly qualified teachers in every position. Partnership with educator preparation programs to establish new educator pipelines.

Staff Responsible for Monitoring: Executive Director of HR, Deputy Chief Superintendent of C&I.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 3

Ensure Equity and Fairness in Evaluation

Evaluation Data Source: High Quality Instruction

Strategy 1

Achieve 100% alignment between teacher observation scores, student growth measures, and T-TESS calibration by the end of Year 1.

Strategy's Expected Result/Impact: High Quality Instruction

Development of district-wide teacher evaluation systems that establish clear expectations for : appraisal timeline, alignment with T-TESS processes, appraisal instrument, number of official evaluations, and training.

Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary School Leadership, Deputy Chief Superintendent of C&I, and Executive Director of HR

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 2

Complete annual audits of designation data to confirm compliance with Texas Education Agency (TEA) TIA requirements.

Strategy's Expected Result/Impact: Data will reflect alignment between T-TESS teacher observation and student growth measures across the district.

High Quality Instruction

Provide appraisers with monthly opportunities to calibrate teacher evaluation and student growth.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 4

Build Capacity for Effective Implementation

Evaluation Data Source: T-TESS
STAAR Student Growth
TIA Requirements

Strategy 1

Provide professional development on student growth measures, assessment validity, and calibration for 100% of evaluators before the first designation cycle.

Strategy's Expected Result/Impact: High Quality Instruction
Increased teacher understanding and use of student growth measures and instructional strategies to support student growth

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 2

Implement ongoing support systems (e.g., coaching, calibration walks, data review) with documented participation from at least 90% of campus leaders.

Strategy's Expected Result/Impact: High Quality Instruction
Professional Learning Plan designed to strengthen coaching feedback for teachers from campus principals and assistant principals.
Provide appraisers with monthly opportunities to calibrate teacher evaluation and student growth data
Deeper Data Digs

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 5 High Priority

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction

Identify and evaluate educational program needs

Identify gaps in program offerings based on demographic trends and in the face of declining enrollment

Consider student interests and future job market demands

Strategy 1

Demonstrate measurable gains in student achievement, with at least 70% of campuses participating in TIA showing growth in STAAR or district assessments after two years.

Strategy's Expected Result/Impact: Evaluation and implementation of best practices for using student growth systems to ensure effectiveness for on-going monitoring
Processes in place for on-going monitoring of teacher placement and movement on a regular basis.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 2

Narrow achievement gaps by demonstrating a 5% increase in proficiency among historically underserved student groups in participating grade levels/subjects.

Strategy's Expected Result/Impact: Teacher assignments and student course coding monitored on a regular basis to meet the needs of varied student population
Develop curriculum that prioritizes student centered lessons to promote engagement and relevance in the learning process.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

Develop and distribute clear communication guides (FAQs, reports) so that 100% of teachers and principals understand the designation and compensation process by the end of Year 1.

Strategy's Expected Result/Impact: SAISD teachers and principals well informed and understanding the Teacher Incentive Allotment.

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, and Executive Director of HR

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Conduct annual survey with at least 80% teacher participation, measuring staff awareness, trust, and satisfaction with the TIA process.

Strategy's Expected Result/Impact: SAISD staff and stakeholders informed of TIA program and implementation requirements

Staff Responsible for Monitoring: Executive Directors of School Leadership, Deputy Chief Superintendent of C&I, Executive Director of HR and Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Goal 5

INNOVATIVE LEARNING SPACES

GOAL 5: San Angelo ISD will construct school facilities outlined in the San Angelo ISD Bond 2025 proposal approved by voters at the May 3, 2025 election to address aging facilities, construct new facilities, address safety and security at all campuses, and address deferred maintenance across the district.

Performance Objective 1

SAISD will continue to provide efficient, safe, and innovative learning spaces that promote student achievement. SAISD will continue with construction of school facilities as outlined in the Bond approved by voters in May of 2025 and address aging facilities, new construction as needed.

Evaluation Data Source: Utilizing uncommon areas as additional learning spaces for students that are flexible, innovative, and inviting and will improve academic outcomes for all students. New construction based on needs of aging facilities and student need.

Strategy 1

Implement practices and procedures to support a safe environment characterized by high expectation, mutual respect, positive teacher-student relationships, and a focus on teaching and learning

Strategy's Expected Result/Impact: Implementation of transition plans to prepare students for transition from middle grades to high school, post secondary, workforce, or military. Transition plans from Early Childhood Programs to SAISD Kindergarten and from elementary to middle school

Continually review and update Crisis Management and Safety Plan, including implementation of safety programs

Ensure barriers for school enrollment are addressed for homeless, migrant, and foster care students

Staff Responsible for Monitoring: District and campus Leadership Teams

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No Progress

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Strategy 2

Utilize feedback from external auditors and facility advisory committee to determine steps to mitigate facility concerns.

Strategy's Expected Result/Impact: Recommendations made by Board of Trustees based on the most needed facility needs based on meetings, tours, and any additional information on the current state of SAISD facilities.

Staff Responsible for Monitoring: Board of Trustees, Superintendent, Facility Advisory Committee and Campus Leadership

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State Compensatory Education

State Compensatory

Budget for Crockett Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

SCE funds a full time interventionist and an instructional aide. These dedicated staff members work with small groups of students in grades K-5, focusing on bridging instructional gaps and providing targeted academic support. Their work is essential in helping students reach grade-level expectations and succeed in their learning journey.

Personnel for Crockett Elementary

Name	Position	FTE
Amy Ball	Instructional Aide	1
Sharon Morris	Interventionist	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Elijah Perez	Instructional Aide-STEM	Title 1	1
Ileah Brown	Instructional Aide	Title 1	1
Tanner Harris	Instructional Aide	Title 1	1