

# San Angelo Independent School District



## Belaire 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

In Pursuit of Excellence

## 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

**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

Our campus currently serves students in Early Childhood Special Education (ECSE) and Pre-K through 5th grade. In the 2024–2025 school year, our student demographics reflected a diverse learning community. Of our student population, 74% were identified as economically disadvantaged, 24% received special education services, and 4% were emergent bilingual learners. Approximately 30% of our students were military-connected, contributing to a highly mobile and resilient student population. The student body was predominantly Hispanic (62%) and White (26.9%), with other ethnicities represented in smaller percentages.

School Year	Total Enrollment	EB	GT	AR	ED	Sp. Ed.	Migrant
2018-2019	350	18 5.14%	9 2.57%	159 50%	238 68%	34 9.71%	0
2019-2020	388	17 4.38%	6 1.55%	192 49%	275 70.88%	43 11.08%	0
2020-2021	355	17 4.79%	10 2.82%	178 50.14%	232 65.35%	37 10.42%	0
2021-2022	318	11 3.46%	2 .63%	176 55.35%	236 74.22%	33 10.38%	0
2022-2023	279	13 4.66%	2 .72%	163 58.42%	200 71.68%	25 8.96%	0
2023-2024	316	14 4%	2 .6%	166 53%	219 69%	63 20%	0
2024-2025		4%			74	24%	

### Ethnic Distribution

School Year	Total Enrollment	African American	Hispanic	White	Native American	Asian	Pac. Islander	Two or More
2018-2019	350	27 7.71%	205 58.57%	103 29.43%	0	5 1.43%	1 0.29%	9 2.57%
2019-2020	388	28 7.22%	226 58.25%	115 29.64%	0	5 1.29%	1 0.26%	13 3.35%
2020-2021	315	23 6.48%	212 59.72%	95 26.76%	0	5 1.41%	1 0.28%	19 5.35%
2021-2022	318	14 4.40%	189 59.43%	85 26.73%	1 .31%	4 1.26%	0	25 7.86%
2022-2023	279	13 4.66%	173 68.80%	70 25.09%	0	4 1.43%	0	14 5.02%
2023-2024	316	13 4%	182 58%	99 31%	0	3 1%	2 .6%	17 5%
2024-2025	342	20 6%	212 62%	92 27%	0	3 1%	0%	15 4%

## Strengths

Approximately 30% of our students were military-connected, contributing to a highly mobile population and a culture of resilience and adaptability. These demographics guide our campus priorities and instructional planning, emphasizing inclusive practices, differentiated instruction, and consistent social-emotional supports. Our staff is dedicated to creating a welcoming, supportive environment where every student's academic and emotional needs are met through strong relationships, purposeful instruction, and meaningful partnerships with families and the broader community.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



At Belaire Elementary, approximately 20% of students are considered "mobile," meaning they experience one or more school changes during the academic year.

The high rate of student mobility at Belaire Elementary is primarily driven by external factors such as military relocations, housing instability, economic hardship, and family transitions. These frequent moves interrupt students' instructional continuity, making it difficult for teachers to build long-term relationships, deliver consistent academic support, and close learning gaps.

 = Priority

# Student Learning

## Summary

Belaire Elementary's 2024–2025 STAAR-related performance reflects ongoing challenges in academic performance and individual student growth, as indicated by its **F** ratings in both **Student Achievement** and **Academic Growth**. These highlight areas needing focused attention in core subject mastery and year-over-year gains.

However, the campus shows a **notable improvement in Closing the Gaps**, earning a **C**, indicating modest progress in helping historically underserved student groups make strides. This uptick suggests that targeted interventions or supports for specific subgroups may be starting to take hold.

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	104	103	36	-	243	
Approaches GL or Above	65 (63%)	52 (50%)	2 (6%)	-	119	49%
Meets GL or Above	32 (31%)	25 (24%)	0	-	57	23%
Masters GL	3 (3%)	3 (3%)	0	-	6	2%
Total Percentage Points						74%
<b>Component Score</b>						<b>25</b>

## Strengths

Belaire Elementary has taken significant steps to strengthen student learning during the 2025–2026 school year by implementing high-quality instructional materials, targeted interventions, and expanded enrichment opportunities.

- **High-Quality Instructional Materials (HQIM):**

- Students in **Kindergarten through 5th grade** will benefit from the adoption of **Blue Bonnet RLA**, which provided structured, research-based literacy instruction to build strong foundational reading and writing skills.
- In **grades KG-5th**, students will engage with **Blue Bonnet Math**, promoting deep mathematical understanding through problem-solving, reasoning, and conceptual learning.
- **Science instruction** was enhanced through the implementation of **HMH Science**, which allows students to explore scientific concepts through hands-on, inquiry-based experiences.
- **Pre-K** uses Scholastic's Pre-K On My Way curriculum.

- **Targeted Intervention & Support:**

- With the addition of a **full-time interventionist** and **two part-time interventionists**, students will receive more individualized academic support. These dedicated roles ensure struggling learners have access to timely and effective interventions in reading and math. Higher achieving students are also challenged with extension opportunities.
- Our instructional coach is providing tutoring two times per week to fifth grade math.

- **STEM Lab/PK Play Lab Integration:**

- The creation of a **STEM Lab** provides opportunities for students to apply critical thinking, creativity, and collaboration through hands-on activities in science, technology, engineering, and math. This space encourages innovation and

problem-solving across grade levels. Pre-k students also use this space to explore centers with linguistic objectives.

- **Enrichment & Whole-Child Development:**

- Beyond academics, Beldaire students will have access to **after-school clubs** such as art, sewing, and cooking, giving them the chance to explore personal interests, express creativity, and build life skills. These experiences support social-emotional growth and expanded learning beyond the classroom.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



At Bellaire Elementary, the majority of students are performing at the Approaches level on STAAR, with fewer students reaching the Meets or Masters categories. This indicates that while many students demonstrate basic understanding of grade-level content, fewer are showing evidence of higher-order thinking, deeper comprehension, and mastery of academic standards.

A lack of a consistent PLC system limited opportunities for teachers to collaboratively analyze data, plan instruction, and monitor progress. In addition, MTSS time blocks were primarily focused on remediation, which resulted in students needing enrichment being overlooked and not provided with opportunities to extend their learning toward Meets and Masters.

 = Priority

# School 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.

Grade-level Professional Learning Communities (PLCs) meet weekly with instructional coaches to internalize curriculum, plan for instruction, and anticipate potential misconceptions and opportunities for enrichment, addressing DuFour's Questions 1 and 2. K-2 teams meet biweekly by grade level, and 3-5 teams meet biweekly by subject area, to conduct data-driven instruction meetings focused on DuFour's Questions 3 and 4. State, district, and campus assessments are used to identify student strengths and areas for growth. This structured collaboration ensures that instructional planning and data analysis are intentionally aligned to support student learning and continuous improvement.

Belaire strives to incorporate opportunities for growth for all students. During class students receive 120 minutes in ELAR and Math has a minimum of 90 minutes a day for Tier I instruction. A multi-tiered targeted systems (MTSS) approach for interventions is in place for all grade levels. During this time teachers, interventionists, and instructional aides will provide support for Tier II and III students. Each grade level and the subject has a horizontal and vertical professional learning community to help align instruction and improve communication. In addition to PLCs, there are Teacher-Led Committees and a Campus Leadership Team. Belaire has school-wide procedures to ensure the school maintains safety as its top priority.

Parents can access their child's grades and attendance information digitally by using PowerSchool. They can also communicate with their child's teachers through this application. We desire for parents and guardians to be treated as partners and not guests on our campus. The more voice and choice we can give our Belaire families, the more we can use their feedback to create a better place for all.

The staff strives to be welcoming and supportive of parents and their needs. We also encourage parents to participate in Volunteers In Public Schools (VIPS), and invite parents to serve on our Campus Advisory Committee Members (CACM) or Booster Club. Some of our parents are not native English speakers. Therefore, when needed, parent meetings are conducted in multiple languages, and communication home (newsletters, class notes, etc.) are printed in multiple languages.

## Strengths

School culture and climate play an important role in the success of academic achievement. The campus leadership team will model positive behavior and build relationships with all staff. A problem-solving/solution orientated culture will be encouraged through PLC meetings, staff meetings, and individual conversations. Social/emotional curriculum (Emergent Tree and Capturing Kids Hearts) continue to be used by teachers and counselor.

Belaire will increase parent involvement on campus by holding more opportunities for parents to be involved and increase the communication of these opportunities. PLC leaders will stress the importance of teacher communication with parents about their child's academic progress. Weekly communication folders are sent home at minimum weekly with information from class. The office staff will be friendly and inviting to all that come to the front office. We want to communicate the importance of providing the students with a safe place to learn.

Campus teachers plan collaboratively and work in a team atmosphere for the success of all students, rather than just the success of their individual classes.

New teachers are supported by a campus assigned mentor, participate in district new teacher

academies, and meet regularly with their grade levels.

All teachers are supported on a regular basis by the campus principal, assistant principal, counselor, instructional coaches and interventionist in campus professional learning opportunities and PLCs. Teachers will receive timely feedback using the waterfall document.

The following strengths highlight Belaire's staff quality, recruitment, and retention strengths:

- ESL certified teachers and bilingual teachers/staff
- Highly Qualified instructional staff
- Regular grade-level planning time and weekly PLCs with campus administration
- Professional learning-current and relevant
- Google forms for classroom visits between Instructional Coach/Principal/Assistant Principal to drive feedback conversations
- Weekly feedback on lesson plan
- Weekly classroom "Look Fors" -to be shared with teachers in weekly staff newsletter prior to implementation.
- The T-TESS evaluation system continues to elicited positive conversations about goal setting and improving instructional practices.

Belaire has shared instructional coaches to assist teachers, along with the campus principal and assistant principal. Frequent classroom observations are conducted by the campus leadership team to ensure that district and state curriculum is being implemented.

- Bluebonnet Math
- Bluebonnet Reading
- Data-Driven instruction through PLCs
- Relationship building through Capturing Kids' Hearts
- Do the Math Intervention- groups as large as 5 students, 4-5 days a week are pulled for math instruction to work towards closing learning gaps in math
- District School Service Worker – funded through State Compensatory Education, our SSW performs many necessary functions for Belaire including the monitoring of student attendance, arranging for medical appointments, transporting students and parents, tracking down missing students, and distributing weekend Snack Packs on Friday afternoons
- Special Education Resource Classes and Inclusion - 1 certified teacher and 1 aide who work hard to meet the needs of our special education students. Some students are served in pull-out resource classes, while others are served in their general education classrooms. Our special education staff is responsible for developing and distributing classroom accommodations and monitoring the progress of special education students.
- Title 1 Instructional Aides – our aides are assigned to grade levels or particular teachers within grade levels. They assist with whole and small group instruction.
- Tier 1 & 2 instruction occurs in the classroom, and Tier 3 reading students are pulled for small group instruction , while Tier 3 math students are pulled for Do the Math Instruction and Reading by Design for reading.
- Highly attended parent involvement activities such as Open House, Reading Night, Strong Dads Events, STEM Night, Grade Level Music Performances, Graduations, and Color Run/Field Day
- Collaboration, partnering, and communication with parents through phone calls, conferences, email, School Status Connect, weekly communication folders, and informational meetings

Campus-wide discipline and transition procedures have been established, and Tier 1 behavior issues are minimal. Belaire's guidelines for success include "Safe, On Task, Act Responsibly, and Respect Self and Others (SOAR)" and are practiced across all grade levels. All classrooms have built and are implementing a Social Contract, CKH Character Trait Lessons, and Emergent Tree processes.

Belaire has ESL-certified classroom teachers. Our high percentage of Economically Disadvantaged students qualifies Belaire as a Title 1 school. Title I funds pay the salaries for the following staff positions:

- One general education Instructional Aide
- One STEM Aide

- Three Pre-K Instructional aide

SCE funds pay the salaries for the following staff positions:

- Interventionist
- Three split funded PK Teachers

Our campus receives funding from the **Effective Schools Foundation (ESF) grant**, which is designed to support targeted academic interventions and help close learning gaps. This funding allows us to employ two part-time interventionists, both retired teachers, who provide small-group instruction and additional support to help students achieve grade-level proficiency.

A portion of our **Title I funds** will be allocated to employ a highly qualified teacher to provide targeted math tutoring during both the fall and spring semesters. This support is designed to address individual student needs, reinforce grade-level skills, and help close learning gaps in mathematics.

During the school year, Belaire staff works together to meet the needs of all students in the following ways:

- Monthly Faculty and Campus Committee meetings
- Weekly PLCs
- Vertical Teaming
- MTSS for academics and behavior
- SEL small groups
- Academic Interventions

Belaire offers many opportunities to assist and involve our students' families and our community:

- YMCA (off-site every day 3:00-6:00 pm)
- House of Faith (every Thursday 3:00-4:15)
- Food To Kids (every Friday to all McKinney Vento students and any students in need)
- Family Engagement Opportunities
- Close partnership with Belmore Baptist Church
- Close partnership with Goodfellow Air Force Base

Belaire provides adequate technology to teachers and students.

- Belaire has a 1:1 device-to-student ratio of Ipads
- Technology Resources/APPS - Schoology, Clever, Progress Learning, Amplify, Stemsopes, and iReady STEM Lab
- STEM LAB
- Our family and community members have opportunities to receive information and be involved in our campus in a variety of ways.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Over the years, the number of highly qualified applicants has decreased.</p>	<p>Applicants are not completing certification requirements and the number of graduating with an education major is limited.</p>
<p><b>2</b></p> <p>During the 2024-2025 school year, Belaire Elementary implemented new high-quality instructional materials, including Amplify RLA (K-5), Eureka Math (3-5), and HMH Science (K-5). While these programs provide strong, research-based frameworks for instruction, teachers are still developing the knowledge and confidence needed to implement them with fidelity.</p>	<p>The root cause of this challenge stems from the simultaneous adoption of multiple new curricula without sufficient time for teachers to fully internalize the materials, align instruction, and adjust planning practices, especially with the instructional coaches role has shifted from on site to shared cohorts.</p>

★ = Priority

# Perceptions

## Summary

School culture and climate play a vital role in the academic achievement of a child. The Learner Profile, Educator Profile, and Social and Emotional Learning (SEL) is a continued focus for this year. Our SEL curriculum is a combination of the CKH Character Lessons and Emergent Tree: Science of Behavior processes. Both are being implemented in all classrooms. Belaire will increase parent involvement on campus by providing more opportunities for parents to be involved and increase communication of these opportunities through weekly communication folders, Class Tag, and other social media platforms.

Belaire will continue to highlight the importance of learning by giving our parents opportunities to participate in reading and math activities with their children such as Family Reading and Math Events, Grade Level Meetings, and In-Person Open House/Title 1 Annual Meeting.

The use of Panorama surveys will help inform us about ways to create a partnership with the Belaire parents and families. We desire for parents and guardians to be treated as partners and not guests on our campus. The more voice we give to our families of Belaire, the more we can use their feedback to create a better place for all.

## Strengths

### Perceptions Strengths

**Planning** -Staff members are encouraged to collaborate and plan together. Teachers in each grade level have common conference periods, so they can meet to plan their instruction. All teachers participate in PLC meetings weekly. Teachers and staff analyze data, share best practices, and concentrate on student learning. Our focus during PLC meetings this year is data-driven instruction.

**Professional Development** - The campus specifically plans campus staff development based on the feedback and data received from our comprehensive needs assessment and ongoing testing data to address areas of difficulty for our students. Staff continues to receive current curriculum training.

**District Collaboration**- Principals collaborate and work closely.

**Committees** - Campus staff sign-up for a variety of committees to contribute to the improvement of campus culture. Our Campus Leadership Team (principal, assistant principal, counselor, instructional coach), Process Champions Team (CKH), 5th Grade Student Leadership, MTSS, Parent Involvement, Hospitality, Main Event, and, Campus Advisory (CACM) meet at least once every nine weeks to create a positive school culture and ensure everyone is working toward a common goal of success for every student.

Teachers will continue to keep parents informed about student achievement, behavior, and other individual issues. Students set goals and teachers check in regularly to give feedback and adjust goals.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause


1



Parents underestimate the impact they have on student success and student achievement.

Communication and involvement has not been a priority.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

At Belaire Elementary, the majority of students are performing at the Approaches level on STAAR, with fewer students reaching the Meets or Masters categories. This indicates that while many students demonstrate basic understanding of grade-level content, fewer are showing evidence of higher-order thinking, deeper comprehension, and mastery of academic standards.

A lack of a consistent PLC system limited opportunities for teachers to collaboratively analyze data, plan instruction, and monitor progress. In addition, MTSS time blocks were primarily focused on remediation, which resulted in students needing enrichment being overlooked and not provided with opportunities to extend their learning toward Meets and Masters.

2  
★

At Belaire Elementary, approximately 20% of students are considered "mobile," meaning they experience one or more school changes during the academic year.

The high rate of student mobility at Belaire Elementary is primarily driven by external factors such as military relocations, housing instability, economic hardship, and family transitions. These frequent moves interrupt students' instructional continuity, making it difficult for teachers to build long-term relationships, deliver consistent academic support, and close learning gaps.

3  
★

Over the years, the number of highly qualified applicants has decreased.

Applicants are not completing certification requirements and the number of graduating with an education major is limited.

4  
★

Parents underestimate the impact they have on student success and student achievement.

Communication and involvement has not been a priority.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**



**Organizational structure data**



**Processes and procedures for teaching and learning, including program implementation**



# 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

#### Formative Reviews

No Progress

November

February

May

May

### 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, Improve low-performing schools

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

### Formative Reviews

No Progress

**November**

**February**

**May**

**May**

## 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. Partnership with Head Start to enhance high quality learning with HS students eligible for SAISD Kindergarten in the Fall of 2026.

**Strategy's Expected Result/Impact:** Attendance alongside SAISD staff  
Collaboration-dual enrollment

**Staff Responsible for Monitoring:** SAISD Staff

**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

### Formative Reviews

No Progress

**November**

**February**

**May**

**May**

# 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.

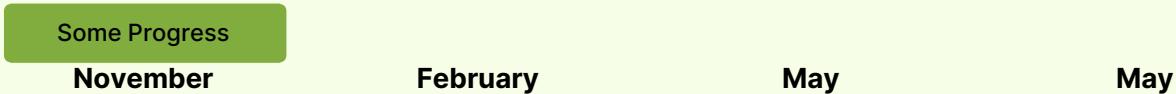
**Staff Responsible for Monitoring:** Curriculum & Instruction Team, Special Education Team, Director of Emergent Bilingual, Director of Federal Programs, District Leadership Team, and Campus Principal and Leadership Team.

**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

### Formative Reviews



### 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:** District Elementary and Secondary Curriculum Directors and Instructional Coaches, Campus Leadership, 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

### Formative Reviews

Moderate Progress

November

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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

### Formative Reviews

Moderate Progress

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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

### Formative Reviews

Considerable Progress

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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

### Formative Reviews

Some Progress

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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

### Formative Reviews

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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

### Formative Reviews

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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

### Formative Reviews

Some Progress

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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

### Formative Reviews

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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

### Formative Reviews

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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

#### Formative Reviews

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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

## Formative Reviews

No Progress  
November

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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

### Formative Reviews

Some Progress

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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

## Formative Reviews

No Progress  
November

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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

### Formative Reviews

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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

## Formative Reviews

No Progress

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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

### Formative Reviews

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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

### Formative Reviews

Moderate Progress

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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

### Formative Reviews

No Progress

November

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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

### Formative Reviews

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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

### Formative Reviews

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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

**Formative Reviews**

No Progress

**November**

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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

### Formative Reviews

Considerable 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

**Formative Reviews**

Considerable Progress

November

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# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Angela Hodge	Interventionist	SCE	1
Crystal Castaneda	Instructional Aide-PK	Title 1	1
Irene Lara	Teacher-PK	SCE/Local	1
Kari Woods	Instructional Aide	Title 1	1
Kiara Orrosquieta	Teacher-PK	SCE/Local	1
Kristen Griffin	Instructional Aide-STEM	Title 1	1
Lahly Bejil	Instructional Aide-PK	Title 1	1
Lilley Gravatt	Instructional Aide-PK	Title 1	1
Tamara Gonzales	Teacher-PK	SCE/Local	1



# Committees

# Committees

## Belaire Campus Advisory Committee

### Meeting Logs

Date	Location	Sign In Sheet	Notes
November 17, 2025 @ 3:30 PM	Belaire Library	--	--

### Members

First Name	Last Name	Position	Committee Role
Jerrica	Escobedo	LPC	Community Rep
Raelye	Self	Asst. Superintendent	District Rep
Julie	Vazquez	Principal Secretary	Office Rep
Brielle	Felts	SPED Teacher	SPED Rep
Wayland	Wilkey	PE Coach	Specials Rep
Candice	Giroir	5th Teacher	Grade Level Rep
Sarah	Quisenberry	4th Teacher	Grade Level Rep
Jessica	Waltenbaugh	3rd Teacher	Grade Level Rep
Kathleen	Harris	2nd Teacher	Grade Level Rep
Ivan	Monsivais	1st Teacher	Grade Level Rep
Crystal	Ortega	KG Teacher	Grade Level Rep
Tammy	Gonzales	Pre-K Teacher	Grade Level Rep
Summer	Louder	Counselor	Administrator
Devin	Hagan	Assistant Principal	Adminstrator
Michele	Beers	Princpal	Administrator