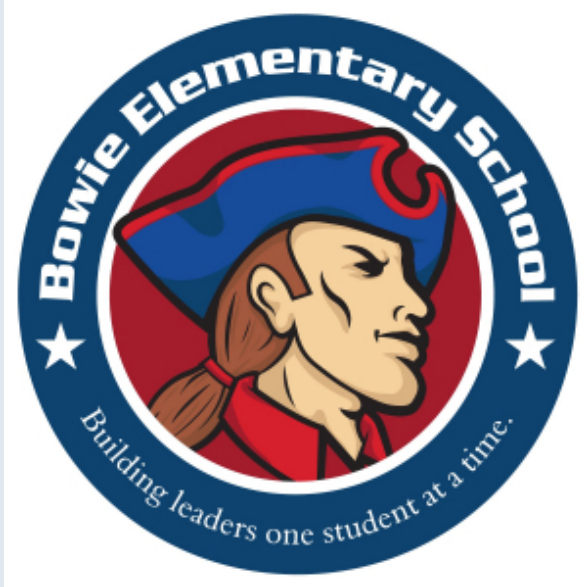


# San Angelo Independent School District



## Bowie Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

**We the Bowie Patriots, believe through compassion, opportunity, innovation, and collaboration, we can foster an environment of excellence and aspiration.**

## Vision

Building leaders one student at a time.

### In Pursuit of Excellence

#### 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

**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

### PROGRAMS

#### 2024-25

Total Enrollment: 340

Eco Dis: 62.06%

SpEd: 12.65%

#### 2023-24

Total Enrollment: 358

Eco Dis: 60.89%

SpEd: 10.89%

#### 2022-23

Total Enrollment: 369

Eco Dis: 59.35%

SpEd: 9.76%

#### 2021-2022

Total Enrollment: 414

Eco Dis: 59.90%

SpEd: 9.90%

#### 2020-2021

Total Enrollment: 409

Eco Dis: 56%

SpEd: 8.06%

#### 2019-2020

Total Enrollment: 420

Eco Dis: 56%

SpEd: 10%

#### 2018-2019

Total Enrollment: 450

Eco Dis: 56%

SpEd: 8.83%

**2017-2018**

Total Enrollment: 438

Eco Dis:54%

SpEd: 8.86%

## **Strengths**

Bowie's demographics are ever changing due to the high mobility rate in this area, however, we have seen consistent levels of economically disadvantaged and special education students. To help foster growth in these students and the campus as a whole, Bowie is using data to drive instruction for students. To foster this culture, we have integrated a balanced literacy approach into our classroom curriculum. Teachers are using several reading indicators to ensure all students are showing growth. Through PLCs, vertical alignment meetings, PL, and MTSS, the staff of Bowie are using data to ensure high quality instruction.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Overall, in 2022, the campus did not meet the target for Math scores on STAAR. 39% of students who took STAAR meet the GL standard. And in 2023, 44% did not meet on STAAR test for math.	The focus has been on reading across the district and the change in testing methods has helped to expand the gap in math. The campus needs to focus on math needs and improvement in this area during MTSS time.
2	In 2023, 90 students earned no points for growth for 4th and 5th grade math and reading tests.	The campus did not make targeted plans and goals for students to see growth using MAP and did not track growth throughout the year to help target gaps. There was also a focus on behavior that caused a lack of growth in some areas.
3	In 2023, only 57% of 3rd grade students scored approaches or higher on reading STAAR.	Students had inconsistent teaching/teachers throughout the year which created learning gaps.

 = Priority

# Student Learning

## Summary

Scores were released together for the 2023-24 and 24-25 school years. We received a rating score of 51 or an F in 2023-24 and a score of 74 or a C in the 24-25 school year. Bowie had previously been a B in 2022, C in 2018-2019 and a F in 2017-2018. No scores were released in the 2019-20 and 2020-21 school years.

## Strengths

In 2018-2019, we saw strengths in 3rd grade math, 5th grade reading, and student achievement.

In 2019-2020, we did not receive a rating due to the suspension of STAAR as a result of COVID.

In 2020-2021, ELAR was a campus strength with 67% at approaches or above.

In 2021-22, Bowie received distinction for being in the top 25% for comparative growth (scoring a 90 and placing us at #10) and closing the gaps (77). These scores put Bowie at an A rating in academic growth.

Scores were held in the 22-23 school year and were released with the 2024-25 scores in the summer of 2025.

In the 24-25 school year, our scores showed a strength in 5th RLA as we had 75% of our students at approaches or better. We also made gains in closing gaps and math for all grade levels.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Number of students who are performing at the levels of meets and mastery	Lack of professional learning and PLC work in Universal Tier 1 instruction and MTSS supports for Tier 2 and 3.
2	Only 42% of our students were at approaches or better for 5th Science	We had a different schedule with 5th rotations last year and a teacher who did not teach effectively or use the appropriate curriculum.
3	Lower math rates in 3rd-5th grade	A focus on reading in classes and interventions, as well as a lack of TEKS based math resources created a larger gap in math.

 = Priority

# School Processes & Programs

## Summary

### Curriculum & Instruction

Bowie Elementary is committed to supporting whole-student learning for all students through a rigorous, engaging, and inclusive instructional program. Teachers implement research-based strategies aligned with the **SAISD Learning Profile**, emphasizing communication, collaboration, critical thinking, and creativity.

Instructional practices include **Kagan Strategies, Schlechty Design, Number Talks, Talk Moves, small group instruction, MTSS interventions, and hands-on learning**. Teachers prioritize **High Priority Learning Standards** and the district-adopted curriculum (**Bluebonnet and HMH**). Data-driven instruction and goal setting using **MAP, mClass, and NSGRA** assessments guide lesson planning and differentiation.

### Professional Development

Ongoing professional learning is provided at least monthly and is aligned with campus goals and student needs. Instructional coaches support teachers through modeling, mentoring, and collaborative planning. New teachers receive targeted support and coaching to build confidence and instructional capacity. Teachers also participate in PLCs to analyze data, share best practices, and design lessons that address academic and behavioral needs.

### Leadership & Decision-Making Processes

Leadership at Bowie is collaborative and data-informed. Teachers participate in **Professional Learning Communities (PLCs)** and the **Groundwork/Behavior Team**, which meets monthly to discuss student progress, celebrate successes, and plan Tier 1 behavioral supports. Campus decisions are guided by feedback from staff, students, and families through surveys and open communication.

### Communication

Bowie maintains strong communication with families and the community through **monthly newsletters, PowerSchool HUB and SchoolMessenger, social media, and the school website**. Parents are engaged through regular meetings, quarterly family events, and feedback surveys on culture, climate, and SEL. Teachers maintain consistent communication with families regarding academic and behavioral progress.

### Organization, Scheduling, & Support Services

Support staff, including instructional aides and interventionists, are strategically scheduled into classrooms for reading and math interventions. Teachers and aides conduct small-group instruction during station rotations to target individual student needs. The **Principal, Assistant Principal, Counselor, and staff** provide ongoing behavioral support and intervention.

### Extracurricular & Co-Curricular Opportunities

Bowie offers a variety of activities and recognition programs to promote student engagement and character development. Monthly **Student and Staff MVPs** are recognized based on **Capturing Kids' Hearts (CKH)** character traits. Programs like **Strong Fathers** and **Dads of Patriots (DAP)** support family engagement. The **PTO**, reestablished in 2022, plays an active role in organizing events and supporting campus initiatives.

### Technology Integration/Plan

Bowie is a **1:1 technology campus**, ensuring every student and teacher has access to an iPad. Teachers also have district-issued laptops and iPads to support instructional delivery. Every classroom includes an **Apple TV and large display** for seamless technology integration. The **STEM Lab and Robotics** provides additional access to technology-based learning activities and games, supporting the vision of a 21st-century learning environment.

### Campus Culture & Climate

Bowie fosters a positive, inclusive school culture through **Emergent Tree** and **Capturing Kids' Hearts** frameworks. These programs build strong relationships, promote social-emotional learning, and encourage positive behavior. Staff and students are celebrated monthly, and a **Brag Board** recognizes staff achievements to promote morale and collaboration.

### Staff Demographics

In 2018-2019 we had a small amount of teacher turn over. We had a few teachers leave for promotions, explore other opportunities, or leave the district due to military assignments.

In 2019-2020 we had a small amount of teacher turn over due mostly to loss of units, and teachers moving for other reasons.

In 2020-2021 we had 3 staff members promoted and 1 left for personal reasons.

At the end of the 2021-22 school year, we had 4 staff members leave (Two to take a promotions outside the district and the others moved to a smaller districts)

In 2022-2023 our staff was comprised of:

Administrative Team (3) with 1 Hispanic; 2 White

Teachers (23) with 5 Hispanic; 18 White

Paraprofessionals (5) with 3 Hispanic; 2 White

Support Staff (4) with 1 Black, 2 Hispanic, 1 White

In 2023-24 our staff was comprised of:

Administrative Team (3) with 1 Hispanic; 2 White

Teachers (23) with 5 Hispanic; 18 White

Paraprofessionals (5) with 3 Hispanic; 2 White

Support Staff (3) with 2 Hispanic, 1 White

In 2024-25 our staff was comprised of:

Administrative Team (3) with 1 Hispanic; 2 White

Teachers (22) with 5 Hispanic; 16 White; 1 Native American/Alaskan

Paraprofessionals (5) with 3 Hispanic; 2 White

Support Staff (8) with 4 Hispanic; 3 White; 1 Asian;

In 2025-26 our staff was comprised of:

Administrative Team -

Teachers (23) -

Paraprofessionals (5)-

Support Staff (3)-

## Strengths

### Staff Quality, Recruitment, and Retention

Campus teachers plan collaboratively and work in PLC to use data and discuss best practices that drive instruction. The instructional coaches takes time to meet with new teachers (new to grade level, profession, and subject) or those who need additional supports in areas and seeks out district level supports when needed. Teachers support each other through grade level and from 3rd-5th on subject level needs. Additional support is provided from Principal and Counselor for behavior needs. The staff is trained in Emergent Tree responses for Tier 1 and 2 and the Groundwork/Behavior team meets on a monthly basis to discuss concerns and celebrate successes. Each month the staff votes on a staff member of the month and they are honored. Brag board was implemented for staff to celebrate each other as well.

### C&I and Assessment

- STAAR aligned curriculum
- Phonics based instruction
- MTSS Interventions tied to data (Formative and Summative)
- Vertical alignment of procedures, academic vocabulary, resources, and learning strategies (including Vertical PLCs for data and instruction monthly)

- iPads and Chromebooks; integration of technology in all classroom (1 to 1)
- Goal setting for staff and students
- Data driven instruction and interventions (through PLC and MTSS meetings)

### **Parent and Community Engagement**

Bowie is committed to improving our communication with parents. We have updated webpage with an announcements, a family hub, and upcoming events page, a monthly newsletter page, and important information. The PTO is now actively running as an organization and the staff works hand in hand with them to plan and schedule engagement events. Information is shared through PowerSchool HUB and SchoolMessenger, Social Media, parent phone calls, meetings, and emails, and sent home with students. Parent teacher conferences are held each semester and teachers make positive contacts throughout the year (postcards, letters, emails, and calls).

### **Technology**

100% of students has immediate access to a campus device (1:1)

Teachers are technologically capable of incorporating 21st skills in their classrooms-iPad, Apple TV, Smart TVs, laptops

Students are independent thinkers when engaging in the tech experience

Teachers actively seek opportunities to engage in technology daily (one teacher is involved in a MineCraft Cohort)

STEM lab students access with a STEM teacher at least once a week during Specials and we offer Robotics to students in 4th and 5th grade students.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

1

Student performance data indicates significant learning gaps and limited academic growth across all core subject areas. Despite focused instructional efforts, a substantial number of students are performing below grade-level expectations and are not showing adequate progress toward mastery of grade-level TEKS.

## Root Cause

The primary causes contributing to the learning gaps and lack of growth include: Inconsistent curriculum alignment to the TEKS and High Priority Learning Standards (HPLS): Instruction and assessments have not been fully aligned to ensure consistent rigor and depth of knowledge required by state standards. Lack of cohesive lesson planning and instructional continuity: Frequent teacher turnover ha

 = Priority

# Perceptions

## Summary

Bowie Elementary is committed to fostering a positive, collaborative, and transparent school culture focused on continuous improvement, strong relationships, and student success.

### Culture, Climate, and Values

Our campus continues to grow a culture of excellence through a variety of school-wide initiatives that promote engagement, recognition, and belonging. Programs such as **San Angelo Reads**, **Student and Staff MVPs**, **SMART Squads**, **Brag Board Celebrations**, and **Birthday Buckets** celebrate achievement and character. Campus and community events—including **Boo Bash**, **Family Tree Lighting**, **Veterans Day Program**, **Music Performances**, **Patriot Picnic**, **STEM Night**, and **Parent Involvement Nights**—strengthen school spirit and community connection.

### Parent and Community Engagement

Following limited campus access during COVID, Bowie has made family and community involvement a major focus area. Parents are now invited to multiple events each quarter, and **parent meetings are held at least twice a year**. The **Parent Teacher Organization (PTO)**, reestablished after nearly a decade, has significantly increased parent participation and improved communication about campus activities. Community partnerships, including **Strong Fathers** and **Dads of Patriots (DAP)**, have enhanced father engagement and strengthened our family-school connections.

### Communication and Feedback

Bowie uses a variety of communication tools to ensure families stay informed and connected. Updates and newsletters are shared monthly through **PowerSchool HUB**, **SchoolMessenger**, **social media**, and **the campus website**, which is regularly updated with upcoming events and announcements. Families receive **multiple surveys throughout the year** addressing school culture, climate, and students' social-emotional needs. Feedback from these surveys directly informs campus planning and improvement efforts.

### Staff and Student Voice

End-of-year **staff surveys** are used to evaluate campus events, initiatives, and professional needs—helping leadership decide which activities to continue, modify, or discontinue. **Student and parent feedback** collected through **Panorama** and **Capturing Kids' Hearts (CKH)** surveys also guide decisions related to school climate, engagement, and SEL support.

### Continuous Improvement

Through ongoing reflection, data collection, and community input, Bowie Elementary continues to strengthen its internal processes, communication, and collaborative culture to ensure all stakeholders feel valued, informed, and engaged in our shared mission of student success.

## Strengths

- MVPs (student and staff)
- Brag Boards and Celebrations
- SMART Squads
- Quarterly Campus Events
- Birthday Buckets
- Monthly Newsletters to Families
- Updated Website

### Parent and Community Engagement

Bowie is committed to improving our communication with parents. We now have updated webpage with an announcements and upcoming events page, a monthly newsletter page, and are holding parent meetings. The PTO is now actively running as an organization and the staff works hand in hand with them to plan and schedule engagement events. Information is shared through parent emails and phone calls, Bowie Website, Social Media, PowerSchool HUB and SchoolMessenger, and sent home with students. Parent teacher conferences are held each semester and teachers make positive contacts throughout the year (postcards, letters, emails, and calls).



# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Bowie Elementary has experienced low levels of parental involvement and limited two-way communication with families over the past several years. The reduction in family engagement has impacted parent-school relationships, visibility into student learning, and overall community connection to the campus.

The primary factors contributing to decreased parent involvement and communication include: COVID-related campus shutdowns that restricted parent access and engagement opportunities for an extended period. Slow progression in reopening the campus to families, which limited opportunities for face-to-face interaction and volunteer participation. Lack of established communication systems and consi

 = 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
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data



# 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

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

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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

**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

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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

#### Formative Reviews

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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:** 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

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### Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

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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

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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

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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

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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

### Formative Reviews

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

**Formative Reviews**

No Progress			
<b>November</b>	<b>February</b>	<b>May</b>	<b>May</b>



# Goal Tables

# Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	1	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.

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# Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	1	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.

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# State Compensatory Education

# State Compensatory

## Budget for Bowie Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

## Personnel for Bowie Elementary

Name	Position	FTE
Ashley Purcell	Interventionist	1

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# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Rosalinda Sarabia	Instructional Aide	Title 1	1
Vacant	Part Time Interventionist	Title I	0.5
Vivian Balderas	Instructional Aide-STEM	Title 1	1