

# San Angelo Independent School District



## Bradford Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

The mission of Bradford Elementary is to encourage lifelong learners by building authentic positive relationships and a community of empowered students.

## Vision

Create Life-Long Learners

## Goals

### 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

During the 2023-2024 school year, an average of 432 students were enrolled at Bradford Elementary in both bilingual and general education (PreK-Grade 5) and special education. Bradford Elementary is the Bilingual Magnet campus for SAISD. Our Bilingual program includes: two Pre-K classrooms, two first grade classrooms, two second grade classrooms and one third grade classroom.

In an effort to significant opportunities for our students, we will implement the Academic Society in the spring of 2024. Students will be able to select specific academic enrichment activities. These will be selected by interest surveys for students and staff.

<i>School Year</i>	<i>Total Enrollment</i>	<i>BI/ESL</i>	<i>GT</i>	<i>AR</i>	<i>ED</i>	<i>Sp. Ed.</i>
2018-2019	398	57 15%	0	262 68%	344 89%	24 6.2%
2019-2020	380	59 15%	2 .5%	250 65%	346 91%	27 7%
2020-2021	340	53 15%	2 .05%	228 56%	280 82%	24 7%
2021-2022	395	105 26.5%	2 .05%	323 82%	349 88%	31 8%
2022-2023	432	186 43%	1 .2%	364 84%	394 91%	48 11%
2023-2024	431	188 44%	1 0.1%	365 85%	394 91%	47 11%
2024-2025	453	205 45%	1 0.1%	350 77%	386 85%	44 10%

## Ethnic Distribution

<i>School Year</i>	<i>Total Enrollment</i>	<i>African American</i>	<i>Hispanic</i>	<i>White</i>	<i>Native American</i>	<i>Asian/ Pac. Islander</i>
2018-2019	398	21 5.4%	319 82%	44 11%	1 .25%	0
2019-2020	380	18 5%	313 82%	44 11%	0	0
2020-2021	340	16 5%	276 81%	41 12%	0	1 .3%
2021-2022	395	19 5%	331 84%	38 10%	2 .05%	2 .05%
2022-2023	432	10 2%	372 86%	39 9%	2 .4%	2 .4%
2023-2024	431	9 2%	222 52%	21 5%	1 0.2%	2 0.5%
		12	318	28	1	0

## Strengths

Bradford is a Title I Campus. We offer the bilingual program for grades Pre-k through 3rd grade. We also have two full-time EB interventionists that help support our EB learners. Additionally, we have 2 interventionists to help support the needs of our students. Both interventionists are part-time. Students in Tier 2 and 3 receive small group instruction and interventions from classroom teachers and the other campus interventionists. Instructional aides are used in the classroom to support students as they continue to receive instruction from the classroom teachers. Instruction is informed by data collected by the teacher. Students are able to work on deficit skills or enrichment, thus allowing us to focus on individual needs.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

The high number of economically disadvantaged students is an area we focus on because there is a lack of background knowledge and a gap in academic areas.

Lack of exposure in English , lack of an educational setting such as pre-school or day care

 = Priority

# Student Learning

## Summary

In 2023-2024 we used a variety of tools and assessments to monitor student progress and identify areas of need. We used mClass, MAP testing, and NSGRA assessments. In addition, classroom teachers use formative common assessments and benchmarks diagnostic assessments to continually assess student progress. Data will be tracked by students, teachers and the leadership team; this data will be used for MTSS tier placements along with other data resources. Campus administrators, instructional coaches, counselor and special education teacher meet regularly with grade level teachers to review student progress and discuss areas of need. Instructional and financial adjustments are made as necessary.

Instructional Aides are used in every grade level according to student need. The aides work in the classroom with small groups of students and also during regular classroom instruction.

## Strengths

Bradford uses district-approved curriculum resources. Bradford staff has also implemented research-based and district-approved interventions for Tier 2 and 3 students.

Bradford students did meet the Closing the Gap in the Reading Area.

Texas Education Agency  
**2022 Closing the Gaps**  
**BRADFORD EL (226903106) - SAN ANGELO ISD - TOM GREEN COUNTY**  
 \* Confidential \*

**Calculation Report**

Indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	0	10	0%	30%	0.0
Growth Status	5	10	50%	50%	25.0
ELP Status	0	1	0%	10%	0.0
Student Success Status	0	8	0%	10%	0.0
<b>Closing the Gaps Score</b>					<b>25</b>

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	19%	30%	17%	31%	-	-	-	50%	20%	17%	0%	0%	15%	42%		
# at Meets GL Standard or Above	32	3	23	5	-	-	-	1	29	8	0	0	22	10		
Total Tests (Adjusted)	167	10	139	16	-	-	-	2	148	46	19	2	143	24		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No			No			
% at Meets GL Standard or Above	8%	10%	8%	13%	-	-	-	0%	9%	9%	0%	0%	6%	21%		
# at Meets GL Standard or Above	14	1	11	2	-	-	-	0	13	4	0	0	9	5		
Total Tests (Adjusted)	166	10	138	16	-	-	-	2	147	45	19	2	142	24		
Total Indicators															0	10
<b>Growth Status</b>																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes		Yes						Yes	Yes			Yes			
Academic Growth Score	73%	79%	75%	60%	-	-	-	50%	73%	74%	50%	100%	74%	72%		
Growth Points	77.0	5.5	64.5	6.0	-	-	-	1.0	71.0	24.5	5.0	2.0	65.5	11.5		
Total Tests	105	7	86	10	-	-	-	2	97	33	10	2	89	16		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		

Target Met	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Academic Growth Score	53%	57%	55%	35%	-	-	-	50%	54%	62%	50%	0%	53%	50%
Growth Points	55.5	4.0	47.0	3.5	-	-	-	1.0	52.0	20.5	5.0	0.0	47.5	8.0
Total Tests	105	7	86	10	-	-	-	2	97	33	10	2	89	16

# School Processes & Programs

## Summary

School culture and climate plays 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 culture will be encouraged through PLC meetings, staff meetings, and individual conversations. CKH, Character Counts, and Second Step were implemented in the last 4 years.

Bradford has increased parent involvement on campus by establishing a PTO, and bilingual extracurricular dance program "NAME". These programs provide opportunities for parents to be involved and increase school-to-community communication. Additionally, enrichment clubs will be implemented to provide bilingual and general education students with access to activities and programs geared towards personal growth and career and college readiness. PLC leaders will stress the importance of teacher communication with parents about their child's academic progress. 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 a safe place to learn.

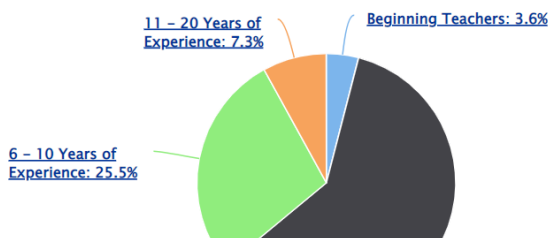
SAISD has a reputation for hiring and retaining exceptionally talented and dedicated employees; Bradford Elementary is an extension of that rule. All teachers and instructional aides are considered "highly qualified" according to ESSA.

### Teacher Ethnicity Report

School Year	Native American	Asian/Pac. Islander	African American	Hispanic	White
2019-20	0	0	0	9	18
				33%	66%
2020-2021	0	0	0	12	14
				46%	54%
2021-2022	0	0	1	30	19
2022-2023					

### Teacher Experience Report – Current Year

	2019-20	2020-2021	2021-2022	2022-2023
Beginning Teachers	10%	15%	4%	
1 – 5 Years Experience	53%	44%	55%	
6 – 10 Years Experience	15%	22%	26%	
11 – 20 Years Experience	11%	11%	7%	
Over 20 Years Experience	0	8%	0%	



Average Class Size – General Education

School Year	K	1	2	3	4	5
2019-2020	20	19	20	18	17	22
2020-2021	11	19	19	18	18	15
2021-2022	23	18	17	19	20	18
2022-2023						

The district is aligned in using TEKS Resource System to guide our instruction of the TEKS in addition to the Amplify curriculum for RLA instruction. The SAISD Curriculum and Instruction department and Campus Leadership make decisions about the use of curriculum resources and assessments, and then communicate the recommendations and decisions to instructional staff.

Our campus strongly believes in home/school collaboration. Without it, we can only hope to achieve a fraction of our potential. Therefore, we plan various parent involvement activities throughout the year, send out weekly information via digital platforms, parent newsletters and notes, and encourage parents to participate in their student's learning through regular teacher contact and by inviting them to parent-teacher meetings.

We recognize the fact that the clientele we serve – our students – are increasingly technology proficient, and that we must infuse our lesson plans and other daily activities with a variety of technology in order to meet their needs as 21st century learners. The use of technology also assists in meeting the needs of our non-traditional learners. We continue to incorporate Chromebooks and iPads into classrooms for learning stations to enhance reading and math skills, tutoring, and as incentives for reluctant students. A variety of apps have been made available for Reading, Math, Science, Writing, and Social Studies. Teachers design units of study using the Learner Profile to enhance engagement and student achievement.

## 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. We also have vertical PLC monthly. Teachers and staff analyze data, share best practices, and concentrate on student learning. Our focus during PLC meetings this year is on effective planning and effective instructional practices.

**Teacher Teaming** – Teachers meet daily with other teachers in the same grade level or subject area to discuss student issues and ways to foster student learning.

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

**District Collaboration**- Principals collaborate and work closely. In many instances, principals combine available resources to pay for consultants, materials, etc. to benefit the district as a whole, rather than his/her individual campus.

District teachers have been trained in excellent classroom management techniques which are conducive to a safe and high level, academic learning environment. The campus also has a campus Leadership committee. This committee helps to establish, revise, and maintain school-wide procedures, behaviors, and positive reinforcements for our campus.

The campus continues to benefited greatly from the on-going collaboration and participation in Professional Learning Communities (PLCs) and weekly Data Driven Instruction (DDI) meetings.

Campus staff are able to 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), campus Site Based Committee and Multi-Tiered Systems of Support (MTSS) teams meet at least once every nine weeks to create a positive school culture and ensure everyone is working toward a common goal which is success for every student.

Teachers will continue to keep parents informed about student achievement, behavior, and other individual issues. Students will also set goals for conference with teachers to revisit and adjust goals to increase individual student achievement.

Staff members were involved in the interview process for the 2022-2023 school year. Providing teachers the opportunity to sit in and be an active participant during hiring has been beneficial in building team and staff morale.

- Retention of quality teachers
- Hiring of gifted, motivated teachers
- Regular grade level planning time, monthly grade level meetings with campus administration and PLC meetings
- MTSS tracking documentation and computer program data collection
- Professional development – current, relevant, and teacher-requested
- Mentoring for new teachers
- Supplies for students and staff readily available
- Technology in all classrooms; additional Ipad Cart and Chromebook carts purchased for classroom activities.
- Bradford is a 1:1 technology campus.

We have an instructional coach to assist teachers, along with the campus principal and assistant principal. Frequent classroom observations are conducted by the campus principal, assistant principal, and instructional coach to ensure that the district and state curriculum are being implemented. In addition to these observations, district administrators conduct Instructional Focus Walks on all of the campuses to ensure students are learning at high levels.

After each district-wide common assessment is given, data will be analyzed during PLCs utilizing the four questions of the PLC to evaluate student success in comparison with what we wanted them to learn. The students who still need to acquire the intended skill(s) or concept(s) will be given support and additional time during RtI interventions and small group classroom instruction. After having additional support, these students will be given another opportunity to demonstrate what they have learned.

- Quality, highly attended parent involvement activities such as Meet the Teacher, Open House, Book Fair, Field Day, Parent Conferences, and other campus activities.
  - Successful fundraisers to purchase additional materials for students and teachers and extra field trips.
  - eSchoolPlus home access center– allows parents web-based access to their children's grades
  - Collaboration, partnering, and communication with parents through phone calls, conferences, email, Class Dojo, Remind App and information meetings
  - Technology Web Based programs to enhance student learning
  - Community/church: 2 local churches adopt our campus
- 
- Student computers, Chromebooks and iPads in each classroom
  - Use of web-based information management systems and curriculum aides
  - Many academic APPS
  - Campus wide access to Google Drive
  - Bradford is a 1:1 device to student ratio.
  - All teacher computers have been upgraded

# Perceptions

## Summary

This campus has over 400 students in grades PK-5. ELA and Math have a minimum of 90 minutes a day for Tier I instruction. All grade levels have daily intervention times for targeted instruction of tier II and tier III students. Tier II and Tier III instruction may be provided by the classroom teachers, instructional coach, special education teacher, campus Interventionist, and ELL interventionist. Intervention groups are formed and adjusted dependent on student needs.

Each grade level and subject has a horizontal and vertical professional learning community to help align instruction and improve communication. In addition to PLCs, there is a campus site-base committee and campus Process Champions committee. The campus has school-wide procedures to ensure the school maintains safety as its top priority.



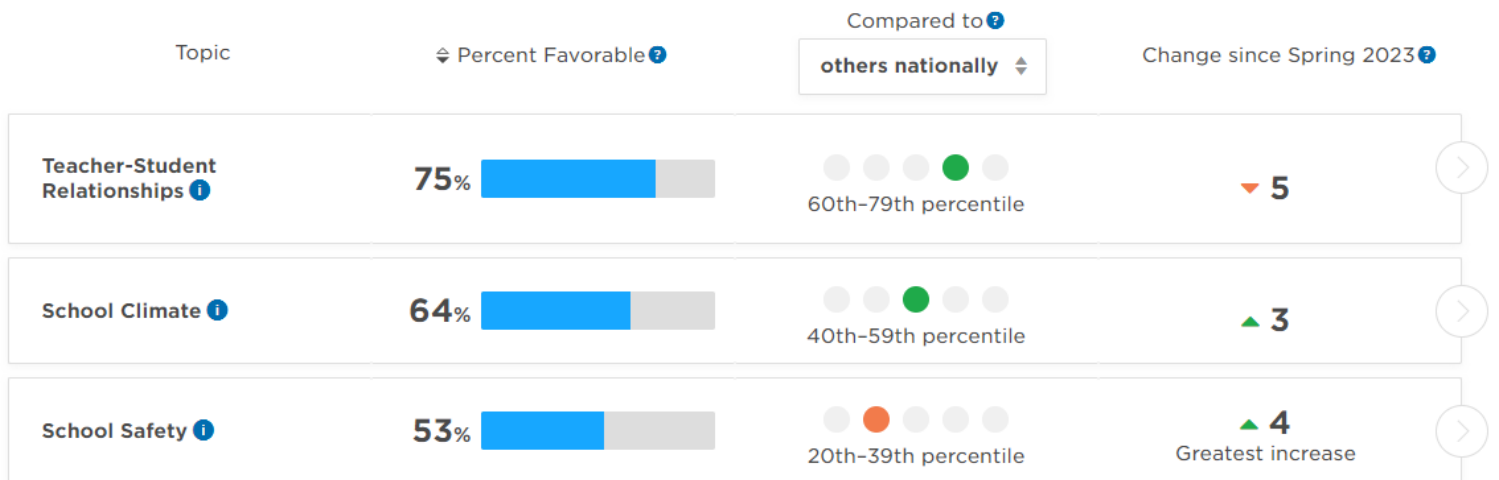
### Student Environment Survey (SY 23-24)

What feedback did students have for their school?

Grades 3-5

178 responses | [show breakdown](#)

Save as PDF



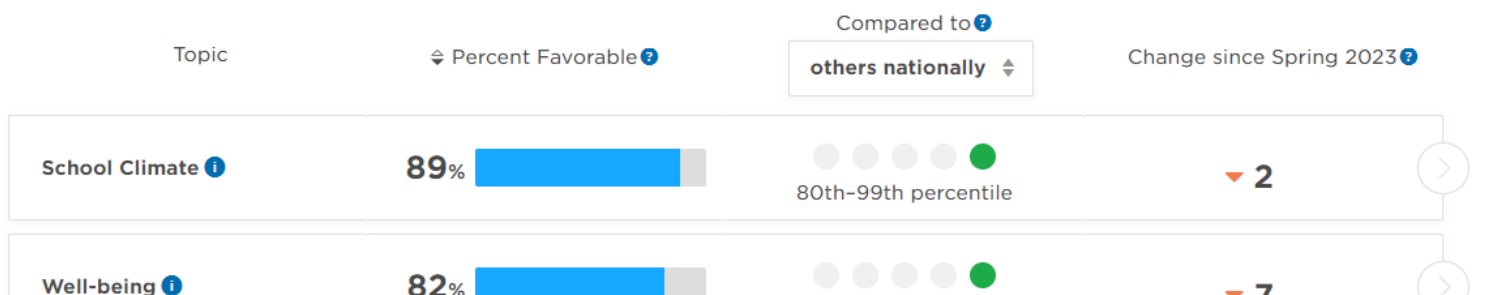
### Employee Experience Survey (23-24)

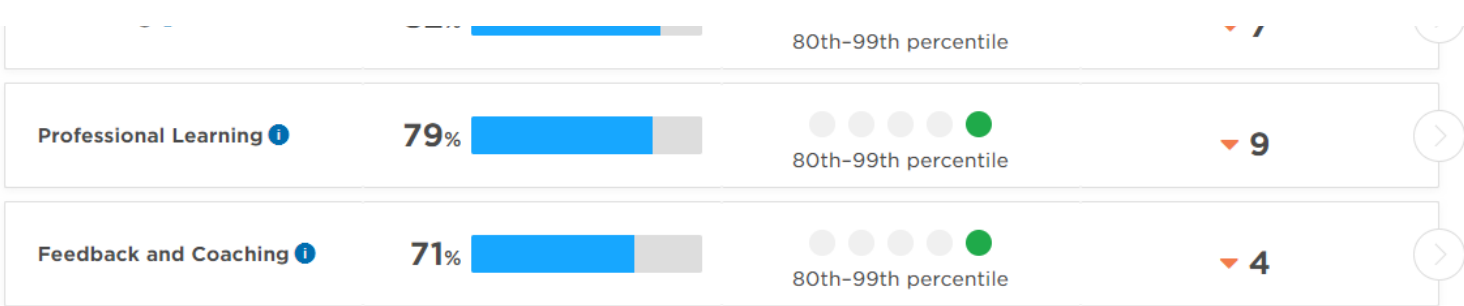
What feedback did teachers & staff have for their school?

Staff Survey

13 responses

Save as PDF





## Strengths

Continuing campus-wide procedures such as Teach To's, Capturing Kids Hearts, Second Step, Emergent Tree and MTSS has helped students with school behavior expectations. This allows teachers to maximize learning time. The master schedule provides designated time for interventions.





# 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

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.

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

**Staff Responsible for Monitoring:** SAISD

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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

### Formative Reviews

November

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

### Formative Reviews

November

February

May

May

### 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

November

February

May

May

## 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

November

February

May

May

## 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

November

February

May

May

## 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

November

February

May

May

## 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

### 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

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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:** 2.5.1, 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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### 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

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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

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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

## Formative Reviews

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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

### **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**

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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

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

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#### Strategy 2

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				
<b>November</b>	<b>February</b>	<b>May</b>	<b>May</b>	



# State Compensatory Education

# State Compensatory

## Budget for Bradford Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

## Personnel for Bradford Elementary

Name	Position	FTE
Claudia Heredia	Interventionist	1
Elizabeth Childs	Instructional Aide	1
Guadalupe Rangel	EL Student Support Teacher	0.5



# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Aliyah Favela	Instructional Aide	Title 1	1
Brittany Castelli	Instructional Aide	Title 1	1
Illeanna Lara	Instructional Aide	Instructional Aide-STEM	1