

San Angelo Independent School District



Goliad Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

In Pursuit of Excellence

Soaring for Success

Goals

The District Goals for 2023-2024:

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 2024-2025 school year, 543 students were enrolled at Goliad in both general education (PK-5) and special education (ECSE, resource/inclusion). Data sources including STAAR, Attendance, MTSS data, MAP scores, mCLASS, Texas English Language Proficiency Assessment System (TELPAS), Reading Levels, and Discipline records were used to inform the needs assessment.

Programs

<i>School Year</i>	<i>Total Enrollment</i>	<i>EB</i>	<i>G/T</i>	<i>At-Risk</i>	<i>Economically Disadvantaged</i>	<i>Special Education</i>
2018-2019	515	34	2	323	361	35
2019-2020	502	44	1	347	384	36
2020-2021	463	22	2	314	324	32
2021-2022	442	28	5	276	349	49
2022-2023	412	28	8	281	334	84
2023-2024	523	39	6	265	439	92
2024-2025	543	41	8	265	436	96

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>	<i>Two or more</i>
2018-2019	515	11	370	123	0	1	9
2019-2020	502	12	374	104	0	0	9
2020-2021	463	11	345	96	2	1	8
2021-2022	442	8	314	113	0	0	6
2022-2023	412	6	287	110	0	0	9
2023-2024	523	13	370	130	0	0	10
2024-2025	543	12	408	100	1	1	17

Strengths

Goliad encompasses a variety of cultures and unique backgrounds. The campus instills core values: Be Safe, Be Responsible, Be Respectful. Goliad is a Capturing Kids' Hearts National Showcase School, and has maintained that status for multiple years. All students are valued, respected, and encouraged to set and reach individual goals. We understand the need for continual support for our students social-emotional development, and incorporate SEL lessons into each grade level.

Goliad is a Title 1 campus due to the number of Economically Disadvantaged students that are enrolled. Title 1 Funds are utilized to pay for additional staff positions, which are critical for providing intensive intervention for students from low socioeconomic backgrounds in order to bridge the educational gap and attain student growth.

Title 1 funds currently pay for 3 PreK aides, 1 STEM aide, 1 regular aide and the ECH IC housed at Goliad.

SCE pays: 3 split PK teachers, Interventionist, and 2 instructional aides.

In 2025-2026 Title 1 Funds will be used to hire 2 after school tutors to assist with Math instruction.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

A significant portion of students on our campus, particularly those identified as Economically Disadvantaged/At-Risk are entering school underprepared for academic success. They often exhibit delays in foundational skills; including literacy, numeracy, and SES development, all of which impede the ability to meet grade-level expectations.

The lack of High Quality Early Childhood and enriching home learning environments, often related to poverty-related challenges, limited parental education, food insecurities, unstable housing, all contribute to the lack/delay of foundational skills.

 = Priority

Student Learning

Summary

Domain I: Student Achievement, STAAR Performance scaled score for 2024-2025

For the upcoming school year, our goal will be focused on Domain I: Student Achievement.

This goal was determined by analyzing the Accountability Ratings summary sheet, in conjunction with the Calculation Report. The following tables provide an overview of the findings:

Table 1.1 Accountability Rating Summary

Indicator	Total Points Earned
Student Achievement	58
STAAR Performance	58
School Progress	69
Academic Growth	69
Accelerated Learning	60
Closing the Gaps	77

By focusing on Student Achievement, we feel that we could have a wider scope of impact on overall student success. For the upcoming 2025-2026 school year, the Domain I Student Achievement Goal for Goliad Elementary will be to earn a rating of C (70-79)

The following scores are other areas of accountability that also impact Student Achievement and should intentionally monitored: Domain IIA Academic Growth Domain IIB: Relative Performance (Eco Dis) Scaled Score for 2024-2025 Domain III Closing the Gaps (Academic Achievement 30%, Academic Growth 50%, EI Proficiency 10%, STAAR Performance 10%) Academic Growth will be a targeted area due to the drop in scores from 2024 to 2025. We should be able to make significant gains and meet or exceed expected growth. The campus is consciously aware that there are student sub-populations that significantly impact this domain, and many are dual-coded.

Strengths

Goliad uses district-approved curriculum resources. Goliad staff has also implemented research-based and district-approved interventions for Tier 2 and 3 students. Data is discussed during PLC/DDI meetings after scheduled common formative assessments. We monitor/disaggregate data, place students in appropriate groups to receive targeted interventions, and alter instructional strategies to fit our learners' needs.

Currently, Goliad is growing its culture and academic achievement through various school-wide incentives and campus initiatives such as: San Angelo READS!, Student Leadership Groups, Proud Eagle, Incentives and Rallies.

Growth in Student Achievement

Reading (All Students)

2021 Approaches	51%	2022 Approaches	67%	2023 Approaches	62%	2024 Approaches	67%	2025 Approaches	67%
2021 Meets	25%	2022 Meets	42%	2023 Meets	53%	2024 Meets	54%	2025 Meets	37%
2021 Masters	9%	2022 Masters	23%	2023 Masters	7%	2024 Masters	7%	2025 Masters	12%

Science (All Students)

2021 Approaches	38%	2022 Approaches	63%	2023 Approaches	51%	2024 Approaches	38%	2025 Approaches	46%
2021 Meets	12%	2022 Meets	31%	2023 Meets	19%	2024 Meets	16%	2025 Meets	15%
2021 Masters	4%	2022 Masters	16%	2023 Masters	4%	2024 Masters	8%	2025 Masters	3%

Math (All Students)

2021 Approaches	58%	2022 Approaches	57%	2023 Approaches	57%	2024 Approaches	61%	2025 Approaches	60%
2021 Meets	23%	2022 Meets	28%	2023 Meets	28%	2024 Meets	33%	2025 Meets	28%
2021 Masters	14%	2022 Masters	12%	2023 Masters	7%	2024 Masters	10%	2025 Masters	13%

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Overall Math performance indicates 60% of students are performing at approaches with 3rd and 4th grade being 48 and 59% respectively. Additionally, EB & Sped students showed consistently lower performance, revealing academic gaps. Students performing at "meets" grade level in Reading dropped significantly as well.

Insufficient differentiation and scaffolding in Tier 1 instruction to meet the needs of all students, including EB and Sped students, gaps in early foundational skills, and missed opportunities to utilize DDI effectively to close learning gaps through small group instruction within the grade level could be the cause.

 = Priority

School Processes & Programs

Summary

San Angelo ISD has a reputation for hiring and retaining exceptionally talented and dedicated employees. All teachers and instructional aides are considered qualified according to ESSA standards. We have 1-2 teachers per grade level that are ESL-certified; one is Bilingual-certified. We have multiple bilingual staff members, allowing us to communicate with our students' parents in their native language. 14/33 teachers are working towards their ESL certifications to ensure the entire campus is ESL certified.

Teacher Experience Report

	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	3.6%	7.7%	1.7%	6%
1 – 5 Years of Experience	28.8%	17.3%	34%	24%
6 – 10 Years of Experience	29.2%	38.5%	32.6%	30%
11 - 20 Years of Experience	31%	28.8%	22.7%	30%
Over 20 Years of Experience	0%	7.7%	9.1%	9%

In 2024-25 we had 1 teacher leave for personal reasons, 1 move to another town, 1 advanced positions, 3 dissolved positions, and 2 administrative staff members transfer to another campus.

Goliad is using HMH, PKOMW, Bluebonnet, and Eureka to drive curriculum, instruction, and assessments.

Grades PK-5 use a variety of tools to drive instruction. Resources are based on research-based best instructional practices and district initiatives. The high-priority learning standards are taught and assessed through a series of formative and summative assessments that are used to drive lesson planning, instruction, and interventions. For 2024- 2025 we are engaged in Reading Academies, mClass, HMH, DIBELS, and utilizing interventionists. One of the part-time Reading interventionists is EB student focused.

PK-5 uses a variety of tools to align, monitor, and adjust learning standards within the year:

- mCLASS/DIBLES
- CLI (Children Learning Institute-Assessment)
- Amplify Skills
- Eureka Math
- HMH
- PLC/DDI Meetings
- MAP
- Stemsscopes
- Vertical planning
- Reflex (online math fluency)
- BOOST (online Amplify practice)

Goliad Elementary strongly believes in home/school collaboration. The home-to-school connection increases the future success of our students; therefore, we plan intentional parental involvement activities. The staff is welcoming and supportive of parents and their needs. We also encourage parents to participate in Volunteers In Public Schools (VIPS) and invite parents to serve on the Campus Advisory Committee and PTO.

The school is committed to fostering growth for all students by providing robust academic instruction and support. Students receive 120 minutes of daily instruction in English Language Arts and Reading (ELAR), and a minimum of 90 minutes in Math for Tier I instruction. A comprehensive multi-tiered systems of support (MTSS) framework is implemented across all grade levels, ensuring targeted interventions for students at Tier I, II, and III. These supports are delivered by teachers, interventionists, and instructional aides.

To ensure instructional alignment and effective communication, each grade level and subject area participates in both horizontal and vertical Professional Learning Communities (PLCs). Additionally, the school utilizes Data-Driven Instruction (DDI) practices and collaborates through various leadership and advisory teams, including the Campus Advisory Committee, Process Champions, MTSS team, Grade Level Leads, and the Campus Leadership Team.

The school also prioritizes safety, with established campus-wide procedures designed to maintain a secure and orderly learning environment.

Parents can access their child's grades and attendance information on the internet by using the Home Access Center. They can also communicate with their child's teachers through email the district communication platform School Status Connect.

Strengths

Collaborative Teaching & Support Structures

At Goliad, teachers work collaboratively to ensure the success of **all students**, rather than focusing solely on individual classrooms. New teachers receive comprehensive support through:

- Assigned mentor teachers
- District-led New Teacher Academy and Reading Academy
- Instructional Coaches and Literacy Coaching
- Director of Academic Support
- Regular grade-level team meetings
- Weekly PLCs (Professional Learning Communities)/DDI
- Walk-throughs that inform coaching conversations

Staff Quality, Recruitment, & Retention Strengths

- ESL-certified teachers in every grade level; one bilingual-certified teacher
- Clinical teaching opportunities available
- Highly qualified instructional staff
- Ongoing, relevant professional learning opportunities

Instructional Leadership & Curriculum

The campus leadership team—including three instructional coaches, the principal, and assistant principal—conducts frequent classroom observations to ensure fidelity to the district and state curriculum. Key instructional resources include:

- **ELAR (K–5):** Amplify Skills, aligned with TRS and district-approved curriculum
- **STEMScopes, HMH, Eureka Math**
- Data-driven instruction practices
- Capturing Kids' Hearts strategies to build relationships and maximize learning
- **Tiered Academic Interventions:**
 - *LLI (Leveled Literacy Intervention):* Small groups (up to 5 students), 3–5 days/week, led by certified teachers
 - *Do the Math:* Small groups, 3 days/week, targeting math learning gaps
- **Tier 1 & 2 instruction** in classrooms; **Tier 2 & 3** interventions provided via LLI and Do the Math by trained teachers

Special Programs & Support Services

- **Special Education:**
 - One certified teacher, one part-time teacher, and two aides
 - Students served through inclusion and pull-out resource classes
 - Staff provides accommodations and progress monitoring
- **Title I Instructional Aides:**
 - Assigned to grade levels and support both whole and small group instruction
- **School Service Worker (SSW)**– funded through State Compensatory Education, responsible for:
 - Monitoring attendance
 - Coordinating medical appointments and transportation
 - Locating missing students
 - Distributing weekend snack packs

Family & Community Engagement

Goliad offers a wide range of family engagement and community partnerships, including:

- Events: Meet the Teacher, Grandparents' Day, Open House, Fall Festival, Turkey Trot, Goliad Express, Parent & Pastries, Book Fair Night, Strong Dads, Music Programs, Graduations, and Color Run/Field Day
- **Communication Tools:**
 - Home Access for grades, attendance, and registration
 - Parent communication via phone, email, conferences, School Connect, and informational meetings
- **Community Partnerships:**
 - YMCA (daily afterschool care)
 - House of Faith (Wednesdays)
 - Boys and Girls Club pickup site
 - Food to Kids (Friday food distribution)
 - Close collaboration with First United Methodist, Oasis Baptist Church, and LV Lighthouse
- Active **PTO**

Behavior & School Culture

- Clearly established campus-wide discipline and transition procedures
- Tier 1 behavior concerns are minimal
- "Be Safe, Be Respectful, Be Responsible" – core campus expectations
- **Capturing Kids' Hearts National Showcase** campus
- Implementation of Social Contracts, Brag Boards, EXCEL Model, and Emergent Tree behavior system

Ongoing Staff Collaboration & SEL

- Semi-monthly faculty meetings
- Weekly PLC/DDI/MTSS meetings
- Vertical teaming across grade levels
- Social-Emotional Learning (SEL) lessons integrated into classrooms
- Academic interventions: LLI, Do the Math, and phonics

Technology & Digital Resources

Goliad provides robust technology access for students and teachers:

- 1:1 device ratio: iPads (K, 1, 2, 4, 5); Chromebooks (3rd grade)
- Smart TVs and Apple TVs in every classroom
- Educational platforms and apps: Schoology, Clever, Amplify, Eureka Math, HMH, STEMScopes, and iReady
- Fully equipped **STEM Lab** and **Science Lab**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Significant achievement gaps persist among student subgroups, particularly in reading and math, affecting English learners, economically disadvantaged students, and students receiving special education services.

Inconsistent Tier 2 and Tier 3 support, especially in small-group instruction and progress monitoring. Gaps in foundational literacy and numeracy skills that are not adequately addressed early. Instruction may not be differentiated to meet diverse learner needs. High rates of student mobility.

2

Instructional programs and curriculum initiatives are not being implemented with consistency or fidelity across all classrooms.

Turnover and staffing shortages result in inconsistent program knowledge across the campus. Implementation is often rushed due to state timelines, limiting time for internal piloting and adjustment. Leadership monitoring and coaching structures may not be robust or consistent enough to guide effective rollout.

 = Priority

Perceptions

Summary

School culture and climate play a vital role in the academic achievement of a child. The Learner Profile and Social and Emotional Learning (SEL) is a continued focus for this year. CKH Character Traits are implemented campus wide. Goliad strives to increase parent involvement by providing additional opportunities for on campus events in addition to the annual Title 1 Meeting, Open House, and Meet the Teacher, which are communicated through School Status Connect, Monthly Campus and Grade Level Newsletters. We will continue to highlight the importance of literacy allowing our parents to participate in reading activities with their children such as Polar Express.

The use of Panorama surveys will help foster partnerships with parents and families. As partners in your child's education, we seek your input to refine our processes and align our vision with yours.

Strengths

According to Panorama Family Surveys, families reported that the school communicates effectively with individuals from their cultural backgrounds.

Additionally, families responded positively regarding their sense of belonging within the school community.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Families report that school staff often appear too busy to engage with them, and there is a negative perception among families regarding the academic expectations set for all students.

High staff workload and competing priorities may limit meaningful family engagement, making staff seem unavailable or unapproachable. Additionally, inconsistent communication about academic goals and supports may contribute to families feeling uninformed or concerned about whether high expectations are being set and met for every child.

 = Priority



Goals

ACADEMICS

Goal 1

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

Performance Objective 1

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

Evaluation Data Source: Increased leadership capacity

Strategy 1

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

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

Staff Responsible for Monitoring: District Leadership Team

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

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

Formative Reviews

Some Progress

November

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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

Moderate Progress

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

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

Staff Responsible for Monitoring: SAISD Staff

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

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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

Some Progress

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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

Some Progress

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Strategy 3

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

Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery of curriculum, improved student outcomes, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and paraprofessionals.

Evidence: Alignment and implementation of MTSS consistent practices across all campuses and appropriate accelerated and remedial learning for all student groups, including student safety, decreased graduation rates, and student favorable perceptions.

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

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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

Moderate Progress

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Strategy 6

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

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

Evidence: Provide high-quality, highly effective, intentional and research based professional learning opportunities aligned to district core commitments in order to increase quality of instruction and student achievement. Increased student success for all student groups, lesson plans, walk-throughs, observation of teachers providing targeted instruction at the appropriate level.

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Moderate Progress

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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

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

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Performance Objective 5 High Priority

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction

Identify and evaluate educational program needs

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

Consider student interests and future job market demands

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 5

INNOVATIVE LEARNING SPACES

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

Performance Objective 1

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

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

Strategy 1

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

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

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

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

Staff Responsible for Monitoring: District and campus Leadership Teams

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Strategy 2

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

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

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

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State Compensatory Education

State Compensatory

Budget for Goliad Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

Personnel for Goliad Elementary

Name	Position	FTE
Deidra Banister	PK Teacher	0.5
Heather Houston	PK Teacher	0.5
Lisette Velasquez	Instructional Aide	1
Mariah Gloria	Instructional Aide	1
Stacy Fira	PK Teacher	0.5
Terri Young	Interventionist	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Castle Riddle	Instructional Aide	Title 1	1
Cynthia Smith	Instructional Aide-PK	Title 1	1
Elvira Gomez Lopez	Instructional Aide-PK	Title 1	1
Flor Reyes	Instructional Aide-PK	Title 1	1
Katie Cox	Instructional Coach-EC	Title 1	1
Stephanie Shaffer	Instructional Aide-STEM	Title 1	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 10, 2025 @ 3:45 PM	Goliad Library	--	--
September 8, 2025 @ 4:00 PM	Goliad Library	9:8:25 Sign-In .pdf	--

Members

First Name	Last Name	Position	Committee Role
Rachel	Campos	Parent	Parent
Raelye	Self	Administrator	Admin Representative
Joann	Allen	Community Member	Community Representative
Bridget	Scott	Manager-Palmer Feed	Business Representative
Angela	Robertson	Brown's Pool	Business Representative
Lesa	Parry	Community Member	Community Representative
Brittney	Scherr	Teacher- 5th Grade	Classroom Teacher
Laura	Rivero	Teacher- 4th Grade	Classroom Teacher
Rachel	Galindo	Teacher- 3rd Grade	Classroom Teacher
Victoria	Harrison	Teacher- 2nd Grade	Classroom Teacher
Charlotte	Wiebicke	Teacher- 1st Grade	Classroom Teacher
Holly	Crooks	Teacher- Kindergarten	Classroom Teacher
Jennifer	O'Donnell	Counselor	Counselor
Tessa	Landin	Assistant Principal	Administrator
Dana	Felts	Principal	Administrator