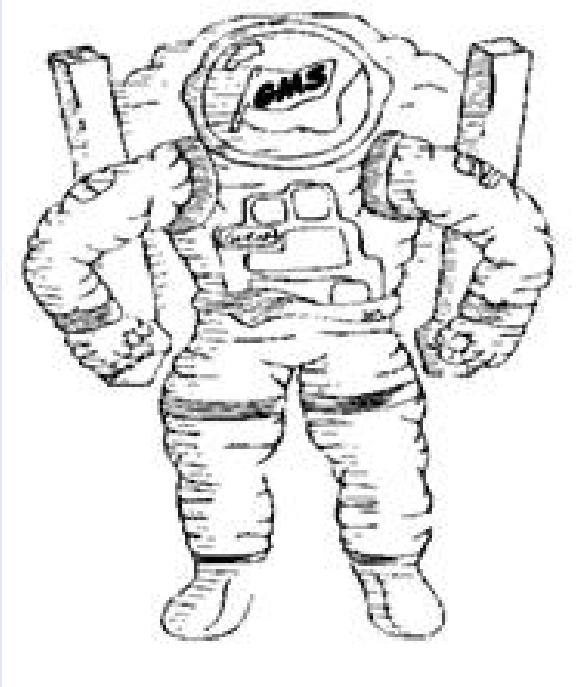


San Angelo Independent School District



Glenn Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Glenn Middle School is to empower all students to become respectful, responsible and productive citizens and to attain academic excellence as determined by state and national standards. This will be evident through attitude, manners, grades, and standardized test scores. We commit to creating a comprehensive system of support for all learners to assure individual success.

Vision

In Pursuit of Excellence

Goals

The District Goals for 2022-2023:

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

School Year	Total Enrollment	White	Hispanic	African American	American Indian	Asian	Two or More Races	ELL	GT	At-Risk	Eco
2011-2012	1200	510/42.4%	612/50.8%	48/4%	7/1.6%	12/1%	15/1.2%	14/1.2%	65/6.6%	360/30%	594/
2101-2013	1187	470/40%	629/53.5%	41/3.5%	7/1.6%	11/1%	17/1.4%	15/1.3%	78/5.4%	309/26%	594
2013-2014	1221	464/38%	659/54%	53/4%	6/5%	15/1.2%	24/1.2%	27/2.2%	71/5.8%	440/36%	659
2014-2015	1201	446/37%	650/54%	53/4.4%	7/1.6%	16/1.3%	28/2.33%	22/1.8%	62/5.1%	486/40.4%	576/
2015-2016	1229	460/37.4%	673/54.7%	46/3.7%	2/1.1%	20/1.6%	27/2.2%	32/2.6%	65/5.3%	504/41%	610/4
2016-2017	1246	449/26%	672/54%	49/4%	5/4%	30/2.4%	39/3.1%	26/2%	61/4.9%	501/40.2%	643/
2017-2018	1309	486/37.1%	696/53.1%	60/4.6%	8/6%	24/1.8%	34/2.6%	33/2.5%	77/5.9%	490/37.4%	636/
2018-2019	1328	500/37.7%	691/52%	49/3.7%	8/6%	35/2.6%	43/3.2%	40/3%	94/7%	609/45.8%	615/
2019-2020	1332	539/40.4%	685/51.4%	45/3.3%	6/4%	27/2%	30/2.2%	40/3%	103/7.7%	631/47.3%	645/
2020-2021	1323	504/38%	708/53.5%	41/3%	3/2%	24/1.8%	43/3.2%	34/2.6%	100/7.5%	591/44.6%	635
2021-2022	1279	482/38%	697/54%	37/3%	3/2%	19/1.4%	40/3.1%	34/2.6%	88/6.8%	777/60.7	582
2022-2023	1324	482/36.4	724/54.68	44/3.32%	4/3%	23/1.74%	46/3.47%	45/3.4%	101/7.63%	741/58.9%	670/!
2023-2024	1186	442/37.3	646/54.5	35/2.9	3/3	19/1.6	40/3.4	58/4.9	118/9.9	687/57.9	630
2024-2025	1260	499/39.6	645/51.19	39/3.1	4/3.2	21/1.6	51/4	50/3.97	134/10.63	690/54.76	623/

Strengths

- All teachers are encouraged to pursue their certification. Most core content (math, reading, science, social studies) teachers have attended the English Language Proficiency Strategies training, and all staff must receive a minimum of three (3) credits in ESL strategies over the course of the school year. We are fortunate to have several staff members who are native Spanish speakers and one native Vietnamese speaker.
- All teachers of Advanced Placement and/or Gifted and Talented students have or will attend Laying the Foundations or Advanced Placement Institutes, and all have completed or will complete the required 30-hour initial GT training during the summer and school year. All GT-certified teachers must receive a minimum of six (6) credits in GT training by the end of the summer.
- Students under the Special Education umbrella receive a variety of services from accommodations in a general education classroom to placement in a self-contained class. We also offer behavior modification, life skills, and study skills classes for students we believe will benefit from such instruction. Members of the Special Education team closely monitor student progress in order to accurately assess strengths and concerns and to plan instruction according to each student's needs. Prior to the school year, Special Education teachers will work with Counselors to hand schedule their tracking students and then develop their own schedules based on student needs.

Student Learning

Summary

	Math	Reading	Science	So. Std.	Writing
2012-2013	77	82	77	63	71
2013-2014	77 / 11	80 / 18	70 / 19	64 / 11	73 / 7
2014-2015	NSE	77 / 19	74 / 19	68 / 17	66 / 8

2019-2020 . C - Overall Rating (Comprehensive status based on 2018-2019 F rating in domain 3 "Closing the Gaps")

2020-**** No student achievement data is available for the 2019-2020 School year due to COVID. ****

2021-2022 C - Overall Rating, C in Student Achievement, C In School Progress, C in Closing the Gaps

2022-23 The campus did not receive a rating for the 2022-23 school year.

2023-24 The campus did not receive a rating for the 2023-24 school year.

Glenn Middle School received an Accountability Rating of C for the 2021- 2022 school year. We use the Texas Academic Performance Report (TAPR), State of Texas Assessment of Academic Readiness (STAAR) data, the TEA School Report Card, and Performance-Based Monitoring Analysis System (PBMAS) report as sources of data to identify what TEA deems important.

We use MAP data to measure the actual growth of our students in math, reading, and science. All teachers use Objectives-Based Grading to determine students' readiness and to plan for necessary intervention. Accommodations for Special Education, 504, and ELL students are in place for all testing. We use the Panorama survey process to measure the social and emotional well-being of our students as well as their self-efficacy and their perception of school climate. Classroom teachers use Panorama Student Success Platform to track attendance, behavior, and course progress for all students including Special Education, ELL, and At Risk.

Strengths

- Overall growth in Math between Fall 2021 and Fall 2022 is greater than the national median (MAP Assessment)
 - 6th grade grew at 3% greater rate than the national average
 - 7th grade grew at 1% greater rate than the national average
 - 8th grade grew at 3% greater rate than the national average
- Overall growth in Reading between Fall 2021 and Fall 2022 is greater than the national median (MAP Assessment)
 - 6th grade grew at 3% greater rate than the national average
 - 7th grade grew at 4% greater rate than the national average
 - 8th grade grew at 1% greater rate than the national average

School Processes & Programs

Summary

We at Glenn Middle School seek highly qualified, positive, and committed employees. With the help of the district's Human Resources Department, campus administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

School Year	Total	White	Hispanic	African American	American Indian	Asian	Male	Female	Avg Yrs Exp
2011-2012	76	59/78%	15/20%	2	0	0	15/20%	55/80%	9.9
2012-2013	67	55/82%	10/15%	2	0	0	15/22%	52/78%	9
2013-2014	68	57/84%	9/13%	2	0	1	17/25%	51/75%	8.6
2014-2015	75	63/84%	11/15%	2	0	1	15/20%	60/80%	8.8
2015-2016	80	59/74%	16/20%	3	0	1	23/29%	57/71%	9
2016-2017	79	60/76%	14/18%	3	1	1	21/27%	58/73%	10
2017-2018	80	58/73%	18/23%	1	1	0	21/26%	59/74%	10
2018-2019	81	57/70%	22/27%	1	0	1	21/26%	60/74%	9
2019-2020	82	58/71%	21/26%	0	0	2	21/26%	61/74%	9
2021-2022	89	50/68%	21/29%	1	0	1	17/23%	57/77%	9
2022-2023	80	59/74%	16/20%	3	0	1	21/26%	59/74%	10
2023-2024	78	55	27	0	0	0	27	51	10
2024-2025	80	54	24	0	0	0	26	54	10

The Human Resources Department has created the New Teacher Academy, an intensive professional development program for freshman teachers. The academy meets prior to the start of each new school year plus an additional three days during the course of the year. Among other topics, teachers learn the district's expectations in the areas of the curriculum and disciplinary procedures.

New teachers at Glenn receive guidance and advice from members of the Mentor Council, a group of experienced master teachers led by our Instructional Coaches. The Council meets monthly to discuss upcoming events, address concerns, and provide assurance to novice teachers. This group has been instrumental in retaining quality teachers beyond the "rookie" year. Our IC and grade level assistant principals frequently visit new teachers' classes to observe instructional strategies and classroom management. Feedback is critical to the growth and development of these new hires.

The SAISD Teaching for Learning Plan has a written curriculum that is vertically and horizontally aligned using state standards. The curriculum is updated annually with references to textbooks, assessments, and other resources. Sample lessons are included as well as STAAR-related questions. An emphasis has been placed on the use of open-ended responses and student reflection.

Teachers are trained on the proper use of the district curriculum, and grade level planning time allows teachers to plan instruction, assessment, remediation, and acceleration.

SAISD created through Community-Based Accountability System a Learner Profile and an Educator Profile.

There are numerous opportunities for parent involvement at Glenn Middle School including the Parent Teacher Organization (PTO), Site-based Decision Making Committee (SBDM), and Volunteers in Public Schools (VIPS). Parents are welcome to eat lunch with their children, and many do so on a regular basis. Parents are also invited to campus-wide activities such as Open House, our Main

Events, Little Olympics, and performing arts concerts. We recognize that middle school students are not as eager to see their parents at school as they were during their elementary years; therefore, we are especially pleased by our relatively large number of actively involved parents.

The Panorama Parent/Family Survey given in the fall and spring of each year is invaluable to the campus for us to understand the perception of parents and guardians of the effectiveness of our school.

100% of students are assigned a device from the campus. All assignments are posted to Schoology for students to access at any time of day.

Strengths

- All core content classroom teachers are members of a Professional Learning Community that meets weekly to share best practices, review data, and concentrate on student success. Teachers are given time during professional development in August and throughout the school year to plan together.
- District administrators attend job fairs and recruit at universities with high percentages of graduates in our critical needs areas such as bilingual, math, and science certifications.
- SAISD hosts a district-wide convocation each year that serves as a pep rally of sorts and starts the year on a positive note. Professional development opportunities provided by the district are based on the latest educational research and involve highly trained and sought after presenters. The campus administrative team provides training throughout the school year in both large and small group settings based on our needs. In addition, many of our teachers take advantage of professional development courses offered through the Education Service Center as well as state-wide conferences and conventions.
- The GMS MTSS Team has developed campus-wide discipline procedures based on Capturing Kids' Hearts for the improvement of student behavior. Teachers who follow the procedures have fewer interruptions during instruction which is critical for student success and the retention of quality teachers. The staff has also been trained in Best Practices for Behavior Management by the district behavioral specialist.
- The GMS Mentor Council and Instructional Coach
- A viable district curriculum in the Teaching for Learning Plan
- The district Learner Profile
- The district Educator Profile
- The disaggregation of data from MAP Assessment, Objectives-Based Grading, and Panorama Survey and Student Success Platform to drive instruction, remediation, and acceleration
- Increased use of technology in the classroom (Chromebooks, iPads, personal devices, etc.)
- The executive board of our PTA is a visible, vital partner in the education of our students and morale of our teachers. They organize and run our largest fundraiser and use the funds to provide grants to teachers and scholarships to graduating Glenn alumni. Luncheons and snack days are scheduled throughout the school year with special emphasis on Teacher Appreciation Week. They also participate in registration, 6th Grade Orientation, Open House, and the Parent Information Fair.
- We had an excellent turnout for our annual Open House during which Title 1 information was shared, and parents visited with their children's teachers.
- Parents and community members are on our campus Site-based Decision-Making Committee
- Parents and community members attended our Salute to the Troops celebration and lunch on Veteran's Day.
- The web-based tools Home Access Center and School Cafe allow parents to track their children's grades, attendance, meal account balance, etc.
- The teachers and students of GMS participate in local fundraising efforts such as an annual canned food drive, Pennies for Patients, Children's Miracle Network, and Support Our Troops
- An attentive, quick-to-respond technician
- An up-to-date campus website

- The variety of technology classes available to teachers
- STEM classes at all three grade levels

Perceptions

Summary

Results from the Panorama survey on school climate:

- Student Responses:
 - 43% of students responded favorably on School Teacher-Student Relationships
 - 35% of students responded favorably on School Climate
 - 28% of students responded favorably on School Engagement
- Parent / Family Responses
 - 82% of parents responded favorably on Barriers to Engagement
 - 53% of parents responded favorably on School Fit
 - 47% of parents responded favorably on School Climate
- Teacher Responses
 - 25% of teachers responded favorably on School Climate
 - 20% of teachers responded favorably on Coaching and Feedback
 - 67% of teachers responded favorably on Educating all Students

Strengths

- Action is taken based on survey results
- Campus-wide discipline procedures
- Capturing Kids' Hearts
- Main Events
- CMDBIT committee formation



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

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

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Performance Objective 2 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: MAP scores

STAAR scores

Coaching and Leadership Reports

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

Title I: 2.5.1, 2.5.2

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

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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

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Goal 3

ACADEMICS

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

Performance Objective 1 High Priority

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

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

Strategy 1

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

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

Evidence: Increased student success for all student groups, lesson plans, walk-throughs, observations of teachers providing targeted instruction at the appropriate level. Student growth/progress as evidenced by performance on curriculum based assessments and state assessments.

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

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

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

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

Staff Responsible for Monitoring: 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

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Strategy 3

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 4

Teachers will continue with intentional unit planning in order to design lessons that incorporate high yield instructional strategies that motivate all students to engage with academic content.

Strategy's Expected Result/Impact: Teachers will be better equipped to deliver quality instruction for all students on implementation and best practices. Teachers will have specific information for which to design follow-up instruction (acceleration/remediation), assessments and use of instructional strategies.

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 5

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 6

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 2 High Priority

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

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

Evidence: Continued growth for elementary and middle school students and growth at the high school levels observed from intentional monitoring, planning, quality staff, and improved campus culture. Closing the gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, CTE, CCMR, McKinney-Vento, Foster Care, and migrant).

Strategy 1

Monitor the fidelity of implementation of academic and behavioral interventions (MTSS) and credit recovery opportunities for at-risk students to increase graduation/completion rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom.

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Improved and intentional planning and instructional delivery for campuses, improved student performance and achievement, focused intense small group instruction for students identified for remediation and/or acceleration through MTSS, tutorials, summer school, and utilization of instructional coaches, interventionists, and paraprofessionals. Use Title 1 funding to purchase support material, extra-duty pay for tutorials before and afterschool, to serve Title 1 students needing additional support to help close the achievement gaps.

Evidence: Growth for all students at all levels observed from intentional planning, quality staff, and improved campus culture. Closing gaps, reducing dropout rates, and monitoring other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, CTE, CCMR, McKinney-Vento, Foster Care, and migrant)

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 3

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

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

Evidence: Alignment and improved student performance and achievement

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

Title I: 2.5.2, 2.5.3

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

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

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Performance Objective 3 High Priority

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

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

Evidence: Alignment and improved student performance and achievement

Strategy 1

Support the delivery of personalized professional learning through job-embedded coaching,

facilitators, integrated instruction, and professional development.

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

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

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

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

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

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Goal 4

RECRUITMENT AND RETENTION

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

Performance Objective 1

Increase Teacher Designations

Evaluation Data Source: Increased teacher designations

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

Strengthen Teacher Recruitment and Retention

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

Strategy 1

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

Strategy's Expected Result/Impact: Reduce teacher turnover areas in high-needs campuses or subject areas by 10% within two years of implementation.

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

Ensure Equity and Fairness in Evaluation

Evaluation Data Source: High Quality Instruction

Strategy 1

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

Strategy's Expected Result/Impact: High Quality Instruction

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

High Quality Instruction

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 4

Build Capacity for Effective Implementation

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

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 5 High Priority

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction

Identify and evaluate educational program needs

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

Consider student interests and future job market demands

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 5

INNOVATIVE LEARNING SPACES

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

Performance Objective 1

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

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

Strategy 1

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

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

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

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

Staff Responsible for Monitoring: District and campus Leadership Teams

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No Progress

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Strategy 2

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

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

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

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No Progress			
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State Compensatory Education

State Compensatory

Budget for Glenn Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

Personnel for Glenn Middle School

Name	Position	FTE
Jacqueline Robles	At-Risk Coordinator	1
Rosa Lara	EB Student Support Teacher	0.5



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Lisa Hernandez	Teacher	Title 1	1