

San Angelo Independent School District



Fannin Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

The mission of Fannin Elementary is to foster a love of learning, empower students to dream big and achieve their goals, and give our students the tools to build a solid foundation for a bright future.

Vision

District: In Pursuit of Excellence

Campus: Impact Lives, Inspire Greatness

District Strategic Goals:

Goal 1: Student Engagement: SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.

Goal 2: Culture & Communication: SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.

Goal 3: Innovative Learning Spaces: SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

Value Statement

Core Beliefs

We believe student achievement is our highest priority and core principle for all decisions that impact the district.

We will implement high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order for all students to 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 guardians 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 staff, 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, an average of 436 students were enrolled at Fannin in both general education (Kinder-Grade5). The information listed below is from the Texas Academic Performance Review (TAPR) and current Public Education Information Management System (PEIMS) Demographic reports, and San Angelo I.S.D budgetary projections. For the upcoming school term, 2025-2026, Fannin Elementary will increase its student and staff population. Students and staff from Alta Loma Elementary merged over to join Fannin. Alta Loma closed its doors as a part of the SAISD Sustainability Plan.

PROGRAMS:

School Year	Total Enrollment	ELL	G/T	At-Risk	Eco. Dis.	Sp. Ed
2018-2019	332	21 6.33%	0	167 50.30%	292 87.95%	34 10.24%
2019-2020	348	9%	1 0.29%	213 61.21%	308 88.51%	37 10.63%
2020-2021	331	3 0.91%	0	214 64.65%	272 82.18%	38 11.48%
2021-2022	335	10 2.99%	1 0.30%	256 76.42%	302 90.15%	41 12.24%
2022-2023	306	12 3.92%	0	209 68.30%	283 92.48%	46 15.03%
2023-2024	289	12 4.15%	3 1.04%	184 63.67%	259 89.62%	50 17.30%
2024-2025	436	37 8.49%	4 1%	249 57%	353 81%	69 16%

ETHNIC DISTRIBUTION:

School Year	Total Enrollment	African American	Hispanic	White	Native American	Asian/Pas. Islander	Multi Race
2018-2019	332	15 4.52%	240 72.29%	68 20.40%	3 0.90%	0	6 1.81%
2019-2020	348	22 6.32%	235 67.53%	82 23.56%	4 1.15%	1 0.29%	4 1.15%
2020-2021	331	13 3.93%	228 68.88%	81 24.47%	2 0.60%	1 0.30%	6 1.81%
2021-2022	335	12 3.58%	215 64.18%	94 28.06%	2 0.60%	1 0.30%	11 3.28%
2022-2023	306	21 6.86%	199 65.03%	69 22.55%	2 0.65%	1 0.33%	14 4.58%
2023-2024	289	19 6.57%	199 68.89%	57 19.72%	1 0.35%	1 0.35%	12 4.15%
2024-2025	436	18 4%	321 74%	79 18%	5 1%	0	12 3%

Strengths

Fannin Elementary serves 436 students from kindergarten through fifth grade. Our high percentage of Economically Disadvantage students qualifies Fannin as a Title 1, Part A School-wide Campus. As such, we receive supplemental funds for each student with free reduced meal status. These funds pay the salaries for three instructional aides, a STEM aide, and a part-time interventionist.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Over the past year, campus enrollment has increased, while the percentage of students identified as economically disadvantaged has maintained high margins at 81%,

Lack of consistent data driven systems to monitor the fidelity of Tier I instruction.

 = Priority

Student Learning

Summary

Fannin Elementary was labeled Improvement Required on STAAR 2025

We use TAPR reports, state mandated tests, such as State of Texas Assessment and Knowledge and Skills (STARR), MAP data, mClass, and DIEBLES to discern strengths and needs. In addition, classroom teachers use nine-week unit assessments to continually assess student progress. Campus administrators meet regularly with grade level teachers in the context of Professional Learning Communities (PLCs) and Instructional Coaches meet with grade levels to Internalize for the purpose of planning Bluebonnet Reading and Math units and lessons, reviewing student progress, and discuss areas of need. Instructional and financial adjustments are made as necessary and appropriate.

We have three Title 1 Instructional aides which are used in every grade level from kindergarten through fifth according to student need, as well as a Title 1 instructional aide that teaches STEM to all students in every grade level. In most classes, aides work in the classroom with small groups of students leading reading groups, interventions, and/or enrichment activities, and are an invaluable asset to student performance. This year we also have a full time interventionist and a part-time interventions working with students in kindergarten through fifth grade providing Leveled Literacy Instruction.

Our focus this year is on creating campus goals which correlate directly to student achievement and growth. Discussions about our goals and the ways we hold ourselves accountable, have prompted staff to brainstorm ways we can incorporate the Learner Profile not only in the classroom, but also on a campus-wide level.

Strengths

Students at our campus demonstrate strong engagement with core academic content due to the consistent implementation of the district curriculum with fidelity. The campus prioritizes high-quality Tier 1 instruction, ensuring that all students have access to rigorous, standards-aligned learning experiences. Additionally, students are actively involved in setting and monitoring their own academic goals, which promotes ownership of learning and persistence toward achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not meeting grade level expectations.	Instruction is not aligned to the depth and complexity of the TEK.
2	Sometimes, students are not engaged in the learning.	The classroom environment does not lend itself to be inviting.

 = Priority

School Processes & Programs

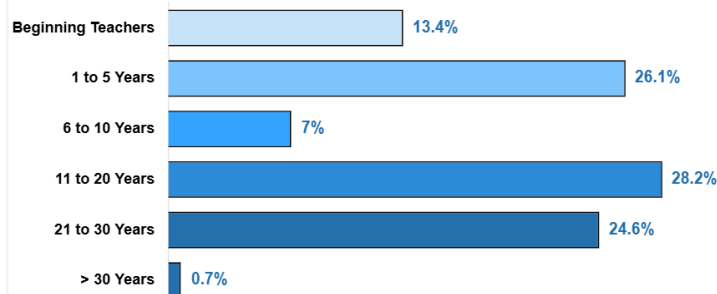
Summary

The district and our campus have worked diligently to train and develop talented and dedicated employees. The Human Resources Department, Principal, and campus leadership group conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district, school, and community. SAISD has a reputation for hiring and retaining exceptionally talented and dedicated employees. Each grade level has at least one ESL-certified teacher.

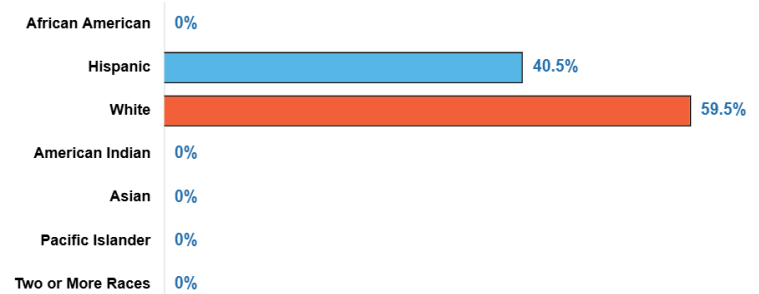
Year	Native American	Asian or Pacific Islander	African American	Hispanic	White
2018-19	0	1	0	16	16
2019-20	0	1	0	10	12
2020-21	0	0	1	13	19
2021-2022	0	0	0	15	22
2022-2023	0	0	0	13	19
2023-2024	1	0	0	12	21

2024-2025 data below:

Teachers by Years of Experience



Teachers by Race/Ethnicity



Teacher Years of Experience for Fannin								
Years of Experience	2020 - 2021		2021 - 2022		2022 - 2023		2023-2024	
	Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	Count	Percentage
Beginning Teachers	2	9%	2	8.70%	0	0.0%	0.7	2%
1 - 5 Years Experience	7	29.70%	8	34.70%	7	35%	10	28.4%
6 -10 Years Experience	3	13.10%	6	26.00%	3	15%	6.5	18.5%
11 - 20 Years Experience	7	30.60%	7	30.40%	7	35%	10	28.4%
Over 20 Years Experience	4	17.90%	0	0%	3	15%	8.0	22.7%
Total Teacher FTEs	23	100%	23	100%	20	100%	35.2	100%

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The district has a strong Curriculum and Instruction team that support High Quality Instructional Materials and other curriculum. Master teachers, instructional coaches, and various administrators within the district have written and updated the curriculum in all core content areas. This will be our 5th year using the district purchased TEKS resources System, which has proven to be a valuable tool in aligning instruction to standards. For the 25-26 school year, Fannin will expand its use of Bluebonnet HQIM in Math for grades Kinder through 2nd.

At Fannin, we offer several district-approved programs (many funded with state and/or federal funds) to our students. Our focus on continual improvement and the desire to offer as many options and opportunities as possible to be successful are our goals. Programs are evaluated annually by campus administration and staff; minor changes to programs can be made at any time throughout the school year in order to best meet the needs of our students.

This is the 5th year of implementing the PLC cycle in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Fannin Elementary strongly believes in home/school collaboration. Without it, we can hope to achieve only a fraction of our potential. Therefore, we strive to plan monthly parent involvement activities, encourage parents to participate in Volunteers In Public Schools (VIPS), and invite parents to serve on our Site-Based Decision Making team.

Fannin was adopted by San Angelo First, and church members assist both our students and staff through various efforts. Fannin has several ties to the community from which our students directly benefit. Our students and staff raise money for various non-profit organizations and United Way. This year our students will participate in a Helping Hands project as determined by our Student Council members.

Strengths

Planning - Staff members are encouraged to collaborate and plan together. Teachers in each grade level have common conference periods, so they can meet to plan their instruction. All teachers and staff at the campus participate in PLC meetings with the campus principal and assistant principal. With the new structuring of Instructional Coaches, teachers meet with IC's when they are schedule to visit Fannin. Teachers and staff analyze data, share best practices, and concentrate on student learning.

Teacher teaming - Teachers meet daily with other teachers in the same grade level or subject area to plan and discuss issues and ways to foster student learning, as well as meet with the IC's throughout the year to discuss a variety of topics. Topics include lesson internalization, district programs, curriculum, best practices, and classroom management.

Our new teachers not only participate in teacher teaming activities, new teacher PL with the district, but they also meet with their mentor teacher.

Campus- Campus staff are encouraged to sign up for a variety of committees to contribute to the improvement of campus culture. Through the MTSS-B committee, we were able to develop a Tier 1 classroom and campus management system. The system included expectations in various setting around campus that were developed by the committee. Our campus leadership team, including the principal, assistant principal, counselor, and our Site Based Committee meet three times throughout the year to create a positive school culture, and ensure everyone is working toward a common goal which is to inspire students.

- Counseling Program - our campus counselor meet with students in each grade level to discuss life skills, drug/gang awareness, test-taking strategies, and other age appropriate subjects.
- Reading Interventionist - a specifically certified teacher of dyslexia students provides reading instruction for our students who have been identified as dyslexic.
- Field Trips- educational extensions of classroom learning such as Starbase, and more; ASU Science Days, visit Fort Concho, etc
- After school tutoring using certified teachers
- Parent Involvement Activities - occur monthly and include Open House, Annual Title 1 Meeting, music programs, Grand Event, Fall Festival, Color Run, and more
- Do the Math Instruction - groups as small as 5 students, 4-5 days a week are pulled for math instruction to work towards closing learning gaps in math.
- School Service Worker - funded through State Compensatory Education, our SSW performs many necessary functions for Fannin including the monitoring of student attendance, retrieving items families are in need of,

- connecting our families with community services, and making home visits.
- Special Education Resource Classes and Inclusion - 2 certified teachers and 2 instructional aides work hard to meet the needs of our special education students. Some students are served in pull-out resource classes while others are served in their general education classroom. Our special education staff is responsible for developing and distributing classroom accommodations and monitoring the progress of special education students.
 - Title 1 Instructional Aides - our aides are assigned to grade levels or particular teachers within grade levels. They assist with whole and small group instruction.
 - Tier 1 and Tier 2 instruction occurs in the classroom, and Tier 3 reading students are pulled to work on UFLI and Tier 3 math students are pulled for DO the Math instruction.
 - eSchoolPlus Home Access Center - allows parents web-based access to their children's grades.
 - Collaboration, partnering, and communication with parents through phone calls, SchoolStatus, conferences, and emails are documented in Panorama.
 - San Angelo First - adoption "benefits" include teacher treats, luncheons, and supportive partners
 - Angelo States University - student teachers, RAM Residents, field observations, and mentors
 - United Way - participation in annual fundraising campaign
 - San Angelo Schools Foundation - participation in annual fundraising campaign
 - Concho Valley Food Bank - weekend snack packs for students
 - CKH - Capturing Kids Hearts: campus-wide approach to building meaningful, productive relationships with students, families, and colleagues.
 - SchoolStatus - two-way communication tool. Parents/teachers can communicate with one another. Parents receive information regarding classroom and campus-wide events.
 - One to one technology in Kinder through 5th grade classrooms

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Communicating and ensuring understanding of the campus mission and vision to all stakeholders.	Lack of communicating the campus mission and vision statement to the community.
2	Tier 1 instruction is not aligned to learning targets.	We need to consistently plan "with the end in mind". Teachers are not starting with solving the assessment to know where instruction needs to go but also what steps students will have to take.

 = Priority

Perceptions

Summary

Fannin Elementary strives to incorporate opportunities for growth and improvement for all students. ELAR has 120 minutes and Math has 90 minutes a day for Tier I instruction. A multi-tiered targeted systems approach for intervention is in place for all grade levels. During this time, teachers and aides will provide support for Tier II and III students and administer plans created by classroom teachers. Each grade level has a professional learning team that helps to horizontally align instruction and improve communication. In addition to PLC's, there is a campus site-based committee. The campus has school-wide procedures and discipline to ensure the school maintains safety as its top priority. Panorama surveys are sent to all families, staff, and students. These surveys give our school community an opportunity to give feedback.

Strengths

Campus-wide discipline and transition procedures have been implemented, with the MTSS-B team, composed of grade-level leads, meeting monthly to review and strengthen Tier 1 systems. A focus on strong Tier 1 practices is aimed at reducing behavior issues. Fannin's core values emphasize being safe, respectful, and responsible.

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

- Faculty Meetings
- Weekly PLC's
- Vertical Teaming
- MTSS-B Team Meetings (once a month)
- MTSS meets quarterly

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

- YMCA (on-site every day 3:00-6:00)
- House of Faith (on-site every Wednesday)
- Food to Kids (every Friday)
- Family Engagement Opportunities
- Close partnerships with San Angelo First

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Students' home lives, including the lack of importance placed in education and coming to school, is a problem at Fannin Elementary. the lack of understanding of the importance of a strong education decreases motivation among the students and parents, which cause frustrations in the classroom.

Failure to empower families and teach them how to become advocates for their children.

 = 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

Considerable Progress

November

February

May

May

Performance Objective 2 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: MAP scores
STAAR scores
Coaching and Leadership Reports

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

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Moderate Progress

November

February

May

May

ACADEMICS

Goal 2

GOAL 2: San Angelo ISD will engage the Head Start program with the goal of enrolling students, providing professional learning for Head Start, offering a high-quality education for Head Start students, and safe learning environments for the Head Start Program, by August 2025;

Performance Objective 1

SAISD's efforts to partner with the Head Start program allowed for innovative learning opportunities to SAISD's children as part of the district's overall system to ensure that every child that will enter SAISD has access to a high-quality education. Professional learning opportunities were provide for Head Start staff alongside SAISD staff that combined research-based curriculum, progress monitoring and sustainable programming to build effective preschool classrooms.

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

Professional Learning opportunities were provided for Head Start staff alongside SAISD staff that combined research-based curriculum, etc. during Learning Palooza in July of 2025.

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

Staff Responsible for Monitoring: SAISD

Formative Reviews

Moderate Progress

November

February

May

May

Goal 3 Goal 2

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

No Progress

November

February

May

May

Strategy 2

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

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

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

Staff Responsible for Monitoring: District Elementary and Secondary Curriculum Directors and Instructional Coaches, Campus Leadership, and District Leadership.

Formative Reviews

No Progress

November

February

May

May

Strategy 3

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

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

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

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

Formative Reviews

No Progress

November

February

May

May

Strategy 4

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 5

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 6

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

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

Formative Reviews

No Progress

November

February

May

May

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

Funding Sources: Title I, Part A,

Formative Reviews

No Progress
November

February

May

May

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

Formative Reviews

No Progress
November

February

May

May

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.

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

Formative Reviews

No Progress

November

February

May

May

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 and Campus Leadership

Formative Reviews

No Progress
November

February

May

May

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 and Campus Leadership

Formative Reviews

No Progress
November

February

May

May

Performance Objective 2

Strengthen Teacher Recruitment and Retention

Evaluation Data Source: PEIMS staff rosters
HR Staffing rosters
Support

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

Formative Reviews

No Progress
November

February

May

May

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.

Formative Reviews

No Progress
November

February

May

May

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

Formative Reviews

No Progress

November

February

May

May

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

Formative Reviews

No Progress

November

February

May

May

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

Formative Reviews

No Progress

November

February

May

May

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

Formative Reviews

No Progress

November

February

May

May

Performance Objective 5

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.

Formative Reviews

No Progress
November

February

May

May

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

Formative Reviews

No Progress
November

February

May

May

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

Formative Reviews

No Progress
November

February

May

May

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

Formative Reviews

No Progress
November

February

May

May

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 High Priority

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: Principal and Assistant Principal and District Leadership Team

Formative Reviews

No Progress

November

February

May

May

Strategy 2

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

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

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

Formative Reviews

No Progress			
November	February	May	May



State Compensatory Education

State Compensatory

Budget for Fannin Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Fannin Elementary

Name	Position	FTE
Norma Aguilar	Interventionist	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amelia Soto	Instructional Aide	Title 1	1
Melissa Flores	Instructional Aide-STEM	Title 1	1
Navida Swanger	Instructional Aide	Title 1	1
Rachel Hernandez	Instructional Aide	Title 1	1



Funding Summary

Funding Summary

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2		--	\$0.00
				Sub-Total	\$0.00