

# San Angelo Independent School District



## Fort Concho Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

## 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.**

## Vision

**In Pursuit of Excellence**

### 2025-2026 Goals

The District's strategic goals are:

**1. Student Engagement**

SAISD will develop district and campus support structures that positively impact student engagement and outcomes for all students.

**2. Culture and Communication**

SAISD will cultivate trusting partnerships to support the hopes and dreams of our students and staff.

**3. Innovative Learning Spaces**

SAISD will provide efficient, safe, and innovative learning spaces that promote student achievement.

## Value Statement

### CORE BELIEFS AND COMMITMENTS

**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

Fort Concho Elementary is both a neighborhood school and a Gifted and Talented magnet school located on the grounds of the beautiful, historic Fort Concho Museum. We serve approximately 450 students in grades K-5. The ethnic breakdown of the student population is as follows: 0.00% American Indian, 0.157% Asian, 1.12% Black, 2.24% Two-or-More Races, 46.98% White, and 48.10% Hispanic.

During the 2024–2025 school year, Fort Concho had:

- 147 students (32.89%) enrolled in the Gifted and Talented Program
- 6 students (1.34%) identified as Dyslexic
- 125 students (27.96%) identified as At-Risk
- 173 students (43.70%) identified as Economically Disadvantaged
- 37 students (8.28%) receiving Special Education services

The campus is staffed with 23 classroom teachers, 1 special education teacher, 1 music teacher, 1 physical education coach, 1 interventionist, 1 counselor, 1 library aide, 2 full-time instructional aides, 1 full-time special education aide, 1 full-time STEM teacher, and 1 part-time GT facilitator. All teachers at Fort Concho Elementary hold their ESL endorsement, and three teachers are also bilingual certified.

Fort Concho benefits from tremendous parent support, with families actively involved in school activities, student learning, and campus initiatives. This strong home-school partnership enhances the academic and social-emotional growth of students and supports the overall success of the campus.

## Strengths

- Diverse student population that reflects the San Angelo community.
- High percentage of students identified as Gifted and Talented (32.85%), indicating strong academic potential and enrichment opportunities.
- All teachers are ESL endorsed, ensuring instructional support for English Learners.
- Tremendous parent support that enhances student learning, campus events, and overall school culture.
- Staff experience is balanced between veteran teachers and new educators, allowing for mentoring and collaboration.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



A significant percentage of students are identified as Economically Disadvantaged (38.70%) and At-Risk (27.96%). These factors, combined with mobility and attendance challenges, create barriers to consistent academic achievement and contribute to the achievement gap in reading and math.

Limited access to academic resources and enrichment opportunities outside of school. Mobility and attendance issues impacting continuity of instruction. Inconsistent differentiation and small-group instruction to meet diverse student needs. Gaps in intervention systems to support At-Risk and Special Education students. High percentage of Econ-Dis students requiring additional well-being supports.

 = Priority

# Student Learning

## Summary

Fort Concho Elementary earned an A overall rating on the 2025 STAAR and received Distinctions in all six areas, demonstrating high student performance.

The campus uses OnDataSuite reports, MAP scores, MClass, district assessments, and classroom formative/summative data to monitor student progress academically, socially, and behaviorally. Administrators meet regularly with grade-level teams to review data and adjust instruction and resources as needed.

Instructional aides support targeted small-group instruction across all grade levels. As a Title I campus, funds support STEM facilitators, an Instructional Coach, a certified instructional aide, and parent involvement activities, enhancing both learning and family engagement.

Teachers implement research-based best practices daily, and administrative walk-throughs provide ongoing feedback. The campus is currently emphasizing targeted reading and targeted math instruction to close the achievement gap and ensure measurable student growth.

## Strengths

- Achieved an A overall rating on STAAR with Distinctions in all six areas.
- Strong use of multiple data sources (OnDataSuite, MAP, MClass, district and classroom assessments) to monitor student progress.
- Consistent use of research-based instructional practices by teachers.
- Effective support from instructional aides, enhancing small-group targeted instruction.
- Title I resources support enrichment, coaching, and parent involvement initiatives.
- Active administrative feedback through walk-throughs strengthens instructional practices.
- Focused initiatives in targeted reading and targeted math instruction to close the achievement gap.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



Despite Fort Concho Elementary achieving high overall performance, including an A rating on STAAR with Distinctions in all six areas, some students--particularly At-Risk, Economically Disadvantaged, and Special Education students--are not consistently demonstrating expected growth in reading and math. This indicates a need for targeted instructional strategies, progress monitoring, and interventions

Inconsistent implementation of differentiated and research-based instructional strategies to meet diverse learner needs. Limited or unevenly applied Tier 2 and Tier 3 interventions for students needing additional support. Gaps in using formative and summative data to adjust instruction in real time. Variability in engagement strategies leading to inconsistent student participation and learning.

 = Priority

# School Processes & Programs

## Summary

Fort Concho Elementary is staffed with experienced and dedicated teachers, with low turnover and strong mentoring for new staff. The campus provides enrichment and tutoring opportunities and collaborates with Angelo State University to host student teachers and practicum students.

Instruction follows a district-adopted curriculum and emphasizes quality instruction, student engagement, and depth of knowledge based on the TEKS. Data from MClass, MAP, IXL, STAAR, Benchmark testing, Accelerated Reader, and district assessments guide instructional decisions. Kindergarten through third-grade teachers participate in TEA Reading Academies to strengthen early literacy.

The campus promotes home-school collaboration through monthly parent activities, the Community-Based Accountability (CBA) team, bilingual communication, and an active PTO.

All students receive Tier 1 instruction in ELAR and Math for a minimum of 90 minutes per day, with additional targeted instruction for those needing more support. Professional development is designed around teacher needs to ensure consistency in best practices. Student engagement is high, and behavior management systems contribute to low disciplinary incidents.

Fort Concho maintains 1:1 student-to-device access, with daily use of iPads, Chromebooks, and other technology, and teachers integrate platforms such as Google Classroom and Schoology to enhance learning.

## Strengths

- **Experienced and Dedicated Staff:** Low turnover, with most staff having five or more years of experience. New teachers receive ongoing mentoring and district support.
- **Enrichment and Tutoring:** Campus provides opportunities for all students, including support from instructional aides and STEM facilitators.
- **Strong University Collaboration:** Partnership with Angelo State University allows student teachers and practicum students to assist in classrooms.
- **Curriculum and Instruction:** District-adopted curriculum with scope and sequence is followed to ensure instruction at the appropriate depth.
- **Data-Driven Instruction:** Teachers use multiple data sources, including MClass, MAP, IXL, STAAR, Benchmark testing, Accelerated Reader, and district assessments to inform instruction.
- **Focused Professional Development:** PD is tailored to teacher needs, including TEA Reading Academies for K–3 teachers, ensuring high-quality literacy instruction.
- **Home-School Collaboration:** Active parent involvement through monthly activities, bilingual communications, the Community-Based Accountability (CBA) team, and an active PTO.
- **Technology Integration:** 1:1 student-to-device access in all grades, with teachers proficient in using Google Classroom, Schoology, and other digital tools.
- **Instructional Support:** Use of instructional aides, targeted small-group instruction, and guided reading/math interventions to address diverse student needs.
- **Student Engagement and Discipline:** High student engagement with clear systems in place, resulting in low disciplinary incidents.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1  
★

Although we have strong instructional processes, experienced staff, and extensive support programs, some students--particularly At-Risk, Econ-Dis, and Special Education students--do not consistently receive differentiated instruction or access to targeted interventions. This gap limits the effectiveness of instructional programs and prevents all students from achieving full academic potential.

Variability implementing differentiated instruction and research-based strategies. Limited or inconsistent application of Tier 2 and Tier 3 interventions. Need for ongoing coaching to ensure staff consistently apply best practices. Instructional decisions are not always fully guided by formative and summative data in real time. Some families may not fully access available programs and resources.

★ = Priority

# Perceptions

## Summary

The school culture and climate at Fort Concho Elementary are exemplary and serve as a point of pride for our campus. Staff, students, and families describe the campus as a close-knit, family-like community where collaboration and mutual support are central to student success.

The 2024–2025 Panorama Parent Survey reflects this positive culture, with ratings between 91% and 94% across all areas related to school climate and culture. Our staff demonstrates a genuine love and care for children, forming strong relationships with students, families, and the broader community. This commitment to positive relationships supports both academic and social-emotional growth and reinforces Fort Concho's reputation as a supportive and welcoming learning environment.

## Strengths

- **Strong School Culture:** Staff, students, and families describe the campus as a family-like, supportive community.
- **High Parent Satisfaction:** The 2024–2025 Panorama Parent Survey rated school culture and climate between 91%–94%.
- **Dedicated Staff:** Teachers and staff demonstrate genuine care and build strong, positive relationships with students and families.
- **Community Engagement:** Strong collaboration between families, staff, and the broader community supports student growth and success.
- **Positive Student-Teacher Relationships:** Students feel supported and valued, contributing to a safe and welcoming learning environment.
- **High Morale and Pride:** Staff take pride in the school's achievements, climate, and student outcomes, fostering a motivated and committed workforce.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause


1



Although we have a strong school culture and climate, there are opportunities to further increase family engagement, communication, and inclusivity, particularly for families who are non-English speaking or less familiar with school processes. Strengthening these areas will help ensure that all families feel fully connected to the school community and can actively support student success.

Not all families are aware of available programs, resources, or opportunities for involvement. Variability in outreach strategies results in inconsistent family engagement. Staff may need additional strategies or resources to effectively engage all families. Differences in cultural expectations about school-family partnerships may limit some families' participation.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

A significant percentage of students are identified as Economically Disadvantaged (38.70%) and At-Risk (27.96%). These factors, combined with mobility and attendance challenges, create barriers to consistent academic achievement and contribute to the achievement gap in reading and math.

Limited access to academic resources and enrichment opportunities outside of school. Mobility and attendance issues impacting continuity of instruction. Inconsistent differentiation and small-group instruction to meet diverse student needs. Gaps in intervention systems to support At-Risk and Special Education students. High percentage of Econ-Dis students requiring additional well-being supports.

2  
★

Despite Fort Concho Elementary achieving high overall performance, including an A rating on STAAR with Distinctions in all six areas, some students--particularly At-Risk, Economically Disadvantaged, and Special Education students--are not consistently demonstrating expected growth in reading and math. This indicates a need for targeted instructional strategies, progress monitoring, and interventions

Inconsistent implementation of differentiated and research-based instructional strategies to meet diverse learner needs. Limited or unevenly applied Tier 2 and Tier 3 interventions for students needing additional support. Gaps in using formative and summative data to adjust instruction in real time. Variability in engagement strategies leading to inconsistent student participation and learning.

3  
★

Although we have strong instructional processes, experienced staff, and extensive support programs, some students--particularly At-Risk, Econ-Dis, and Special Education students--do not consistently receive differentiated instruction or access to targeted interventions. This gap limits the effectiveness of instructional programs and prevents all students from achieving full academic potential.

Variability implementing differentiated instruction and research-based strategies. Limited or inconsistent application of Tier 2 and Tier 3 interventions. Need for ongoing coaching to ensure staff consistently apply best practices. Instructional decisions are not always fully guided by formative and summative data in real time. Some families may not fully access available programs and resources.

4  
★

Although we have a strong school culture and climate, there are opportunities to further increase family engagement, communication, and inclusivity, particularly for families who are non-English speaking or less familiar with school processes. Strengthening these areas will help ensure that all families feel fully connected to the school community and can actively support student success.

Not all families aware of available programs, resources, or opportunities for involvement. Variability in outreach strategies result in inconsistent family engagement. Staff may need additional strategies or resources to effectively engage all families. Differences in cultural expectations about school-family partnerships may limit some families' participation.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



# Goals

## ACADEMICS

# Goal 1

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

### Performance Objective 1 High Priority

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

#### Strategy 1

Follow district-adopted curriculum and district pacing guides to create engaging and high mastery lessons.

**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, Principal, Assistant Principal

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

#### Formative Reviews

Some 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 and Campus Leadership: Principal, Assistant Principal, Counselor, Interventionist

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

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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 staff, offering a high-quality education for Head Start students, and safe learning environments for the Head Start program, by August 2025.

### Performance Objective 1

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

**Evaluation Data Source:** Attendance sign-in sheets  
Collaboration

#### Strategy 1

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

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

**Staff Responsible for Monitoring:** SAISD

#### Formative Reviews

No Progress

November

February

May

May

#### Strategy 2

Collaborating with district staff to provide professional learning opportunities for Head Start teachers and support staff.

**Strategy's Expected Result/Impact:** Increased enrollment of eligible early learners in the Head Start program.

Strengthened instructional alignment between Head Start and Fort Concho's K-5 classrooms.

Improved kindergarten readiness for Head Start students transitioning into Fort Concho.

Ongoing collaboration between Fort Concho staff and Head Start educators to ensure consistency in teaching practices.

Safe, supportive, and engaging learning environments for Head Start children and families.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers

**Formative Reviews**

No Progress  
**November**

**February**

**May**

**May**

# Goal 3

## ACADEMICS

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

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

#### Formative Reviews

Moderate 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

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

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Considerable 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

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Considerable 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

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, 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

## 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

 Accomplished

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

Considerable 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

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

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Considerable 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

### Formative Reviews

Considerable 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

Considerable Progress

November

February

May

May

## Performance Objective 3

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

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

**TEA Priorities:** 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 5: Effective Instruction

## Formative Reviews

Considerable 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

**TEA Priorities:** Recruit, support, retain teachers and principals

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

#### Formative Reviews

Some 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

**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 5: Effective Instruction

## Formative Reviews

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

 Accomplished

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

## 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

Some 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

Moderate 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.

**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

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

Some Progress

November

February

May

May

## Performance Objective 6

Strengthen Stakeholder Communication and Transparency

**Evaluation Data Source:** Recruit, support, retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

## 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

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** 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 5: Effective Instruction

### Formative Reviews

 Accomplished

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**

Considerable Progress

November

February

May

May



# State Compensatory Education

# State Compensatory

## Budget for Fort Concho Elementary

**Total SCE Funds:** \$3,000.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

Fort Concho Elementary strategically allocates State Compensatory Education (SCE) resources to ensure students identified as At-Risk, Economically Disadvantaged, or failing receive targeted academic, behavioral, and social-emotional supports. These supplemental funds are intentionally used to go beyond the scope of the regular instructional program, aligning with both state requirements and campus improvement goals. SCE funds help sustain positions such as the campus interventionist and campus instructional aides that have been strategically placed across grade levels to maximize student support and accelerate growth for at-risk learners. Teachers receive specialized training funded by SCE to strengthen capacity in areas such as differentiation, guided reading, math interventions, and classroom management. Supplemental instructional resources, technology licenses, and curriculum extensions are funded to enhance engagement and provide alternative pathways for mastery. These supports reduce barriers to learning and foster a safe, supportive environment for students most at risk of disengagement or failure.

## Personnel for Fort Concho Elementary

Name	Position	FTE
Katye Butts	Interventionist	1
Krystal Henke	Instructional Aide	1



# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Allison Knight	Instructional Aide	Title 1	1