

San Angelo Independent School District



Lake View High School

2025-2026 Campus Improvement Plan

Mission Statement

Lake View High School works together to foster a community of pride to grow individuals of character for lifelong success.

Vision

In Pursuit of Excellence

District Strategic Goals:

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

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

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

Value Statement

Core Beliefs

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

We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.

We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.

We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.

We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.

We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic

and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.

We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.

We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe all students learn best in a safe, supportive, and secure environment.

We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

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Comprehensive Needs Assessment

Demographics

Summary

Lake View High School serves approximately 1,000 students from diverse backgrounds, including White, Hispanic, and African American students. The campus also supports a wide range of student needs through programs for Economically Disadvantaged, Gifted and Talented, At-Risk, Special Education, and Emergent Bilingual Learners.

School Year	Total Enrollment	English as a Second Language	Gifted and Talented	At Risk	Economically Disadvantaged
2024–2025	1072	72	10	792	672
2022–2023	1085	92	12	769	700
2021–2022	1074	74	13	690	751
2020–2021	1074	63	13	687	552
2019–2020	1002	66	12	508	682
2018–2019	976	58	11	496	654

Ethnicity for school programs listed below for 2024-2025 school year

Program	Native American	Asian/Pacific	African American	Hispanic	White
Special Education	1	0	4	102	25
Gifted and Talented	0	1	1	6	2
At-Risk	1	2	28	610	151
ESL/Bilingual	0	0	1	98	5
Economically Disadvantaged	1	3	22	540	106

Strengths

Lake View High School is home to a diverse population of learners. With this in mind, the campus offers a variety of programs designed to meet the unique needs of individual student groups. Lake View continues to strengthen its Pre-AP, Honors, and Dual Credit offerings, which serve Gifted and Talented students as well as other high-achieving learners—many of whom consistently perform well on STAAR assessments.

Approximately 12% of students receive Special Education services. Through extensive training in co-teaching strategies and differentiated support, staff are equipped to address the individual needs of these students across a range of classroom settings.

This year, Lake View has seen a significant increase in Emergent Bilingual Learners (EB). The campus provides targeted support through regular monitoring, tutorials, and in-class assistance. Hand scheduling has allowed EB students to be placed with teachers who hold ESL certifications or have completed ELPS training. Lake View benefits from a strong team of ESL-certified educators and a large number of teachers trained in ELPS strategies.

To support credit recovery, Edgenuity is available throughout the year, allowing students to regain credits on a nine-week basis rather than waiting for the full academic year. This approach enables focused review of specific content areas where students struggled, with assignments aligned to the grading period in which they did not meet passing standards.

Student Learning

Summary

Lake View High School is committed to continuous and focused data analysis as a foundation for improving student achievement. Through weekly Professional Learning Community (PLC) meetings, educators collaborate to examine student performance data and develop targeted instructional strategies. These efforts are supported by campus leadership and instructional coaches.

We utilize a variety of data sources—including Eduphoria Aware, STAAR results, Interim Assessments, MAP data, Exploros, and the Performance-Based Monitoring Analysis System (PBMAS)—to identify student needs and strengths at the beginning of the school year. Throughout the year, curriculum-based assessments, common campus assessments, and teacher-generated data guide instructional decisions and interventions.

Our counselors and At-Risk Coordinator provide ongoing support for homeless, migrant, EB student, and at-risk students. This includes access to tutoring, intervention programs, and Saturday School to ensure academic success and readiness for state assessments.

To further support credit recovery and student engagement, we offer online courses that allow students to regain lost credits while remaining enrolled in elective classes that keep them connected to school.

Strengths

Student Learning Strengths

- **District-Aligned Curriculum:** A consistent curriculum across campuses minimizes academic gaps when students transfer schools.
- **Strategic Curriculum Implementation:**
 - *Springboard* is used in RLA courses to promote college readiness.
 - *Lowman* curriculum enhances instruction in U.S. History.
 - *Bluebonnet* curriculum supports rigorous learning in Algebra.
- **STAAR-Aligned Instruction:** Core content is aligned with STAAR standards to ensure targeted preparation and mastery.
- **Advanced Academic Opportunities:** Pre-AP, AP, and Dual Credit courses challenge students with rigorous content and promote deep conceptual understanding.
- **Academy Enrichment:** Academy students participate in enrichment sessions focused on study skills, SAT preparation, and educational field trips.
- **Credit Recovery Support:**
 - Saturday School enables students to recover lost credits due to attendance or academic failure within each grading period.
 - Edgenuity provides TEKS-aligned online credit recovery options.
- **Individualized Learning Tools:**
 - Personalized IXL learning plans are accessible at home and during intervention periods.
 - Intervention courses during the school day utilize IXL modules to support student growth.
- **Comprehensive Tutorial Access:** Tutorials are available before school, during lunch, and after school in all core subjects, with teachers maintaining a weekly schedule.
- **Student-Centered Instruction:** Teachers tailor instruction to meet individual student needs through paced curriculum and differentiated support.
- **Qualified Academic Support:** Tutors are carefully selected for their ability to build strong relationships with students and support academic success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Majority of students have not performed at or above grade-level across multiple subjects.	Years of academic gaps exists.
2	The campus currently reflects a culture of academic complacency, highlighting the need to foster a stronger emphasis on student achievement. To address this, we must strategically utilize common areas to promote academic excellence, student abilities, and celebrate student success.	A lack of intentional academic messaging and celebration in campus common areas has contributed to a culture of academic complacency.

 = Priority

School Processes & Programs

Summary

Recruitment and Retention of High-Quality Staff

- The Human Resources Department and campus administrators conduct rigorous screening and interview processes to ensure all new hires meet the high standards of the district and community.
- Lake View High School participates in the **Teacher Incentive Allotment (TIA)** to attract and retain high-quality educators in key tested subjects: English I, English II, Algebra I, Biology, and U.S. History.
- The district offers financial incentives, including stipends for ESL certification and for math and science teachers, to support professional growth and retention.

Professional Development and Instructional Excellence

- Department heads are empowered to lead monthly meetings and provide training on innovative instructional strategies.
- The District hosts a Learning Palooza each summer.
- Staff receive ongoing professional development in diverse instructional methods to meet the needs of all learners.
- Teachers are encouraged to attend district, regional, and campus-level trainings to support continuous professional growth.
- First-year teachers participate in 3–4 district-led training sessions annually, covering expectations, curriculum, and discipline procedures.
- All Pre-AP and AP teachers receive specialized training in their core content areas, with summer sessions scheduled prior to the school year.
- Teachers across all departments—including Special Education, General Education, and Department Heads—engage in collaborative planning and receive ongoing training to improve instructional practices.
- All new teachers attend **Capturing Kids' Hearts** training before the school year begins, and all staff participate in **PLC** and **Kagan** trainings.

Curriculum and Instructional Resources

- Lake View High School utilizes HQIM such as: Lowman, Blue Bonnet, and Springboard, aligned to TEKS standards, with ongoing internalization and coaching
- Instructional Coaches are placed in every PLC as experts for each resource and curriculum

Family and Community Engagement

- Parents are actively involved through programs such as Site-Based Decision Making, Volunteers in Public Schools (VIPS), and other engagement opportunities.
- Communication tools include the LVHS website, Twitter, Facebook, Remind, and an interactive calendar to keep families informed.
- PowerSchool SIS and the campus call-out system are used to notify families of events and updates.
- Parents of students receiving Special Education or 504 services are encouraged to participate in annual meetings to support student planning.

Technology Integration and Student Support

- Lake View High School is a **1:1 campus**, providing each student with a Chromebook to support digital learning.
- Teachers utilize a variety of digital tools including Google Classroom, Schoology, video clips, and educational websites to support instruction.
- Students have access to **Credit Recovery** programs online to regain credits and stay on track for graduation.

Strengths

Collaborative Planning and Instructional Support

- All teachers are encouraged to collaborate through weekly Professional Learning Community (PLC) meetings during shared planning periods. These meetings focus on the four essential questions of learning and include support from an Instructional Coach and an Administrator.
 - Department heads receive training on best instructional practices to share with their teams during monthly department meetings.
 - General education and special education teachers have been trained in co-teaching strategies to better support diverse learners.
 - Teachers actively implement Marzano and Kagan strategies to enhance lesson design and increase classroom rigor.
 - Instructional practices are informed by Dr. John Hattie's research on student growth and achievement.
-

Assessment and Academic Tools

- Core subject areas (Math, Science, Social Studies, and English Language Arts) utilize aligned common assessments.
 - Curriculum-based assessments are used in tested subjects to monitor student progress.
 - Teachers integrate IXL modules to support STAAR test preparation.
 - Graphing calculators and digital tools are used for coding, statistical analysis, and computational tasks.
-

Technology Integration

- All students have access to 1:1 Chromebooks, enabling technology-rich instruction.
 - District-provided technology training equips teachers with skills to use innovative software and apps to support diverse learning styles.
-

Family and Community Engagement

- PowerSchool SIS allows parents to monitor student grades and progress.
 - PowerSchool SIS provides a convenient way for families to manage student meal accounts online.
 - Events such as Future Ready Night and Open House offer opportunities for families to engage with teachers and explore academic programs.
 - August enrollment includes campus tours, schedule distribution, and ID badge issuance to help students acclimate.
 - Home visits are conducted to support families experiencing attendance or behavioral challenges.
 - Staff maintain consistent communication with families through calls, emails, conferences, and meetings.
 - Community groups may use campus facilities like the auditorium and small gym when available.
-

Student Transition and Support

- Freshman tours are hosted every January.
- CTE Ambassadors are sent to the Middle School to promote programs.
- Freshman Orientation is provided to help incoming 9th graders transition smoothly into high school.

Perceptions

Summary

School Culture and Climate

Lake View High School is committed to fostering a **community of pride** that nurtures individuals of character prepared for lifelong success. In particular, LVHS has a vision to provide a relevant and inspiring education that provides future-ready graduates. This foundation is built on a positive school culture and climate, supported by the principles of **Capturing Kids' Hearts**. All students and staff follow a **social contract** that promotes mutual respect, responsibility, and relationship-building. In particular, we focus on a safe, responsible, and respectful school.

Student Voice and Feedback

- Students are empowered to share their perspectives through **forums**, **student panels**, and **online surveys**.
- A **monthly student panel** is hosted with the Superintendent to discuss current school and community issues, ensuring student voices are heard at the district level.
- The **Student Ambassador Program** and **TAFE (Texas Association of Future Educators)** play active roles in organizing campus events and building community partnerships.

Staff Wellness and Engagement

- A dedicated **teacher committee** supports staff well-being by organizing events such as dress-up days, luncheons, and spirit days to foster camaraderie and morale.
- Teachers and parents are included in campus-wide surveys to provide feedback on climate, professional learning, and other key areas.

Family and Community Involvement

Lake View High School values strong partnerships with families and the broader community. Through inclusive practices and open communication, stakeholders are actively engaged in shaping the school environment.

Strengths

Campus Perception Strengths

- **Modern Facilities:** The updated and well-maintained campus environment contributes positively to student and staff morale. Due to the 2025 Bond passing, our CTE, Mariachi, and JROTC wing is being further updated.
- **Dedicated Educators:** Teachers consistently prioritize student success by employing diverse instructional strategies, sharing insights from professional development, and embracing new district initiatives.
- **Inclusive Practices:** A strong commitment to inclusion ensures that most students are actively engaged and supported in the learning environment.
- **Academic Support Culture:** The implementation of ICs, IXL, and teacher tutoring reinforces the value of education and provides meaningful academic support for students.
- **Professional Culture:** Staff receive professional LVHS apparel at the start of the academic year, fostering a sense of unity and pride. Students are invited to purchase campus apparel throughout the year.
- **Ongoing Staff Appreciation:** Teachers are celebrated throughout the year with thoughtful gestures such as floral arrangements from design students, meals from culinary classes, and staff luncheons.
- **Expanded Student Opportunities:** A growing number of extracurricular activities offer students diverse avenues for involvement and personal growth.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Year after year, teachers and students must get acclimated to new staff. This causes setbacks in building culture on campus and quickly changes the dynamic of each department and school.

High turnover rate among staff

 = 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

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Performance Objective 2 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: MAP scores

STAAR scores

Coaching and Leadership Reports

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

Title I: 2.5.1, 2.5.2

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

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

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ACADEMICS

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

Professional Learning opportunities were provided for Head Start staff alongside SAISD staff that combined research-based curriculum, etc during Learning Palooza in July of 2025. Partnership with Head Start to enhance high quality learning with HS students eligible for SAISD Kindergarten in the Fall of 2026.

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

Staff Responsible for Monitoring: SAISD Staff

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Goal 3

ACADEMICS

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

Performance Objective 1 High Priority

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 3

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 4

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 5

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 6

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 2 High Priority

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

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 3

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

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

Evidence: Alignment and improved student performance and achievement

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

Title I: 2.5.2, 2.5.3

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

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

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Performance Objective 3 High Priority

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

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

Evidence: Alignment and improved student performance and achievement

Strategy 1

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

facilitators, integrated instruction, and professional development.

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

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

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

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

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

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Goal 4

RECRUITMENT AND RETENTION

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

Performance Objective 1

Increase Teacher Designations

Evaluation Data Source: Increased teacher designations

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

Strengthen Teacher Recruitment and Retention

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

Strategy 1

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

Strategy's Expected Result/Impact: Reduced teacher turnover
Maximize use of district resources to support teachers

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

Ensure Equity and Fairness in Evaluation

Evaluation Data Source: High Quality Instruction

Strategy 1

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

Strategy's Expected Result/Impact: High Quality Instruction

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

High Quality Instruction

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 4

Build Capacity for Effective Implementation

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

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 5 High Priority

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction

Identify and evaluate educational program needs

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

Consider student interests and future job market demands

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 5

INNOVATIVE LEARNING SPACES

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

Performance Objective 1

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

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

Strategy 1

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

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

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

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

Staff Responsible for Monitoring: District and campus Leadership Teams

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No Progress

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Strategy 2

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

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

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

Formative Reviews

No Progress			
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State Compensatory Education

State Compensatory

Budget for Lake View High School

Total SCE Funds:

Total FTEs Funded by SCE: 7.33

Brief Description of SCE Services and/or Programs

Personnel for Lake View High School

Name	Position	FTE
Aaron Beck	At-Risk Coordinator	1
Angela Bible	Teacher-Science	1
Casey Ferguson	ELDA	0.33
Chad Ponder	College Prep-Math	0.33
Connie LaFave	College Prep-Math	0.67
Derek Alambar	ELDA	0.17
Devina Varela	Emergent Bilingual Student Support	1
Gabriel Chappa	Credit Recovery	0.67
Josh Brewer	College Prep=Math	0.83
Laura Elms	Credit Recovery	1
Miyazhane Miller	College Prep-Math	0.33



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Casie McCarley	Teacher-English	Title 1	1
Hannah Flores	Teacher-Math	Title 1	1