

San Angelo Independent School District



Santa Rita Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

In Pursuit of Excellence

Goals

The 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

During the 2024-25 school year, an average of 357 students were enrolled at Santa Rita in grades K-5. Enrollment has remained relatively stable over the past three years. The information listed below is from current Texas Assessment Performance Rating System (TAPR) Reports, current Public Education Information Management System (PEIMS) Demographic reports, and the district budgetary projections. Updates will be added when TAPR Reports are released.

Programs

<i>School Year</i>	<i>Total Enrollment</i>	<i>ESL</i>	<i>BI</i>	<i>G/T</i>	<i>AR</i>	<i>ED</i>	<i>Sp. Ed.</i>
2018-2019	372	2	0	15	130	141	30
2019-2020	411	3	3	31	113	156	45
2020-2021	351	5	5	48	145	111	33
2021-2022							
2022-2023							
2023-2024	356	3	0	62	115	148	27
2024-2025	357	8	8	68	120	128	26

Ethnic Distribution

<i>School Year</i>	<i>Total Enrollment</i>	<i>African American</i>	<i>Hispanic</i>	<i>White</i>	<i>Native American</i>	<i>Asian/ Pac. Islander</i>	<i>Multi-Race</i>
2018-2019	372	5	141	217	0	0	2
2019-2020	411	6	161	232	0	0	9
2020-2021	351	3	148	180	0	0	15
2023-2024	356	10	156	173	0	4	13
2024-2025	357	7	158	176	1	3	12

Strengths

Santa Rita is a Title 1 Campus. It is a Gifted and Talented Magnet Campus for 1st through 5th grade. Campus teachers all meet the district requirement of 30 hrs or more training in gifted education. These grade level teachers use the Gifted and Talented Process Standards to support assignments. Gifted students also work in groups that support project-based activities supported by the curriculum promoting student achievement. They also participate in the Texas Research Institute for Young Scholars (TRIYS). Our Economically Disadvantaged population is approximately 41.81%. Our At-Risk Population is approximately 32.49%. Our LEP population is approximately 2.24%. Our ethnic distribution is 49.30% White/Non-Hispanic, 1.96% African American, 44.26% Hispanic and .84% Asian. District funds are utilized to continue funding a full time Interventionist for the 2024-25 school year. This employee is utilized to ensure our students on MTSS (Multi Tiered Support System) Levels II and III received the proper interventions to accelerate needed instruction. She also collects and analyzes data from district benchmarks, curriculum checks, MClass, and IXL to progress monitor. STAAR Results are also disaggregated to support deficits in grades 3-5. Subject based district Instructional Coaches support Kindergarten -5th grade teachers with knowledge of instruction. Our Instructional Aide also supports intervention strategies according to the district Multi-Tiered Support System (MTSS) plan. She currently utilizes district resources to provide intervention. All grade level teachers and aides work with groups of students in reading and math during designated MTSS times. Below level students are in small group settings to promote academic success. Santa Rita also receives funds to support students through the positions of a part time School Service Worker and a full time nurse. Funding is also utilized to support our STEM Teacher and various resources that are purchased to enhance student opportunities to explore science, technology, engineering, and math.

Student Learning

Summary

The campus was rated an A by the Texas Education Agency for STAAR for the 2024-24 school year. We primarily use TAPR Reports, STAAR, MAP, and MClass scores to discern strengths and needs. K-5 use MClass, Bluebonnet, and curriculum assessment data to monitor student progress. In addition, classroom teachers use formative assessments, unit assessments, quick checks, and exit tickets. We also use information from parent and student surveys through Panorama. The Principal, Assistant Principal, and Interventionist meet with grade level teachers to review student progress and discuss areas of need during Professional Learning Communities (PLCs). Instructional and financial adjustments are made as necessary and appropriate.

An Instructional Aide and Interventionists are used in all grade levels according to student need. In most cases, the aide and interventionist work with small groups of students and work with groups during MTSS times for reading and math. Student progress is tracked through Panorama. Their involvement with students prove to be a valuable asset to student performance and closing achievement gaps.

Our teachers regularly incorporate graphic organizers, and Bloom's Taxonomy to support the TEKS for depth and complexity for student learning. Teachers use common mnemonic devices and other effective instructional strategies daily in instruction to promote success. Our campus has benefited greatly from informal administrative walk-throughs. Professional Learning Communities promote communication, quarter mapping, unit planning, lesson internalization, and effective teaching practices in the classroom. Grade level teams in grades K-5 meet weekly to discuss student achievement. We also support students who did not meet expectations on the STAAR Test's in 4th and 5th grades. These students have intervention plans in Panorama. These plans are reviewed every 3 weeks for effectiveness. Changes are made as needed to close the achievement gaps. Time To Teach, Panorama, Emergent Tree, and CKH are used to support social emotional learning and classroom management at the campus to promote positive discipline. We also encourage students to model the 7 Habits of Highly Effective Falcon and utilized the 3 Core Values at Santa Rita which are 1. Safety 2. Respect 3. Responsibility. Students are supported with Brag Boards for demonstrating the use of these habits and values.

Strengths

We use the district curriculum/instructional framework and resources such as TEKS Resource System, and district resources available in Eduphoria to support student achievement. We are also using Panorama to support well rounded students.

School Year	Accountability Rating	Student Achievement	School Progress	Closing the Achievement Gap	ELAR	Math	Science	Academic Growth	Post Secondary Readiness
2017-2018	Met	Met/83	Met/77	Met/84					
2018-2019	A	A/91	B/88	A/92	Y	Y	Y	Y	Y
2019-2020	A	A/91	B/88	A/92	Y	Y	Y	Y	Y
2020-2021	Not Rated NR	NR	NR	NR	NR	NR	NR	NR	NR
2023-2024	NR due to judicial decisions and TEA								

School Processes & Programs

Summary

A culture of success is developed through a mutual respect felt by everyone within the Santa Rita School Community. Throughout the year there are many opportunities to foster the Seven Habits of a Highly Effective Falcon and enhance the Santa Rita Core Values of being Safe, Respectful, and Responsible.

These Include: Spirit Days, Open House, Grandparent's Day, Veteran's Day, Fall Festival, Quarter Rallies, Principal Pals, Bring your Dad to School Day, Student Spot Lights that share A and A/B Honor Roll Students and Attendance awards, Informance Concerts - showcasing musical and physical talents with the campus and parents each quarter.

Panorama surveys will continue to be utilized to help improve our partnerships with families at Santa Rita Elementary.

Our goal is for Santa Rita parents and community to always feel welcomed and valued as contributors to our school both academically and not just feel like guests on our campus. The more voice and choice we give our Santa Rita families, the more we can use their feedback to create the best learning environment for our students.

We strive to honor the hopes and dreams of our students.

The district has a reputation for hiring and retaining exceptionally talented and dedicated employees. Our campus is an extension of that rule. As previously stated, campus teachers all meet the district requirement of 30 hrs or more training in gifted education. We have 18 of our 19 teachers ESL-Certified teachers that continue to receive annual updates in training. All teachers and instructional aides are considered "highly qualified" according to state standards. Title 1 funding for the 2024-2025 school year will allow opportunities to continue to grow and strengthen the campus's areas of need.

Teacher Ethnicity Report

<i>School Year</i>	<i>Native American</i>	<i>Asian/Pac. Islander</i>	<i>African American</i>	<i>Hispanic</i>	<i>White</i>	<i>Multi Race</i>
2018-2019	0	0	0	3	23	0
2019-2020	0	0	0	4	22	0
2020-2021	0	0	0	7	14	0
2022-2023						
2023-2024	0	0	0	5	16	0

Teacher Experience Report – Current Year

Beginning Teachers	2	
1 – 5 Years Experience	22%	
6 – 10 Years Experience	9%	
11 – 20 Years Experience	45%	
Over 20 Years Experience	22%	

Average Class Size – General Education

School Year	K	1	2	3	4	5
2018-2019	16	22	18	21	18	20
2019-2020	17	17	18	20	18	20
2020-2021	15	22	21	19	18	21
2021-2022						
2022-2023						
2023-2024	17	17	20	23	18	20

- Highly qualified in gifted and talented
- ESL- certified teachers
- Retention of experienced, quality teachers
- Hiring of gifted, motivated teachers
- Average class sizes below district and state averages
- Regular grade level planning time and monthly grade level meetings with campus administration/PLC
- Vertical alignment meetings
- MTSS tracking documentation/Panorama
- Professional learning – current, relevant, and teacher-requested
- Mentoring for new teachers
- PLC - Professional Learning Community Implementation
- CBAS - teachers vested in the Accountability of the campus and the district using the accountability engine and storyboard

Strengths

School culture and climate play an important role in the success of academic achievement. The campus leadership team will model positive behavior and build relationships with all staff. A problem solving culture will be encouraged through PLC meetings, staff meetings, and individual conversations. CKH and Core Values will be implemented throughout the year and supported by all staff. Social Emotional Learning will be supported by all staff and information will be entered into Panorama to support the communication with all stakeholders including parents.

We will continue to strive in building positive relationships and partnerships with our parents. We will continue to strive for excellence supporting the district motto of "In Pursuit of Excellence".

Our Falcon team has critical team members that support curriculum and instruction

Counselor - incorporates CKH Curriculum and supports Panorama to meet student needs from campus surveys.

District Instructional Coaches - supports curriculum initiatives dictated by the Curriculum and Instruction Team

Speech Pathologist - supports language and articulation needs.

Dyslexia teacher supports students diagnosed with Dyslexia

Interventionist - supports MTSS interventions for reading and math.

Assistant Principal - supports campus at all levels necessary to enhance the learning environment.

District School Service Worker - supports attendance and home visits to meet needs of families who may not be closely connected to the school.

Use of Data Walls and Panorama at each grade level to promote success and student ownership of the learning. Data is discussed in PLCs to drive instruction. Our goal is students success for all learners.

Continued Focus on Design Qualities, Learner Profile, Accountability Engine

Perceptions

Summary

The campus strongly believes in home/school collaboration. Without it, we can hope to achieve only a fraction of our potential. Therefore, we plan parental involvement activities, encourage parents and adults to participate in Volunteers in Public Schools (VIPS), we invite parents to serve on the campus Site-Based Decision Making (SBDM) Committee.

Our PTO is very active and works closely with the school to assist in activities that encourage student/parent participation. PTO also supports the school to enhance the experiences of the students by providing educational field trips and hands-on experiences promoting student achievement.

Victory Christian Church - "adoption benefits" include a lunch for teachers, assistance with campus activities, and monthly teacher treats.

- ASU Students and ASU Staff support clubs
- ASU students assisting and learning in the classrooms
- San Angelo Symphony
- United Way - participation in fund raising campaign
- West Texas Rehab Center - provides occupational and physical therapy services to students
- San Angelo Schools Foundation - participation in annual fundraising campaign
- Food to Kids Program - weekend food items provided to students in need
- San Angelo Police Department - SRO support
- Alcohol and Drug Abuse Council of the Concho Valley – participation in campus activities during the Red Ribbon Week campaign to promote a drug-free lifestyle
- Walk For Alzheimer's - Penny Wars

Strengths

- Quality, highly attended parent involvement activities such as Meet the Teacher, Open House, Mother's Day Events, Parents and Pastries, Santa Rita Fine Arts Academy, Texas Research Institute for Young Scholars TRIYS, Annual Christmas Tree Lighting and Santa Rita Walk-a-Thon
- High number of volunteer hours
- Fundraisers to purchase additional materials for students and teachers
- HAC- Home Access Center – allows parents web-based access to their children's grades
- Collaboration, partnering, and communication with parents through phone calls, conferences, email, and informational meetings

The relationship with our community supports our teaching of students to give back to the community.



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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data



Parent surveys and/or other feedback



Goals

ACADEMICS

Goal 1

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

Performance Objective 1

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

Evaluation Data Source: Increased leadership capacity

Strategy 1

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

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

Staff Responsible for Monitoring: District Leadership Team

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

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

Formative Reviews

Some Progress

November

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May

Performance Objective 2 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: MAP scores

STAAR scores

Coaching and Leadership Reports

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

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Moderate Progress

November

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ACADEMICS

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

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

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

Staff Responsible for Monitoring: SAISD Staff

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

No Progress

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Goal 3

ACADEMICS

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

Performance Objective 1 High Priority

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

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Strategy 2

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

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Strategy 3

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

November

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Strategy 4

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

November

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Strategy 5

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

November

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Strategy 6

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Considerable Progress

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Performance Objective 2 High Priority

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

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

Moderate Progress

November

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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

Formative Reviews

Some Progress

November

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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

Formative Reviews

Considerable Progress

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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

Formative Reviews

Moderate Progress

November

February

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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.

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

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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

Formative Reviews

Some Progress

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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

Formative Reviews

Considerable Progress

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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

Formative Reviews

No Progress
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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

Formative Reviews

Considerable Progress

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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

Formative Reviews

Considerable Progress

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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

Formative Reviews

Considerable Progress

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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

Formative Reviews

Considerable Progress

November

February

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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

Formative Reviews

Considerable Progress

November

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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

Formative Reviews

Some Progress

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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

Formative Reviews

Some Progress

November

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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

Formative Reviews

No Progress

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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

Formative Reviews

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			
November	February	May	May



State Compensatory Education

State Compensatory

Budget for Santa Rita Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Santa Rita Elementary

Name	Position	FTE
Christina Schneider	Instructional Aide	1
Jessica Boling	Interventionist	1