

# San Angelo Independent School District



## Lincoln Middle School

## 2025-2026 Campus Improvement Plan

# Mission Statement

To love, encourage, and empower our students to want to be great.

LOVE - ENCOURAGE - EMPOWER

## Vision

**Striving for Greatness**

### Goals

**The district 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

Last year, our campus housed an average of 933 students with diverse backgrounds that include approximately 18% White students, 76% Hispanic students and 4% African American students.

<i>School Year</i>	<i>Total Enrollment</i>	<i>English As A Second Language</i>	<i>Bilingual</i>	<i>Gifted &amp; Talented</i>	<i>At-Risk</i>	<i>Socio Economic Status</i>	<i>Male</i>	<i>Female</i>
2021-2022	933	60	60	0	527	631	502	531
2022-2023	844	69	76	19	624	661	455	389
2023-2024	799	78	93	18	583	642	426	373
2024-2025	781	35	80	17	594	577	392	389

Demographics for school programs are listed below:

### 2024-2025 Data

<i>Program</i>	<i>White</i>	<i>Hispanic</i>	<i>African American</i>	<i>Other</i>	<i>Male</i>	<i>Female</i>
Special Education	49	92	2	1	92	51
Gifted & Talented	3	5	0	1	5	4
At-Risk	73	414	21	7	284	244
Bilingual/ESL	0	60	0	0	36	34

## Strengths

Our school offers counselor tracking and monitoring, personal digital hand-held translators for each individual student, an Illt class offered to all ELL student in addition to their ELA classes, and 1 ESL tutor.

The campus has 10 ESL certified teachers.

The campus has 14 bilingual teachers, 3 bilingual aides, 1 bilingual counselor, and 2 bilingual administrators. We have a lot of bilingual parents and students. It helps bring community by being able to communicate with all of our families.

We are a Capturing Kids' Hearts Campus. CKH is a program designed to help teachers develop positive relationships with the students and find them accountable for their actions. The teachers go through a 2 day training for this program. The idea of this behavioral program is for the students to find each other accountable of their behaviors.

We have also implemented the MTSS Behavior System, which also focuses on building relationships. My MTSS team created our school's Core Values, which is used as school wide expectations that focuses on being Safe, Respectful, and Responsible. This also correlates with the CKH initiative.

# Student Learning

## Summary

Lincoln Middle School scored an F for the 2024-2025 school year accountability year. We will continue using our Data Driven Professional Learning Communities where teacher plan, teach, find gaps, and design lesson to fill the gaps. STAAR tested subjects will begin holding Extended Day tutorials after the First Nine Weeks. Math and Reading will hold two extended day tutorial sessions per week. Teachers will be paid using Title I Funds.

Lincoln principals also meets monthly with department heads and have designated duties for the department heads in order to better help with instruction for our teachers. We also utilize our instructional coach in getting teachers to the expectations necessary to achieve the expected standards.

SAISD provides educational rights and services for children and youth experiencing homelessness. Our campus has a homeless liaison that communicates with the district liaison, as stated by Director of Pupil Services.

Lincoln has an active at-risk coordinator who oversees student classroom performance/attendance and also makes home visits and court appearances.

Lincoln implemented Capturing Kids Hearts to build and maintain relationships as well as have a model for instruction including Engage, Explore, Communicate, Empower, and Launch (EXCEL model).

## Strengths

Lincoln follows the SAISD curriculum. The district has brought in master teachers within the district to write curriculum in all core subject areas per the Assistant Superintendent of Educational Support Services. The curriculum is updated annually with references to textbooks, assessments, and other resources. Sample lessons are included, as well as, STAAR related questions.

Lincoln provides a weekly activity schedule that focuses on restorative circles and Reading and Math Intervention.

6th and 7th grade RLA students are on a double block.

Lincoln also has a true STEM Academy with the use of Paxton-Paterson. Career Engineering is an 8th Grade STEM class that is also a high school credit.

# School Processes & Programs

## Summary

We have strong leadership team that consists of the Principal and 2 Assistant Principals. I am short one assistant principal. Decision making is a team effort between administrators, counselors, and teachers. On occasions, student voice plays a role in some decision making. We have a strong PLC process. Our tested subjects have a PLC planning period. They use this time to plan and accumulative data. For extra-curricular and co-curricular opportunities we offer boys and girls athletics, band, mariachi, orchestra, choir, art, and Academic UIL. We offer four courses that involve technology: Tech Apps, Digital Media, STEM (Applied Engineering), and STEM (Career Investigations). Our whole school is 1:1 with a technology device. Every student has an iPad. We have also purchased TVs for every classroom with Title I funds. However, we do need to by more TVs to replace some. We also need to purchase an Apple Mac Book for the campus to help with iPad technical difficulties.

## Strengths

We are the only school with a true STEM class. Our STEM Applied Engineering is top-notch as we use Paxton-Patterson material. With Paxton-Peterson we have all the machinery and labs needed for the class. We have also partnered with Angelo State University (ASU) and their STEM program. Our STEM student go to field trips at ASU. Lincoln is also the only middle school in SAISD with a Mariachi program. It's also a strength that every student has an iPad.

# Perceptions

## Summary

The campus is the best middle school facility in the district. Students, staff, and community know our campus as a fair and safe place to learn.

The high attendance rate of our school shows that the students want to be here. Lincoln is a place that is stable for our students. The teachers believe that with strong leadership our campus is a school of great potential. Due to facilities, the immediate community feels that the campus is viewed as a safe, positive environment. The staff supports one another in a variety of ways. The majority of students value their teachers and the staff is very unified in our goal to see the students succeed in life. With our Principal, Associate Principal, and three assistant principals we are able to make all students and staff feel safe at Lincoln.

The community, including students and parents, are pleased with the aesthetics of our school and the hospitality of the staff. We are also planning to get our community involved in our school by planning parent involvement/community involvement activities to bring our parents in without any type of threat of feeling unsuccessful. Our campus is perceived as friendly by those who are involved with the school. The staff as a whole loves the campus, challenges and all, and rigorously pursues academic excellence.

## Strengths

The campus has adequate staffing in our Special Education department. Due to the staffing in our Special Education department, we have the ability to offer many co-teach classroom settings and support facilitation to address the students' needs and further their success.

7th grade is a ELAR class and a Comprehension Club class for ELAR reinforcement. All other subject areas after an assessment will break down the data and break students into groups with different teachers to close gaps.

The Advanced Academics Academy focuses on strengthening our young scholars. Tutorials will be offered at least 3X a week for student needs.

Lincoln has a new vision and mission.

Vision: Striving for Greatness

Mission: To love, encourage, and empower our student to want to be great



# 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

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:** 2.5.2

**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:** 2.5.2, 2.5.3

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

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

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## Strategy 2

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

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

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

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

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

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

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

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### Strategy 3

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

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

Evidence: Alignment and improved student performance and achievement

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

**Title I:** 2.5.2, 2.5.3

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

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

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### Performance Objective 3 High Priority

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

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

Evidence: Alignment and improved student performance and achievement

### Strategy 1

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

facilitators, integrated instruction, and professional development.

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

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

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

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

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

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# Goal 4

## RECRUITMENT AND RETENTION

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

### Performance Objective 1

Increase Teacher Designations

**Evaluation Data Source:** Increased teacher designations

#### Strategy 1

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

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

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

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

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

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#### Strategy 2

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

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

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

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

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

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## Performance Objective 2

Strengthen Teacher Recruitment and Retention

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

### Strategy 1

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

**Strategy's Expected Result/Impact:** 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

### Formative Reviews

November

February

May

May

### Strategy 2

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

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

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

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

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

## Formative Reviews

November

February

May

May

## 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

November

February

May

May

### Strategy 2

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

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

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

**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**

**November**

**February**

**May**

**May**

## **Performance Objective 6**

Strengthen Stakeholder Communication and Transparency

**Evaluation Data Source:** Communication reports  
Website and Social Media audits

### **Strategy 1**

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

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

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

**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**

**November**

**February**

**May**

**May**

### **Strategy 2**

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

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

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

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

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

**Formative Reviews**

**November**

**February**

**May**

**May**

# Goal 5

## INNOVATIVE LEARNING SPACES

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

### Performance Objective 1

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

**November**

**February**

**May**

**May**

### Strategy 2

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

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

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

**Formative Reviews**

No Progress			
<b>November</b>	<b>February</b>	<b>May</b>	<b>May</b>



# State Compensatory Education

# State Compensatory

## Budget for Lincoln Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

## Personnel for Lincoln Middle School

Name	Position	FTE
Eloisa Griffin	EL Student Support Teacher	1
Eva Hester	Instructional Aide-ISS	1
Lexus Aguirre	Teacher-English	1
Maria Guajardo	Instructional Aide	1
Michelle Dye	At-Risk Coordinator	1
Perla Garcia	Math Interventionist	1



# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Gabrielle Wilson	Teacher-History	Title 1	1
Joshua Borg	Teacher-Social Studies	Title 1	1
Laura Flores	Instructional Aide	Title 1	1