

San Angelo Independent School District



Lamar Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Lamar Elementary is dedicated to being a collaborative community committed to high expectations, where all students are empowered and inspired to achieve their highest potential.

Vision

VISION

Lions Leading Forward

The District Goals for 2022-2023:

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

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

Needs Assessment Overview

Summary

Our campus demonstrates numerous strengths while also identifying areas for growth to ensure all students achieve their highest potential. We implement a district-aligned curriculum across all core subjects, ensuring consistency and rigorous academic expectations, which has contributed to measurable student growth in recent years. Every student has access to a personal device through our one-to-one technology program, allowing teachers to integrate technology effectively into daily instruction and promote independent learning and 21st-century skills. Our robust STEM programming provides students with hands-on experiences and opportunities to participate in competitions, fostering problem-solving, creativity, and collaboration. Additionally, strong parent engagement and partnerships with local organizations, including Angelo State University, enrich student learning and support a positive school community. To further strengthen our campus, efforts are needed to recruit and retain highly qualified staff across all content areas and to enhance the implementation of Multi-Tiered System of Supports (MTSS), particularly Tier 2 and Tier 3 interventions, to better support students requiring additional academic or behavioral support. By building on our existing successes and addressing these needs, the campus is positioned to continue promoting significant academic growth and success for all students.

Demographics

Summary

2024-2025

Student Demographics	Count	Percent
Gender		
Female	248	42.83%
Male	331	57.17%
Ethnicity		
Hispanic-Latino	290	50.09%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	16	2.76%
Black - African American	25	4.32%
Native Hawaiian - Pacific Islander	1	0.17%
White	212	36.61%
Two-or-More	35	6.04%

Student Programs	Count	Percent
Dyslexia	17	2.94%
Gifted and Talented	28	4.84%
Regional Day School Program for the Deaf	0	0.00%
Section 504	23	3.97%
Special Education (SPED)	167	28.84%
Bilingual/ESL		
Emergent Bilingual (EB)	25	4.32%
Bilingual	0	0.00%
English as a Second Language (ESL)	11	1.90%
Alternative Methods for Bilingual Education	6	1.04%
Alternative Methods for ESL	6	1.04%
Title I Part A		
Schoolwide Program	579	100.00%
Targeted Assistance	0	0.00%

Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Strengths

Lamar is a mix of all ethnic backgrounds, a true picture of San Angelo. The majority of our students fall in the Hispanic/White groups. We have students who are bused in from the lower socioeconomic areas and we also have students bused from the middle to upper economic areas.

Lamar Elementary receives State Compensatory funds which pay the salary of one instructional aide and a STEM aide. The instructional aides work with our at-risk students and help facilitate our Multi-Tiered System of Supports in all grade levels.

This campus proudly serves as a district satellite campus for students with special needs. Nine teachers and 26 paras serve a variety of special needs in twelve functional academic classroom settings. In addition, staff members from the West Texas Rehabilitation Center are on campus daily to serve our students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

43.70% of our student population is at risk.

44.56% of our student population is economically disadvantaged.

 = Priority

Student Learning

Summary

Lamar Elementary uses multiple data sources such as DIEBELS, MAP, mClass, STAAR, and formative assessments to discern our academic strengths and needs. Campus leadership facilitates PLCs to review student progress and discuss areas of need. Instructional and financial adjustments are made as necessary and appropriate.

Our teachers, interventionists, and instructional aides provide reading and math intervention to students who are below grade level. We look at multiple data sources to determine the correct intervention the student needs.

Strengths

mClass overview of growth from 2021-2025 Kinder-2nd

mClass Reading																
Lamar	Well Below Benchmark Fall 2021	Well Below Benchmark Fall 2022	Well Below Benchmark Winter 2023	Well Below Benchmark MOY 2025	Below Benchmark Fall 2021	Below Benchmark Fall 2022	Below Benchmark Winter 2023	Below Benchmark MOY 2025	At Benchmark Fall 2021	At Benchmark Fall 2022	At Benchmark Winter 2023	At Benchmark MOY 2025	Above Benchmark Fall 2021	Above Benchmark Fall 2022	Above Benchmark Winter 2023	Above Benchmark MOY 2025
Kinder	52%	46%	25%	17%	20%	15%	23%	18%	14%	21%	21%	26%	14%	18%	31%	39%
1st Grade	44%	55%	57%	37%	23%	14%	12%	7%	24%	17%	17%	25%	9%	14%	14%	31%
2nd Grade																

3rd-5th MAP Reading 2024-2025

School Profile

Achievement by Grade

Lamar Elementary | Reading

Grade ↑	Achievement Spring 2024-2025 Median and Distribution	Sort by	Number of Students
Grade 3	61st 10% 21% 19% 26% 24%	-- select an option --	90
Grade 4	64th 8% 11% 22% 35% 24%	-- select an option --	72
Grade 5	57th 16% 16% 23% 37% 8%	-- select an option --	74

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Spring 2024-2025

Math

2nd-5th MAP Math data 2024-2025

School Profile

Achievement by Grade

Lamar Elementary | Math K-12

Grade ↑	Achievement Spring 2024-2025 Median and Distribution	Sort by	Number of Students
Grade 2	51st 13% 21% 30% 27% 9%	-- select an option --	81
Grade 3	53rd 13% 27% 18% 34% 8%	-- select an option --	90
Grade 4	65th 13% 12% 19% 43% 13%	-- select an option --	72
Grade 5	46th 16% 23% 23% 24% 14%	-- select an option --	74

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th



Rostered Fall 2024-2025
Tested Spring 2024-2025

1st grade Math Dibles 2024-2025

Grade 1	Reference Data (Compare these results against a wider population)
Carrasco, Nicole	24-25 BOY 4(22%) 10(56%) 4(22%) 18
Felipe, Mariana	24-25 BOY 4(22%) 10(56%) 4(22%) 18
Lawler, Pamela	24-25 BOY 3(15%) 12(60%) 5(25%) 20
Webber, Samantha	24-25 BOY 4(25%) 7(44%) 5(31%) 16

Kinder Math Dibles 2024-2025

Grade K	Reference Data (Compare these results against a wider population)
EMBRY, AUDRA	24-25 BOY 1(6%) 10(55%) 7(39%) 18
KEENUM, AMANDA	24-25 BOY 3(15%) 8(40%) 9(45%) 20
Klepac, Shannon	24-25 BOY 1(100%) 1

Miears, Kendall	24-25 BOY  4(22%) 11(61%) 3(17%) 18
Williams, Jayme	24-25 BOY  3(17%) 11(61%) 4(22%) 18

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Lack of growth and maintaining progress. A large number of students need tier 2 and 3 support.

Lack of certified teachers providing intervention and lack of an explicit phonics program.

 = Priority

School Processes & Programs

Summary

Lamar uses a multi-tiered system of supports to develop the whole child. We provide tiered support to students in instruction for math, reading, and behavior/SEL. All students receive universal instruction. Students needing extra support are served in class using various intervention lessons. Students who continue to struggle and need additional support receive pull-out intervention instruction with an interventionist or social skill lesson from the counselor.

The district has a reputation for hiring and retaining exceptionally talented and dedicated employees; our campus is an extension of that rule. We provide district and campus-specific professional learning tailored to teacher/student needs based on evidence (qualitative and quantitative).

Role/Auxiliary Role ID Gender/Ethn Summary Report 2024 - 2025 for All Campuses

Role ID	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Male	Female	Total
(003) - Assistant Principal	0	0	0	0	0	0	1	0	1	1
(008) - School Counselor Provides Guidance And Counseling Services To Students	0	0	0	0	0	0	1	1	0	1
(013) - Librarian	0	0	0	0	0	0	1	0	1	1
(020) - Principal	0	0	0	0	0	0	1	0	1	1
(022) - School Nurse	0	0	0	0	0	0	1	0	1	1
(033) - Educational Aide	1	2	11	0	0	2	9	3	22	25
(087) - Teacher	0	1	8	0	0	0	34	2	41	43
Auxiliary Role ID	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Male	Female	Total
(202) - Campus Office/clerical (Receptionist) Secretary, Certification Specialist, Bookkeeper, Data Clerk, Peims Data Clerk, Registrar)	0	0	2	0	0	0	1	0	3	3
(204) - Child Nutrition	0	0	3	0	0	0	2	2	3	5
(222) - Other Non-Exempt Auxiliary (Inc) Non-Exempt Auxiliary Volunteers)	0	0	0	0	0	0	1	0	1	1

SAISD has a Curriculum & Instruction Department, which oversees Professional Learning and curriculum implementation. The district has adopted Bluebonnet. As a district, we are supplementing this curriculum with Amplify, and IXL.

Our family and community members have opportunities to receive information and be involved at Lamar in a variety of ways. The district has streamlined communication across the district by implementing a communication tool, Power School (School Messenger). At Lamar, stakeholders can also receive information and get involved through the Campus Advisory Committee, Parent Teacher Organization, Power School, campus and district website, and Peach Jar.

SAISD utilizes Care Solace to support families and employees in need of assistance with Mental Health concerns. In addition, our campus utilizes other groups in the community to help support other needs, such as United Way, San Angelo Schools Foundations, Rust Street Ministries, ADACCV, and Food2Kids Program.

Strengths

- ESL and GT-certified teachers
- Experienced and quality teachers
- Regular grade-level PLCs
- Data Digs after BOY, MOY, EOY collections
- Professional development based on campus needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1	Lack of teacher understanding around MTSS and supporting students at tier 2 & 3.
	Lack of professional learning related to intervention and curriculum-related supports.

 = Priority

Perceptions

Summary

San Angelo Independent School District will provide a safe, organized, positive and quality learning and working atmosphere for all students and staff. As school climate and culture has a profound impact on student growth, it is critical that SAISD safeguards that we provide all students with a supportive environment, in which to thrive academically and socially. Our district promotes a welcoming academic setting where all students and staff feel valued.

Strengths

San Angelo Independent School District offers a College bound culture that is reflected on every campus. District staff are trained annually on: effective communication, providing a positive environment, and providing a guaranteed and viable curriculum. Effective leadership supporting campus staff has been a district priority, allowing continued feedback for change. Our district fosters a climate of support for our new teachers through Professional Learning Communities, district and campus mentors, and a New Teacher Academy. All campuses provide multiple opportunities for our families to be involved with their child's education.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Lamar's teacher retention rate for the 2024-2025 school year was 60.5%.

Hiring teachers who are new to teaching or lack experience.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)



Goals

ACADEMICS

Goal 1

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

Performance Objective 1

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

Evaluation Data Source: Increased leadership capacity

Strategy 1

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

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

Staff Responsible for Monitoring: District Leadership Team

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

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

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Performance Objective 2 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: MAP scores

STAAR scores

Coaching and Leadership Reports

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

Title I: 2.5.1, 2.5.2

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

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

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ACADEMICS

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

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

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

Staff Responsible for Monitoring: SAISD Staff

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Goal 3

ACADEMICS

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

Performance Objective 1 High Priority

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 3

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 4

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 5

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 6

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 2 High Priority

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

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

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

Strategy 1

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

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, 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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 5 High Priority

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction

Identify and evaluate educational program needs

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

Consider student interests and future job market demands

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 5

INNOVATIVE LEARNING SPACES

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

Performance Objective 1

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

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

Strategy 1

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

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

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

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

Staff Responsible for Monitoring: District and campus Leadership Teams

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No Progress

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Strategy 2

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

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

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

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No Progress			
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State Compensatory Education

State Compensatory

Budget for Lamar Elementary

Total SCE Funds: \$68,268.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Programs and services funded through State Compensatory Education (SCE) include an Instructional Aide who provides small-group targeted intervention support through the MTSS process to address academic gaps and promote student growth. Title I funds support the STEM program, providing hands-on, inquiry-based learning experiences that strengthen problem-solving and critical-thinking skills. In addition, parent involvement activities are planned throughout the year to encourage families to engage in a positive educational environment. Both SCE and Title I funds are also used to purchase necessary supplies and technology that enrich learning and enhance instructional opportunities for all students.

Personnel for Lamar Elementary

Name	Position	FTE
Elizabeth Skylar	Instructional Aide	1
Natalee Brown	Interventionist	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Briana Nguyen	Instructional Aide	Title 1	1
Sharon Rivers	Instructional Aide-STEM	Title 1	1