

San Angelo Independent School District



Central High School

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 goals for are to:

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

The student population for the 2024-2025 school year is 2,890. The student body is almost equally distributed between male and female students with 50.18% male and 49.82% female. The Hispanic population makes up just over 57% of the student population. The student body includes 34.14% White with 3.83% African American.

The student programs were reviewed. There are 341 students receiving special education services which make up 11.26% of the student body. There are 298 students receiving protection under Section 504 which is 9.84% of the student body. Just over 5% of the student body is identified as eligible for Gifted and Talented. Forty-one students (1.35%) are identified as dyslexic. There are just under 100 students served as Emergent Bilingual and 2.51% of the population is identified as English Learners. As of May of 2024, 34 students were identified as homeless.

A review of the student indicators was completed. Fifty-eight-percent of the population is identified as At-Risk of dropping out of school. Less than 1% of the student population was served through foster care. Eighteen students were identified as immigrants. Almost 9% of the population was military connected. There were 1,452 students identified as economically disadvantaged. Almost 48% of the student population was eligible for the lunch program.

A review of services provided through the special education program was completed. Just over 11% of the student population was served through IDEA-B funding. Sixty students were identified as eligible having an Other Health Impairment. Of the students eligible for this service, almost 19% of them were found to be intellectually disabled. Just over 7% of the population served by the SPED Department are eligible based upon an emotional disturbance. Thirty-five-percent of the eligible population have a learning disability. Over fourteen-percent of this population are eligible as students on the autism spectrum. Over 47% of the students who receives services through this program are served in the mainstream setting. Twenty-three-percent are served in the resource setting. Sixteen-percent of this population is served in a self-contained setting.

A review of attendance indicates a reduction of over one percentage point from the 2022-2023 school year to the 2023-2024 school year.

Graduation rates were reviewed. The 4-Year Graduation rate is 96.5%. Seventy-five-percent of the graduates met the criteria for College, Career, and Military Ready.

Preliminarily, the campus has an overall score of 79. In Domain I which is Student Achievement, the campus is predicted to score a 79. In Domain II-A which is STAAR Academic Growth, the campus scored a 59. In Domain II-B which measures Relative Performance of STAAR Performance and CCMR, the campus scored a 77. The campus scored an 80 in Domain III which is Closing the Gaps. This yields an overall score of 79.

The teacher profile was reviewed. Most of the teachers (28.2%) have fewer than six years of experience. The teacher population with six to ten years of experience makes up 16.6% of the population. Almost half of the teaching population, 48.1%, have more than ten years of experience.

Strengths

Our campus is able to offer a wide variety of classes and programs that smaller schools are unable to offer. We have a wealth of highly qualified teachers in numerous academic, technical and career fields, which allow an abundance of opportunities for students to prepare for the future. The campus is also able to offer a wide variety of advanced courses such as Pre-AP and AP courses and dual credit offerings in English, Science, Mathematics, and Social Studies. The committee acknowledges that in terms of our special education population, we are meeting ARD committee expectations.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



STAAR scores are below acceptable levels.

Tier 1 instruction is not preparing students for the End of Course exam.

 = Priority

Student Learning

Summary

Student Achievement Summary

The campus educates approximately 3,000 students in grades 9-12.

Using the last available STAAR reporting we addressed questions concerning student achievement. Data indicates that some campus subgroups are performing below standard, especially students in Special Education, LEP students and Economically Disadvantaged populations. With regard to failure rates in our courses, the highest percentage of failures occurs in the Mathematic courses, followed by Science and English respectively. On the other hand, students who choose to take challenging college preparatory courses (i.e. Pre-AP, AP, Dual Credit, etc.) have excelled academically in all areas. The students taking these advanced courses have been shown to score above the state averages on college entrance tests when compared to their college-bound peers. Additionally, we have noted increased numbers of students taking and being successful on college entrance tests across our subgroups and content areas, including students taking both advanced and grade level courses. Finally, the campus has noted an increase in all subgroups and content areas in the numbers of students taking Dual Credit courses.

Strengths

Graduation Rates and Plans:

- The campus's overall graduation rates are at or above the 90% target.
- The 4-year completion rate for 2024-2025 is 92.3%.

Dual Credit:

- Dual Credit enrollment has maintained a steady average for the past two years and we expect to see the same, or even a small increase, in the 2025-2026 school year.

College Entrance Testing:

- To prepare our students for college entrance tests, the campus has offered an increasing variety of test preparation for the SAT/ACT and practice tests.
- The TSIA is offered throughout the school year.

College Readiness Indicators:

Approximately 75% of the class of 2024 were identified as College, Career, or Military Ready.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The highest percentage of EOC failures occurs in Algebra I.	Inconsistent curriculum alignment exists between the middle and high school math courses.
2	Mastery level on all EOCs is lower than desired.	Student disengagement and high absenteeism correlates with lower performance.

★ = Priority

School Processes & Programs

Summary

The campus is always working to continually improve. We continue down a path of developing a culture and climate of success and support for staff and students alike. It is a place where teachers are encouraged and supported in continual professional growth and where students can find support and encouragement.

The campus is committed to having a highly qualified staff who has the best interests of the students always at heart, who work together as a team towards the goal of student success, and who seek to better themselves professionally. As part of that commitment, we do the following:

- Campus leadership is committed to seeking out, hiring and retaining highly qualified personnel
- Lead principal and at least one representative from administrative office interview highly qualified candidates and thoroughly review their background, experience, and other factors pertaining to his or her potential success as a campus staff member
- The goal of recruiting is to seek out highly motivated, highly qualified teachers who will meet the needs of the campus
- The district provides training to new employees on such things as technology and district policies
- Lead principal meets with new staff members at the beginning of the school year to address school policies and go over expectations
- Mentors are assigned to new teachers to help with acclimation to the campus culture
- Assistant Principals are assigned to each department and meet regularly with teaching staff to help guide and mentor them, examine data, and plan using effective teaching strategies
- Professional development is offered and monitored on Eduphoria

Our staffing demographics are as follows:

	Campus Percent
Teachers	77.1%
Professional Support	9.2%
Campus Administration	4.5%
Educational Aides	9.2%
African American	1.6%
Hispanic	20.1%
White	76.5%

Native American	0
Asian/Pacific Islander	.6%
Males	37.7%
Females	62.3%
Beginning Teachers	7%
1 – 5 Years Experience	28.2%
6 – 10 Years Experience	16.6%
11 – 20 Years Experience	25.4%
Over 20 Years Experience	22.7%

This campus has a rich history of strong instruction matched with high quality curriculum and reliable assessments. The school is committed to meeting the needs of all learners, from those who struggle the most, to those who excel above and beyond the academic expectations of traditional high school students. There is evidence to support that the curriculum is clearly linked to the TEKS and other national standards for learning. We have examined how data is used to inform curriculum, instruction, and assessment decisions and how that data reflects alignment of 21st Century learning skills that both support and challenge all students. We found evidence that supports a process for monitoring, evaluating and renewing curriculum. Focus was also given to looking at instructional design and delivery to ensure student engagement, a positive learning climate, higher-order thinking skills, and problem solving. Implementation of Professional Learning Communities among all departments is also aiding in the high quality instruction being offered at CHS.

Central has a desire to be technologically relevant and has implemented a 1:1 initiative for devices on our campus. Infrastructure has been updated to handle the additional bandwidth needs. Teacher training for utilization is a work in progress. It is valuable to educators that as technology emerges, we become proactive.

Strengths

According to compiled data at the campus, there are many constructive programs/actions that contribute to an overall encouraging learning environment.

Parent communication - Our website has been revamped and is being kept up to date with information needed by parents, students, and staff. Progress Reports have also been centralized and come out in a timely manner formatted on

one report. The addition of a communication app provides opportunities to communicate with families in real time. A weekly newsletter is distributed to parents. Staff is also highly encouraged to communicate with parents in regards to academics and behavior emphasizing positives and ways to grow in the learning environment.

Class Availability - At Central High School, we provide a wide variety of classes ranging from Advanced Placement/Dual Credit to Functional Academic capturing all levels of academics. Students also have the opportunity to participate in athletic sports and UIL Academics.

Bobcat Block - In working to meet the student needs and staying aligned with state mandates (HB 1416), our daily schedule allows for a built in tutorial time. During this time students are assigned and work in designed instruction to provide interventions for STAAR preparation. This block time also allows students to attend needed tutorials for scheduled classes.

Exemptions for performance - Throughout the year, exemptions from semester finals have been offered to students for achieving goals set by administration such as maintaining a semester average above 80 and taking the AP Exams (for those who are scheduled in Honors classes). Included in these exemptions is an attendance component that requires the student to be in good school attendance standings maintaining the expectation of predetermined days absent.

Clubs and organizations - The campus offers a wide variety of clubs and organizations to assist in educational motivation for students. Our use of the Bobcat Block also allows students access to extracurricular activities/clubs that are a part of our campus culture. Variety is the key to success since we have such a diverse group of students with a wide range of interests.

School Celebrations - Throughout the year, the campus offers an array of celebratory functions (such as pep rallies, homecoming celebrations, and Teacher Appreciation Week) to our student body and staff through the year to encourage morale and school unity. Our academic departments/buildings are encouraged to celebrate each other in efforts to boost individual department unity. As well as displaying student work in hallways.

Physical/ Environmental - The addition of working cameras to monitor hallways, in between buildings, and parking lots has provided a way to manage a campus this size and ensure security. It also provides needed information in investigations when needed. This has provided a greater sense of security, especially in monitoring people coming and going from campus who are not district employees or students. The continued use of School Resource Officers with the addition of a campus security guard has allowed for an increase of school safety.

Staffing Strengths

- Mentors are provided for new teachers
- Teachers are given opportunities for professional development, training in Professional Learning Communities(PLC), Response To Intervention(RTI), and support in working with at risk students
- Departmental meetings and PLC's help teachers work and build as a team
- Teachers are trained to use researched based effective teaching strategies such as Marzano strategies
- Staff continues to make connections using methods learned from Capturing Kids Hearts
- AP/PreAP teachers attend training recommended by College Board on a scheduled rotation
- Counselors and campus administrators work directly with departments offering guidance and support with district initiatives
- Counselors and campus administrators pair up working in a divided alpha across student body allowing shared

Evidence was found that supports the link of curriculum to the TEKS and other standards. STAAR EOC scores continue to rise in all sub-groups as a result of horizontally and vertically aligned curriculum. High scores in ELA and social studies point to a solid curriculum with high-impact delivery in those areas, and improving scores in math and science prove that incremental gains are being made in areas that have been a struggle for all students across the state. Evidence was also found that students are being prepared for national standards as evidenced by our national test scores. The campus has also built success in our Advanced Placement programs where we continued to test a higher percentage of students than the state average, and score above the state average in overall tests.

A solid process is in place on our campus to monitor, evaluate and renew curriculum through PLC's, student tutorials, co-teaching and positive communication among grade level teachers and departments. Our improved services to PRS (pregnancy related services) and LEP (limited English proficient) students, improved communication in tracking special education students, and increased numbers of students taking dual credit courses, point to work being accomplished in meeting the needs of all learners.

Strong programs for intervention have also been put in place with implementation of a tutorial period for struggling students held during the school day, intensive EOC preparation strategies such as one on one work with teachers and ARC's, and a credit recovery program staffed with certified subject area teachers. LEP students have also had strong intervention programs with specialized tutorials targeted specifically to LEP students. Special education students have benefited from co-teach classes with common planning periods for co-teachers and general education teachers, broader use of supplemental aides geared specifically to fit the needs of individual students, and good communication between the special education department and the general education teachers. Our at-risk coordinators work diligently to provide improved services geared toward our at-risk students.

- Central has a strong partnership with the Parent Teacher Organization. This organization strives to involve parents and supports teacher morale with luncheons and other support services.
- Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and information meetings.
- At-Risk Coordinators make many home visits and work as liaisons between the home and school.
- The Central High School web site provides up to date information to parents and the community. Information includes activities throughout the campus and district and in the classrooms.
- Central High School has a wide array of activities that involve parents and also invite community members to campus. Some of these activities include Homecoming, Rally for a Cure, and our Christmas Celebration at CHS that involves the student organizations and activities for the entire family unit.
- Parent connection on Home Access Center provides parents with web-based access to their student's grades. This is a starting point for parents to consult with students and teachers.
- School Cafe is a web-based program allowing parents to view information pertaining to their student's meal status such as: account balance, food items selected, and the ability to add money to their accounts. It is also available via a downloadable app.
- Pre-registration fair and Preview CHS has increased parent awareness of clubs and organizations available
- The Bobcat booster club provides activities and special funds for all of our athletic programs.

We have good hardware available across campus and throughout almost all disciplines. Some examples of technology equipment we have available to teachers and students are: smart boards, LCD projectors, laptops, document cameras, graphing calculators, Interwrite Tablets, AveriKeys, installed big screen tvs and iPads/Tablets. This also includes the 1:1 technology given to students in the form of Chromebooks.

Some amount of technology is being used in all subject areas from core class to electives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Though there are many available resources, students still fall through the cracks.

A mechanism should support students before they fall through the cracks.

 = Priority

Perceptions

Summary

The campus has developed structures and processes that promote leadership, group decision making, and a quality learning environment for students. Among these are PLC's, departmental groups consisting of teachers, counselors and administrators, and sports, clubs and organizations.

The teacher survey from Panorama was reviewed. The following data points stand out:

1. 35% of teachers feel that they receive adequate coaching. This is up from 29% perviously.
2. 42% of teachers feel that they receive adequate professional learning opportunities.
3. 43% of the teachers have a positive feeling about the school climate.
4. 66% of the teachers report a positive well-being.

The family survey from Panorama was reviewed. The following data points stand out:

1. 73% of our families report that there are barriers to interacting with the school.
2. 34% of our families report a positive feeling about the school climate.
3. 41% of the families report that the school "fits" their student.
4. 43% of families report concerns about school safety.

The student survey from Panorama was reviewed. The following data points stand out:

1. 28% of the students report a positive school climate.
2. 45% of the students report that they feel safe at school. This is a slight increase from the previous survey.
3. 43% of students report strong social connections between students and staff.

The campus continues to focus on telling their story through positive social media posts.

Strengths

The campus is organized into PLC teams within each department. Each team has a team leader. Each department has a chair who works with the other department chairs , assistant principals, and the principal to make decisions for departments, disseminate information to departmental teams, and plan the master schedule. A master schedule retreat has been a key strength in this process for the last several years. At the retreat the department chairs, representative assistant principals, counselors, and the campus principal sit down together and discuss campus strengths, weaknesses, goals, and needs. They set the focus for staff development for the year, and plan the master schedule. This process allows exceptional communication and cooperation between departments that benefits the entire campus. Campus level administrators are in teachers' classrooms and occasionally attend PLC meetings as part of the organizational structure, therefore they have an understanding of what is happening in the classrooms and within departments.


Monitoring students on campus between classes, at lunch, and after school was once an area of concern for our large spread out campus. However, this problem has been addressed through duty stations for every AP between classes, after school, and during lunch. The departments each have a day of the week in which all of the staff is on duty. This system has worked very well. When an area of our campus becomes a "hot spot," adjustments to the duty stations are made to remedy the situation. With the input and support of the entire staff, this new duty system has been very

effective. Teachers and administrators are highly visible on campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Visibility & Engagement of Campus Leadership - still not as visible in classrooms as we would like to be - work to set up schedules for classroom visits, attend weekly PLC meetings, work to be available for students	Administrators are pulled in different directions and must divide their time so that when some are on "instructional duty" others are on "supervisory duty".
2 ★	Intervention Plan for INL - The campus struggles meeting the needs of Intentional Non-learners.	There are many students who fit into this category.
3	Student Supervision & Campus Safety - still have spots on campus that are areas of concern for students, staff and parents - teacher duty between periods to help monitor restrooms/hallways	The design of the campus makes it difficult to provide thick supervision at all times.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

STAAR scores are below acceptable levels.

Tier 1 instruction is not preparing students for the End of Course exam.

2
★

The highest percentage of EOC failures occurs in Algebra I.

Inconsistent curriculum alignment exists between the middle and high school math courses.

3
★

Visibility & Engagement of Campus Leadership - still not as visible in classrooms as we would like to be - work to set up schedules for classroom visits, attend weekly PLC meetings, work to be available for students

Administrators are pulled in different directions and must divide their time so that when some are on "instructional duty" others are on "supervisory duty".

4
★

Intervention Plan for INL - The campus struggles meeting the needs of Intentional Non-learners.

There are many students who fit into this category.

★ = Priority



Goals

ACADEMICS

Goal 1

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

Performance Objective 1 High Priority

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

Evaluation Data Source: 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

Formative Reviews

November

February

May

May

Performance Objective 2 High Priority

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

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

Strategy 1

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

Strategy's Expected Result/Impact: MAP scores

STAAR scores

Coaching and Leadership Reports

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

Formative Reviews

November

February

May

May

Strategy 2

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.

Strategy's Expected Result/Impact: Increase understanding of the Texas A - F Accountability system for all Central faculty and staff.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals

Formative Reviews

No Progress

November

February

May

May

Strategy 3

Deliver comprehensive professional development to all campus staff on the Texas A-F Accountability System, with a focus on understanding domain metrics, student group performance, and strategies to improve academic achievement and growth. Training will emphasize how accountability data informs instructional planning, intervention design, and progress monitoring.

Strategy's Expected Result/Impact: Increased staff understanding of accountability metrics; Improved instructional alignment to performance targets; Growth in student achievement and progress indicators; Campus avoids identification as Comprehensive Support or Progress campus

Staff Responsible for Monitoring: Campus Principal, Assistant Principals

Formative Reviews

No Progress

November

February

May

May

Strategy 4

Review high leverage elements of A - F Accountability system during the school year in the staff weekly newsletter.

Strategy's Expected Result/Impact: Increase faculty and staff understanding of the A - F Accountability system; increase ownership of campus achievement by all faculty members.

Staff Responsible for Monitoring: Campus Principal, Associate Principal

Formative Reviews

No Progress
November

February

May

May

Strategy 5

Reduce achievement gaps among student subgroups (including but not limited to economically disadvantaged, English learners, students receiving special education services, and students from underrepresented racial/ethnic groups) by at least 10% in Reading and Math, as measured by STAAR performance data and local benchmark assessments by implement targeted intervention programs during Bobcat Block.

Strategy's Expected Result/Impact: Higher grades, reduced failures on coursework, higher EOC scores

Staff Responsible for Monitoring: Classroom teachers, Associate Principal

Formative Reviews

No Progress
November

February

May

May

Strategy 6

Use data-driven instruction and progress monitoring tools to identify and address individual student needs as documented in the PLC plans.

Strategy's Expected Result/Impact: Increased student grades, reduced failures, higher EOC scores

Staff Responsible for Monitoring: Classroom teachers, Associate Principal, Assistant Principal

Formative Reviews

No Progress
November

February

May

May

Strategy 7

Provide professional development for teachers on differentiated instruction and culturally responsive teaching.

Strategy's Expected Result/Impact: Increased student achievement, increased complexity of PLC plans, reduced failing grades, reduced DNM on EOC

Staff Responsible for Monitoring: Classroom teachers, Associate Principal, Assistant Principal

Formative Reviews

No Progress
November

February

May

May

ACADEMICS

Goal 2

GOAL 2: San Angelo ISD will engage the Head Start program with the goal of enrolling students, providing professional learning for Head Start staff, offering a high-quality education for Head Start students, and safe learning environments for the Head Start program, by August 1015.

Performance Objective 1

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

Evaluation Data Source: Attendance sign-in sheets
Collaboration

Strategy 1

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

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

Staff Responsible for Monitoring: SAISD

Formative Reviews

No Progress
November

February

May

May

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.

Formative Reviews

November

February

May

May

Strategy 2

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 3

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 4

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 5

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 6

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

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

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

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

Formative Reviews

No Progress
November

February

May

May

Strategy 7

Ensure 90% of students in English I, English II, Biology, and Algebra I participate in the BOY, MOY, and EOY MAP testing.

Strategy's Expected Result/Impact: Teachers will know student strengths in tested areas; teachers create intervention plans for students to improve academic performance

Staff Responsible for Monitoring: Associate Principal, Student Success Coordinator, Teachers, Assistant Principals

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Strategy 8

Assess students who are enrolled in English III and Algebraic Reasoning who have not passed the English I, English II, or Algebra I End of Course Exam with the corresponding BOY, MOY, and EOY MAP tests.

Strategy's Expected Result/Impact: English III and Algebraic Reasoning teachers will know where their students are performing on the corresponding skills; Teachers will create intervention plans for students to improve student performance.

Staff Responsible for Monitoring: Associate Principal, Campus Student Success Coordinator, Teachers

Formative Reviews

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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

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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

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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

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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

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Strategy 2

Provide coaching cycles for teachers focused on high-yield instructional strategies.

Strategy's Expected Result/Impact: Increase targeted small group instruction, improve student achievement

Staff Responsible for Monitoring: Classroom teacher, Assistant Principal, Associate Principal

Formative Reviews

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Strategy 3

Embed MAP Growth skills into daily lesson plans.

Strategy's Expected Result/Impact: Increased student performance on MAP, increased EOC scores

Staff Responsible for Monitoring: Classroom teacher, Assistant Principal, Associate Principal, Instructional Coach

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Strategy 4

Provide professional learning opportunities centered around student conferencing to reflect on MAP goals and progress and writing conferences.

Strategy's Expected Result/Impact: Increased student performance on MAP, increased EOC scores

Staff Responsible for Monitoring: Classroom teacher, Assistant Principal, Associate Principal

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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: Teacher designation data

Strategy 1

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

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

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction, Executive Director of HR, and Executive Directors of School Leadership and Campus Principal, Associate Principal, Assistant Principals

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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 and Campus Principal, Associate Principal, Assistant Principals

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Performance Objective 2

Strengthen Teacher Recruitment and Retention

Evaluation Data Source: PEIMS staff rosters
HR Staffing rosters
Support

Strategy 1

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

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

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

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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 and Campus Leadership

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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

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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

Formative Reviews

No 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

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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

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Performance Objective 5

Increase Student Outcomes

Evaluation Data Source: High Quality Instruction
Identify and evaluate educational program needs
Identify gaps in program offerings based on demographic trends and in the face of declining enrollment
Consider student interests and future job market demands

Strategy 1

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

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

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

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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

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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

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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

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 High Priority

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

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

Strategy 1

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

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

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

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

Staff Responsible for Monitoring: District and campus Leadership Teams

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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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Performance Objective 2

Ensure campus safety throughout the school day.

Evaluation Data Source: SRO feedback, Panorama survey responses

Strategy 1

Provide all students with access key cards so that all buildings will be locked during the school day.

Strategy's Expected Result/Impact: 100% of buildings will be locked throughout the school day

Staff Responsible for Monitoring: Campus Principal, Assistant Principals

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Strategy 2

Create and maintain a key card management system for students.

Strategy's Expected Result/Impact: Students will have access to a key cards and locked buildings throughout the school day.

Staff Responsible for Monitoring: Student Service Center Team

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No Progress

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