

San Angelo Independent School District



2025-2026 District Improvement Plan

Mission Statement

The mission of SAISD is to engage all students in a relevant and inspiring education that produces future ready graduates.

Vision

In Pursuit of Excellence

District Strategic Goals

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

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

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

2025-2026 Board Superintendent Goals

Academics

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.

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

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%.

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.

Innovative Learning Spaces

Goal 5: San Angelo ISD will construct school facilities outline 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.

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

Demographics

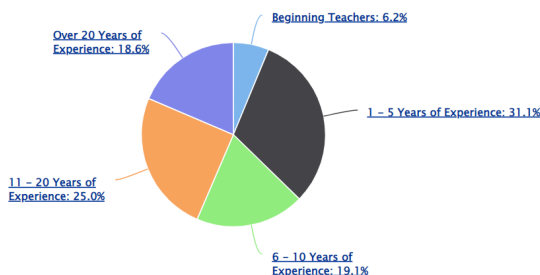
Summary

San Angelo ISD is one of the largest employers in San Angelo, employing about 1,850 people. SAISD serves approximately 13,004 students at 15 elementary schools, 3 middle schools, 2 high schools and an alternative education campus. Females make up 48.71% of the learners in our district and males represented 51.28%. Over the last few years, we continue to see a decline in student enrollment. The total student counts have ranged from 14,574 (2019-2020), 14,100 (2020-2021), 13,860 (2021-2022), 13,548 (2022-2023), 13,180 (2023-2024) to 13,004 (24-25). Enrollment continues to be an area of concern and continues to be one of the district priorities. (Data: OnDataSuite-Fall Submission) With enrollment comes attendance and which tends to also be an issue. We have seen chronic attendance issues over the past few years as well. SAISD implemented a new system with a capacity to remove all barriers to student attendance. Our focus is to decrease the number of chronic absenteeism every year through and MTSS Approach to Attendance and through an Attendance Review Board, parents are shown the correlation between academics and attendance. This has been a focus for the past two years and will continue to be an area of focus for the 25-26 school year with a bit of a revamp. The Attendance Review Board meeting data has shown a slight decrease in absences since we implemented the meetings. They serve as an additional layer of support to enhance current truancy prevention and intervention efforts. The ARB, hears individual attendance situations to identify and support the root causes of their absences prior to referring students and families to truancy court. Included in the ARB meetings is a mediator, School Service Workers and At-Risk Coordinators, Curriculum & Instruction staff, parents, and other district administrators. Our goal continues to focus on transition truancy prevention/interventions from a legal, punitive approach to an efficient, internal problem-solving social services approach.

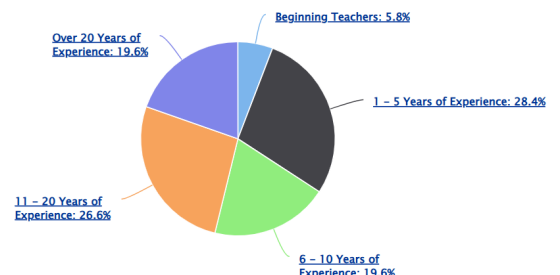
SAISD has the privilege of serving a diverse student population. In 2024-2025, our student population was 62.61% Hispanic, 29.59% White, 3.11% African American, 3.28% Multi-Race, 1.13% Asian, 0.15% American Indian-Alaskan Native, and 0.12% Native Hawaiian-Pacific Islander. Our economically disadvantaged percentage was 57.97%. Our English Learners (EL) population of 912 represented 7.01% of our district. We had 1,862 of our learners that qualified for special education services, which represented 14.32% of our population. Our community and business members provide exceptional support to the students enrolled in our district. San Angelo ISD is fortunate to partner with Goodfellow Air Force Base (GFAFB) to provide the best possible learning experience for approximately 745 students of military families and to extend learning opportunities for all elementary students through the Star Base program. SAISD works closely with Angelo State University (ASU) in an effort to provide post-secondary learning opportunities for existing high school students as well as opportunities for future educators enrolled at ASU to observe and experience the teaching profession in the classroom. The District has also partnered with ASU through the Student Teacher Residency Program, in 24-25 the district had 11 Student Residency Teachers and in 25-26, the district will add 19 Student Residency Teachers in our schools. (Data: OnDataSuite-Fall Submission/HR staffing data)

As of May 2025, SAISD's employment breakdown consisted of 867 teachers, 244 educational aides, 313 administrative support staff, and 426 auxiliary staff. The breakdown of years of teaching experience (as shown in PEIMS uploads for the last two years).

Teacher FTE Percentage by Years of Experience for 2023 - 2024 [Print/Download](#)



Teacher FTE Percentage by Years of Experience for 2024 - 2025 [Print/Download](#)



San Angelo ISD continues to make every effort to build capacity by promoting parent and community engagement. The district welcomes parents and community members to actively participate in all facets of the students' educational process.

Communication is key to the effectiveness of all family and community involvement. Parents and community members are provided a variety of opportunities for active, collaborative involvement. It is San Angelo ISD's expectation to "invite deeper participation" and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff, and community members. We are committed to meaningfully engaging parents and community members in our district and schools and hope to increase both parental and community engagement that benefit the students, their families and the broader community. In 2024-2025, the District incorporated Strong Fathers -Strong Families in our schools. Strong Fathers helps organizations engage fathers and families to improve child outcomes through staff training, parent conference workshops, and consulting. The Strong Fathers Program was a great success! Attendance was outstanding, and the high level of participation created numerous meaningful opportunities for engagement and connection.

As a learning organization and District of Innovation, San Angelo ISD is committed to deepening clarity and impact of strategic direction by collectively measuring progress, identifying future explorations, and cultivating collaboration and engagement through the Collaborative Comprehensive Needs Assessment (CCNA) which will bring together the Comprehensive Needs Assessment requirements for the following programs: Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A. This strategic work is accomplished through the Community Based Accountability System (CBAS) process. Members of the CBAS Committee also serve a dual role as members of the District Site Base Committee. San Angelo has a history of involving teachers, administrators, parents, community members and students in the decision-making process. We are committed to maintaining that same level of engagement with our stakeholders. We aligned our District Improvement Plan to the vision, mission, beliefs and goals that these same stakeholders have developed and embraced as the key drivers of our district planning and decision-making structure. They are provided opportunities for input through attendance at meetings, surveys, and showcasing of our students and schools.

The Learning Intention is to continue to guide the learning of all SAISD Leaders to a deeper level by building an economy of language and common understanding...everyone speaking the same language. SAISD leaders will communicate high expectations, present evidence of impact, engage in high-yield strategies and participate in collaborative learning. SAISD believes in leveraging the skill sets of our Difference Makers to create an environment where collaboration is natural and everyone has a voice at the table. Intentional Design Teams will plan around the District's big rocks to create sequential, timely, purposeful professional learning to support coaching and feedback loops with campus level leaders by building depth and capacity in stakeholders. We will continue to develop our year at a glance using a backwards design aligned to District policies and practices for all stakeholder groups to engage in adult learning to strengthen credibility, trust, and achievement.

The CBAS Advisory Council and the Campus Advisory Committees are centered around the pillar of true accountability, which include:

- Student Achievement
- Student Readiness
- Engaged, Well-Rounded Students
- Professional Learning/Effective Staff
- Community Engagement and Partnerships
- Systems and Operations
- Safety and Well-Being

School Year	Total Enrollment	English Learners	Bilingual	Gifted & Talented	At-Risk	Socio-Economic Status	Male	Female	Special Education
2021-2022	13860	750	87	585	8,342	62.83%	7,049	6,811	1,690
2022-2023	13,548	826	910	604	7,956	61.53%	6,925	6,623	1,762
2023-2024	13,180	892	161	672	7,703	62.09%	6,723	6,457	1,823
2024-2025	13,004	912	150	720	7360	57.97%	6669	6334	1862

Program	2021-2022	2022-2023	2023-2024	2024-2025
Homeless	68	132	124	130
Foster Care	93	61	56	28
Dyslexia	270	303	341	364

SpEd	1,696	1,762	1,823	1862
Migrant Education Prog	16	15	9	9

(Data: OnDataSuite-Fall Submissions)

Strengths

In San Angelo ISD, recognizing and appreciating cultural differences is a way of life. All students and personnel are valued members of our family, "Our People Make the Difference" is still our belief!

Effective communication is maintained by the use of district and campus websites, newsletters, flyers, and social media outlets. The Campuses created One Page Sheets-CBAS Reports that give information on the campus including, clubs and organizations. At the District Level, SAISD has a CBAS Magazine that shares information on the whole district. Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings in a language best understood by the parents. For school year 2025-2026, the district is transitioning to PowerSchool as our new Student Information System (SIS) in major step forward in streamlining and strengthening how we manage student data and communicate across the district. As part of this shift, the district will also begin using PowerSchool's integrated communication tools for district-wide, campus-level, and classroom messaging. This transition is a key part of building a more unified, efficient, and responsive system to support student success.

Parents are encouraged to participate in a variety of ways including, involvement through PTA, PTO, CBAS, and VIPs but there is still a need to support campuses that do not have parent organizations. There is still a need to get parents involved in activities at the schools. The introduction of the Strong Fathers - Strong Families was a great way to get more parents, especially fathers or those who serve in a father capacity to get involved in the educational journey of all students.

San Angelo ISD maintains a positive relationship with our Private Non-Profit schools in the San Angelo area. As a district we provide equitable services for students that belong to SAISD but attend a PNP.. We have five PNPs that participate with our district: Angelo Catholic, Trinity Lutheran School, Cornerstone Christian School, San Angelo Christian Academy, and Potter's Hand.

In our Pursuit for Excellence, our district is committed to providing a safe and productive learning environment for all students. Safety continues to be our first priority as we embark on the opening of the schools for 2024-2025. Our stakeholders had identified the need to help students struggling with coping, social skills, and emotional regulation and self control. **SAISD responded with multiple trainings and contracted support.** The district also continues in partnership with Care Solace to provide access to mental health support for staff and students. SAISD also utilizes the StayALERT School Safety Program that helps provide for safer school environments. StayALERT is a 24/7 bilingual reporting program designed to help provide a safer school environment where reporting bullying, vandalism, drugs & alcohol, unsafe or violent behavior, harassment, weapons, teacher/student conflicts, or other safety concerns. The District also received the Stronger Connections Grant that was awarded to address mental health and wellness, so more will be done to address these needs for our students.

The SHAC Committee meets 4 times a year and has revised the Wellness Plan for the district which has been approved by the School Board.

San Angelo ISD continues to focus on the 5 priorities: Learner Profile, Educator Profile, Community Based Accountability System (CBAS), Board Goals, and Capturing Kids Hearts (CKH).

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Decreased enrollment continues to be issue for our district for the past 5 years.

mobility rates, students not attending, and enrollment in private and home-schools.

 = Priority

Student Learning

Summary

While the Texas Education Agency (TEA) provided the District and campuses with an A-F rating, SAISD strives to provide that extra layer of community accountability through our Community-Based Accountability System (CBAS). Accountability should include multiple, comprehensive measures that accurately reflect student experiences on each campus and the expectations from its community. Preliminary 2024-2025 accountability ratings were released on August 15, 2025. While the district maintained a "C" average overall, this is not the ultimate goal. The district's overall rating increased from 71 to 73, making steps closer to the "B" range. Districtwide, Student Achievement rose by 2 point, Academic Growth increased by 1 point, and Closing the Gaps -- which measures performance among student groups historically underserved -- improved by 2 points. Our district will have six schools in school improvement and the district team has been working with the campus leadership on his process. Implementation of part-time interventionists and before and after school tutoring options will be implemented across these and other schools will benefit as well. Title 1 funds will be utilized to pay for these small group support systems that will focus on targeted skills and areas of need, especially in reading and math.

The District Leadership Team which includes, [Curriculum & Instruction](#), Assessment, Executive Directors, and principals analyze the data for patterns and trends that indicate where to leverage performance for growth and improvement. Data is then shared with the CBAS Advisory Council for discussion and input as we proceed to planning for the upcoming school year. [Entering 2025-2026](#), we will also be using various data collection tools that help support and track learner growth and specific areas of need, as STAAR data is only one form of data utilized by the district. Other forms of data collection used to determine where we can best impact overall performance as we move forward into next school year are:

- NWEA MAP
- NSGRA
- MClass
- Dibles
- Dual Credit Enrollment
- Special Programs Data
- Attendance
- Graduation Rates
- Dropout Rates
- Discipline Data
- Panorama [Student Success Platform](#)
- Schoology
- TELPAS
- 7th Grade [Reading Screener](#)

Over the past two years we narrowed our number of Performance Objectives, to a meaningful number of targets and will continue with that process for the 25-26 school year. The intent is to fulfill our compliance indicators and keep our efforts focused where we can make the greatest growth. These Performance Objectives will be aligned with the district board goals and to our district needs. We are headed in the right direction, but there is still a long way to go toward our goal of raising academic expectations to both challenge and support every student.

There is an overall need to increase in the areas of math in grades 2-8 and Algebra I and in reading for grades 2-8, English 1 and English II. New board/superintendent goals for this were created for the 25-26 school year to ensure that 100% of district campuses meet or exceed federal performance targets in achievement and growth. Improving alignment of instructional resources across the district, implementing additional support and structures for all students, providing increased support for teachers and protecting instructional time through adjustments to bell schedules. While our gains have been small, we are encouraged by the gains we have made and we are equally committed to ensuring all campuses move forward together so every student is prepared for life after graduation.

2022-2023 Dropout Rate--0.9%

Graduation Rate Class of 2023: 94.9% All Students

CCMR 2024: All Students-District-81%, Central-79%, and Lake View-89%

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by TEA to assist campuses not meeting the state accountability standard in one or more Domains. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and supports to the needs of each school. In 2023-2024, SAISD had 10 campuses on Targeted Improvement Plans (TIP). In 24-25, 3 campuses are in ESF and for the 25-26 school year, there are 6 campuses that will need targeted instruction. In connection with the School Improvement Action Plans, the campuses and district created a blueprint that clearly identified the systems and capacity needed to be addressed. The TIP Plans provide a method for submitting their plans for ongoing feedback and support from their TEA Specialist and ESC Support Specialists.

Strengths

The following strengths were identified in the area of academic achievement:

Intentional Planning

Teacher literacy coaching through Scholastic and Reading Academy Coaches

TEKS Resource System

Transition opportunities available at all campuses through transitions days and Jump Start held in the summer for middle school campuses and Kinder Jump Start.

Increased participation in the Bilingual Program, "Orgullo Bilingüe", at Bradford Elementary

Increased opportunities for GT identification with yearly evaluation to the identification process to ensure equity across campuses and demographics

Continued implementation of Inspire (Special Education Behavior Program).

SME Prime Program & Site-Base Partnership for CTE

STEM Camps & STEM Labs at each campus. STEM Camps have been a big hit that additional days were added in 2024.

Robotics Competition participation is increasing.

Continued Leadership Academy at Lincoln Middle School

STARBASE - The Department of Defense (DoD) STARBASE focuses on elementary students, primarily fifth graders to motivate them to explore Science, Technology, Engineering and Math (STEM) as they continue their education

1:1 with Chromebooks at the High Schools

1:1 with iPads at middle school

1:1 with Chromebooks & iPads for elementary students

ZSpace

ASU partnership at Lake View High School to increase college enrollment

Participation and success in co-curricular and extra curricular activities

Successful Athletic & Fine Arts along with other co-curricular opportunities given

As previously mentioned, all forms of data and assessments continue to be utilized to determine where we can best impact overall performance for all students. Setting performance objectives which are laser focused on improving the problem areas is our focus. As well as, implementing evidence-based practices that support instructional access for all students increasing opportunities to further student achievement through reading, writing, literacy, speaking, listening, and critical thinking. Including thoughtful, developmentally appropriate use of technology. Instructional Coaches were moved and placed in pods to target the needs of the schools. We added interventionists at all elementary campuses in an effort to support our most vulnerable students through intense instruction. We will continue focus on professional learning for all staff that is purposeful to better serve all students. We will continue to refine our multi-tiered systems of support (MTSS) by expanding our systems to focus on the social-emotional and behavioral needs of all students, applying evidence-based approaches such as, restorative practices. We will focus on student wellness and resilience by using best practices, curricular resources, and community partners to improve social-emotional development.

In the Fall our CBAS stakeholders took a poll on what two pillars they valued most. The top two pillars were Student Achievement and Professional Learning and High-Quality Staff. The CBAS stakeholders are aware that we have not stopped working on those identified last year, but work simultaneously on all with more emphasis on those two identified as needs for the year. As a committee it was determined that our focus would be on those two for all students in 24-25. Those two pillars are still a top priority moving forward. We will continue with Our Big Rocks which consist of the following: 1) MTSS-Academic and MTSS-Behavior, 2) Supporting Special Populations (Special Education and Emergent Bilingual), 3) Professional Learning Communities.

The Special Education and Emergent Bilingual populations are a predominant focus for the district as each showed areas for growth potential as outlined in the 2024 Results Driven Accountability (RDA) data. Attendance, Behavior, and Course Performance for these student populations will be a key focus in data desegregation and campus discussions that will help inform proactive strategies and enhance instructional techniques utilized in the classroom to keep these students enrolled, engaged in learning, motivated to attend school, give them a place to belong, and meet their overall needs. The components of Attendance and Behavior fall into the domain of MTSS-A, whereas Course Performance falls into the realm of MTSS-B. The calibration of the systems and processes within Professional Learning Communities will allow for strategic discussions and adjustments to target these student subpopulations to meet their needs and augment their success rates.

The Bilingual Program, "Orgullo Bilingüe" is housed at Bradford Elementary and continues to accommodate the growing number of students in that area and across the district.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	High Schools had no increased areas of learner growth as evidenced by EOC scores.	Lack of intentional planning, new staff, and campus culture.
2	There is a need for clear direction on procedures and processes for threat assessments for campus teams and other departments and overall health and safety, including vaping.	Need frequent training and practicing of all safety drills.

 = Priority

District Processes & Programs

Summary

San Angelo ISD's curriculum is a framework for guiding teachers and leaders in the design of student work and planning instruction that is standards-based, challenging, customized, innovative, and responsive to learners' needs in alignment with SAISD's Vision, Mission, Beliefs and Commitments. SAISD has 5 district priorities that are the focus: the Learner Profile, Educator Profile, CBAS, Board Goals and CKH. SAISD Big Rocks: 1) MTSS-Academic, 2) MTSS-Behavior, 3) Special Populations (Special Education and Emergent Bilingual), and 4) Professional Learning Communities.

The SAISD Teaching for Learning Plan (TFLP) is designed to support the instructional vision of the San Angelo Independent School District and continues to reflect community and district expectations of a standards based curriculum that is focused on authentic student engagement, academic rigor, and coherent curriculum that supports college, career, and citizenship readiness that allow for connections in and beyond the classroom. The plan establishes expectations, guidelines, and procedures for the design, delivery, monitoring and evaluation of the curriculum.

Continued and focused data analysis is a fundamental process of SAISD. We are continuing implementation of Professional Learning Communities (PLCs) on all secondary and elementary campuses. Intentional Design Teams will plan around the District's Big Rocks to create sequential, timely, and purposeful learning to support coaching and feedback loops with campus level leaders by building depth and capacity in stakeholders. We use Texas Academic Performance Report (TAPR), STAAR, EOC, and Results Driven Accountability (RDA) as a source of data to discern strengths and needs. Curriculum based assessments are given at the 9-week, 18-week, and 27-week period followed by end of year assessments in grades K-2, and state assessments in elementary and secondary in state assessed grades.

Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school. A+LS and Edgenuity are resources used to assist with credit recovery (SCE). Focused on continuous improvement that results in excellence for each child, SAISD serves learners through specialized programs related to individualized learner need and interest. The district offers a variety of programs including, but not limited to: STEM, Bilingual Education, Career and Technical Education, Gifted and Talented education programs. The district is focused on providing a premier education by designing digital and physical learning environments that provide efficient, safe, and innovative learning spaces that promote student achievement for all learners. SAISD has two Digital Facilitators that provide STEM activities at all of our campuses in the district, plus a STEM Liaison. They provide enriched STEM educational experiences to all of the students in the district, promoting a diverse set of learning experiences that engage students across a variety of hands-on activities in Science, Technology, Engineering and Math through STEM Labs and STEM Camp. Title IV funding is utilized to enhance STEM educational experienced through the school year for all students and subgroups. STEM Aides were added to all elementary campuses that will directly tie back to student achievement based on MAP and preliminary STAAR. The STEM Aides will work directly to support the lowest math and science TEKS at every grade level K-5. Funding source will be Title I at approximately \$319,217 and Title IV at \$199,220.

Annually, the District receives a Results Driven Accountability (RDA) determination level of 1 through 4 based on a review of the district's special programs' student outcome and compliance data. The district BE/ESL program and Special Education Program both are required to complete a self-assessment of their programs. The purpose of the self-assessment is to assist the district leadership teams in evaluating and improving it's special programs. The district also was also required to create a Strategic Support Plan (SSP) to develop their focused goals and activities for continuous improvement each year for these programs.

Dedicated to program effectiveness for maximized learning, SAISD continually works to design, develop, and evaluate each program as required by state and federal requirements. Program evaluations ensure local, state, and national guidelines are met including staffing, certifications, professional learning, resources, and budgeting are delivered with efficacy and equity.

As a Texas Education Agency designated District of Innovation district, San Angelo ISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of learners in the community.

SAISD has had a reputation for hiring and retaining exceptionally talented and dedicated employees. As a district, we focus on recruiting and hiring people who are passionate and whose greatest joy is seeing our students succeed. Just as we do with our students, we give our educators the resources and tools they need to succeed. Campus Administrators conduct intensive interview processes to ensure that all new employees meet the high standards of our district and community. Even with staff shortages nationwide, we continue to recruit the most highly effective employees and continue with the intensive interview process. San Angelo ISD employees approximately 1,367 staff members. All New-to-the-District and/or new teachers have the opportunity to participate in the New Teacher Academy, be assigned a mentor, and participate in all district PD for new teachers. All staff have opportunities to participate in intentional and focused professional development as well. Mentor will be paid a stipend from Title II to work and support the new teachers. The Director of Campus Academic Support oversees all first year teacher support at all levels.

The Technology Department continues to provide technical support, training, and technology resources to the school district. The district continues to transform the learning process for all students through the integration of technology into district instruction. Our district has reached the 1:1 device implementation for all students. Our next step will be to have a replacement cycle for all devices in order to maintain up to date and functional devices. The same holds true for our network infrastructure. Currently our district has a robust network infrastructure to support learning and district operations, but will also need to focus on how to maintain and upkeep that infrastructure.

One of the main priorities for SAISD continues to be safety. Our focus is to continue to maintain high levels of safety, improve safety procedures and plans for threat assessment training for staff and students, parental involvement, mental health support, and overall safety planning, including vaping. Our district improvement plan will include several of these elements along with any updates that will continue throughout the 24-25 school year to help ensure we have clear direction and protocol for campuses and staff. The Director of Student Services & Safety helps with the development, planning, and implementation of district safety and emergency management to ensure readiness when needed in order to provide a safe and secure learning environment for all students and staff. Law Enforcement officers are present at all campuses 100% of the instructional day. Data used was stakeholder input (students, staff, parent, and community), internal safety checks and Panorama survey results. As a district we need to continually review, revise, and implement district and school Safety Plans and training in collaboration with local agencies, including SAPD and the Texas School Safety Commission to stay up to date and ensure readiness in the event of an emergency situation. Title IV funding will be used to enhance safety needs on campuses in our district.

SAISD has conducted a facilities study to address current needs and future needs for facilities in SAISD and discussed next steps. PK programs were consolidated from 8 campuses to 4 as well as ECSE classrooms. A community-wide facilities committee was created to consider facility needs in San Angelo ISD. This Facility Advisory Committee met, toured, and learned more about the current state of SAISD facilities, then recommended work to be considered by the Board of Trustees. The district continues to look for ways to support the overall needs for the district while also closely monitoring expenses with the needs for staffing, resources, facilities, enrollment, and transportation. The Deputy Chief Superintendent of Business works closely with his team to update the school board and community on the budget process as a whole.

Strengths

All staff have opportunities to grow and learn. Professional Learning options include, but are not limited to, in-house developed sharing sessions such as, Learning Palooza, contracted services and support based on district initiatives and research based best practices, New Teacher Academy and Mentoring, SAISD Instructional Leadership Academy, PLCs, Instructional Coaching, Learning Palooza, and People, Purpose, Passion Service Academy for our administrative and clerical staff.

The district Curriculum & Instruction Team continues to lead the process of curriculum development, revision, and implementation district wide. This department is also responsible for identifying, implementing, and monitoring research based instructional best practices. The C&I department oversees the alignment and approval of instructional resources at all levels.

Title I, Title II, Title III, and Title IV as well as SCE funding is utilized in providing supplemental support in our needed areas of technology integration, Bilingual program, Safety & Well-being and student achievement and student readiness, including robotics that leads to teams that are competition ready at all levels through our Comprehensive Collaborative Needs Assessment. Safety assessments are being conducted throughout the district and cybersecurity training.

Curriculum design team provides beneficial tools such as the curriculum framework, curriculum-based

assessments and writing initiatives. Instructional Coaches work with teachers across the district on district initiatives and specific strategies to improve student performance. In addition, they participate in PLCs, assisting with lesson design, assessment, and alignment. The Instructional Coaches were strategically organized into pods with specific schools under each pod. The needs of the campus and the strength of each ICs were considered in matching them to address campus needs.

District and campus strengths and areas of focus are considered in determining differentiated support for student learning. Campuses utilize staff approved instructional resources to provide individualized support for student needs. Interventions and specialized support/resources are provided for ESL, Bilingual, Special Education, Gifted & Talented, At-Risk, Homeless & Neglected students and available to Private Non-Profit Schools (PNPs).

In our effort to build future ready learners with the soft skills for success, SAISD Counselors and staff use multi-tiered systems of support (MTSS). Our mission is to instill strong character traits such as respect, responsibility, citizenship, trustworthiness, caring, and fairness.

Retaining high quality staff is a priority for SAISD. As a district, we focus on recruiting and hiring people who are passionate and dedicated, people whose greatest joy is seeing our students succeed. Just as we do with our students, we give our educators the resources and tools they need to succeed. Many retirees continue to serve the district in the capacity of part-time interventionists, substitute-teachers, and interventionists.

Human resources and other district staff attend several recruiting fairs across the state. In addition, paraprofessionals are encouraged to pursue their bachelor's degree, and are supported by way of flexible scheduling and assistance with certification exams. SAISD has a partnership with Hartwell University allowing our paraprofessionals to enroll and earn their teaching certification, allowing us to literally grow our own! SAISD also offers training for teachers who wish to challenge the Bilingual, ESL, or Special Education exams. This has led to an increase in the number of teachers with additional certifications.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	SAISD is experiencing staffing shortages.	Turnover, job abandonment, shortage of educators coming from universities, etc.
2	SAISD needs to develop a process for maintaining a robust infrastructure to support learning and district operations and replacement cycle for 1:1 devices to maintain up to date and functional devices.	Device life is 3-4 years, not including loss, theft, or breakage.

 = Priority

Perceptions

Summary

As we move into the 25-26 school year, we will continue to build and strengthen relationships and provide support for social emotional needs, especially focusing on mental health. We will also continue to focus on the 5 district priorities (Learner Profile, Educator Profile, CBAS, Board Goals, and Capturing Kids Hearts). We are aligning our new board goals with cultural responsive teaching and ensuring that our structural foundations within all of our district systems focus on equity, equality, and inclusivity for all.

Our work with CBAS has taken us onto next steps as we used various types of data across the district to highlight strengths and areas of growth besides the traditional state accountability system currently in place. We told our stories, showcased all the Ways our Students are Smart, how Our People Make the Difference, and increased our Parent and Community Partnerships and Engagement opportunities. SAISD values all the feedback sought from stakeholders, which include teachers, administrators, district personnel, parents, students, and local community members. The values represent not only what makes SAISD unique and special, but also areas of improvement centering on the themes of engagement, great teaching, redefining success and relationships. We want to have a driving awareness of and build advocacy for the district's vision, mission, and core beliefs among each stakeholder group. We want them to know that we value authentic relationships and by investing in each other we learn and flourish. We want them to know that we value collective engagement that positively impacts the lives of our children and our community. We want them to know that we value great teaching because it is the key to deep learning. We want them to know that each individuals' contributions are valued because the measure of success can be different for everyone and we are all Difference Makers!

Strengths

San Angelo ISD offers a College bound culture that is reflected on every campus. District staff are trained annually on the following: 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. The campuses provide multiple opportunities for our families to be involved with their child's education.

- Standards based curriculum tailored to specific learning needs
- Teacher choice in lesson implementation has created a positive learning environment for students and staff
- Student feedback regarding instruction
- Campuses are using the Learner Profile as a tool for planning and meeting individual student needs and aspirations
- Social media has helped students/parents stay informed
- San Angelo Reads! Community-wide literacy initiative that partners with district staff and community leaders.
- Cybersecurity Partnership with ASU
- Partnerships with ASU, Howard College, San Angelo Chamber of Commerce, Shannon Hospital & other community partners like Shannon
- New Teacher Academy has helped prepare teachers more adequately

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a need to expand opportunities for partnerships with local organizations that offer future ready opportunities and to inform offerings for students.	Need more community partnerships that address the whole student.
2	Communication with Spanish speaking families needs to be refined and expanded.	Barriers exist on reaching more Spanish speaking families
3	There is a need to increase communication in all aspects of the district processes and initiatives, including communicating the Learner Profile to our families, expand participation & diversity presentation in our CBAS process,	Need to reach more families and educating them on district processes and initiatives--lack of parent participation

★ = 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



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

Considerable Progress

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 and Campus Leadership

Formative Reviews

Moderate 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 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.

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

Staff Responsible for Monitoring: SAISD

Formative Reviews

 Accomplished

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 I 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.

Funding Sources: tutorials before and after school, intense small group instruction Title I, Part A, SCE,

Formative Reviews

Moderate Progress

November

February

May

May

Strategy 2 Equity Plan

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

Moderate 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

Moderate Progress

November

February

May

May

Strategy 4 Equity Plan

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

Moderate 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

Some 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

Some Progress

November

February

May

May

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 Equity Plan

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

Formative Reviews

Moderate Progress

November

February

May

May

Strategy 2 Equity Plan

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

Funding Sources: Title I, Part A,

Formative Reviews

Moderate Progress

November

February

May

May

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

Formative Reviews

Moderate Progress

November

February

May

May

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.

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

Formative Reviews



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 and Campus Leadership

Formative Reviews

Some Progress

November

February

May

May

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 Leadership

Formative Reviews

Some Progress

November

February

May

May

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

Formative Reviews

Some Progress

November

February

May

May

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.

Formative Reviews

Moderate Progress

November

February

May

May

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

Formative Reviews

November

February

May

May

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

November

February

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May

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

Formative Reviews

November

February

May

May

Strategy 2

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

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

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

Formative Reviews

November

February

May

May

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

Formative Reviews

November

February

May

May

Strategy 2

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

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

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

Formative Reviews

November

February

May

May

Performance Objective 6

Strengthen Stakeholder Communication and Transparency

Evaluation Data Source: Communication reports
Website and Social Media audits

Strategy 1

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

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

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

Formative Reviews

November

February

May

May

Strategy 2

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

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

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

Formative Reviews

November

February

May

May

Goal 5

INNOVATIVE LEARNING SPACES

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

Performance Objective 1 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: Principal and Assistant Principal and District Leadership Team

Formative Reviews

No Progress

November

February

May

May

Strategy 2

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

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

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

Formative Reviews

No Progress			
November	February	May	May



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 102.85

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Aaron Beck	At-Risk Coordinator	1
Al Lara	Teacher	1
Amanda Jameson	Reading Interventionist	1
Amy Ball	Instructional Aide	1
Angela Bible	Teacher-Science	1
Angela Hodge	Interventionist	1
Annisa Figueroa	College Prep-Math	0.67
April Delacruz	Office Receptionist	1
April Jones	Credit Recovery	1
Arsenio Geter	College Prep-Math	0.5
Ashley Halfmann	Reading Interventionist	1
Ashley Jauregai	Instructional Aide	1
Ashley Purcell	Interventionist	1
Becca Flores	Principal	1
Bonnie Smith	At-Risk Coordinator	1
Brenda Pier	Reading Interventionist	1
Cenny Flores	School Service Worker	1
Cheryl Swick	College Prep-English	1
Cheryl Wamer	Teacher-PK	0.5
Cheyenne Williams	Reading Interventionist	1

Christina Schneider	Instructional Aide	1
Christy Cunningham	Instructional Aide	1
Cindi Lopez	Instructional Aide	1
Clarissa Bowers	Home Instruction Teacher	1
Claudia Heredia	Interventionist	1
Craig Horner	Teacher	1
Crystal Ibarra	School Service Worker	1
Cyntoria Wilson	Instructional Aide	1
Daniela Zapata	Instructional Aide	1
Danielle LeBlanc	Teacher-PK	0.5
Debbie Ramon	School Service Worker	1
Deidra Bannister	Teacher-PK	0.5
Derek Alambar	ELDA	0.17
Devina Varela	Emergent Bil Student Support	1
Diana Faulkner	Behavior Support Coord	1
Edna Wolsfeld	Teacher-PK	0.5
Elizabeth Syler	Instructional Aide	1
Eloisa Griffin	EL Student Support Teacher	1
Eva Hester	Instructional Aide	1
Gabriel Chappa	Credit Recovery	0.67
GanCarlo Van Wright	Instructional Aide	1
Guadalupe Rangel	EL Student Support	1
Gwendolyn Smith	Teacher-Sped Inclusion	1
Heather Houston	Teacher-PK	0.5
Holly Hartsfeld	Instructional Coach-Sec	0.5
Irene Lara	Teacher-PK	0.5
Jacqueline Robles	At-Risk Coordinator	1
Jacy Rangel	Interventionist	1
Jaekelyn Evatt	EL Student Support	0.5
Jean Hernandez	Interventionist	1

Jennifer Clark	Credit Recovery	1
Jennifer Larimore	Home Instruction Teacher	1
Jessica Boling	Interventionist	1
Jessica Olson	College Prep-English	0.67
Jessica Palmer	Instructional Aide	1
Jordan Lane	Instructional Aide	1
Joshua Borg	Teacher-Social Studies	1
Judy Knight	Reading Interventionist	1
Julie Meza	Interventionist	1
Kaitlyn Weimers	Instructional Coach-Sec	0.5
Kara Walker	Instructional Aide	1
Karla Thompson	Reading Interventionist	1
Kathleen Edinburg	Interventionist	1
Katy Butts	Interventionist	1
Kenneth Burrell	Teacher	1
Kerry Robertson	Instructional Coach-Sec	0.5
Kiara Orrosquieta	Teacher-PK	0.5
Kimberly Wilson	Campus Receptionist	1
Kristina Komyathy	College Prep-Math	1
Kristy Drexler	Home Instruction Teacher	1
Krystal Henke	Instructional Aide	1
Laura Elms	Credit Recovery	1
Lauren Arnold	School Service Worker	1
Lexus Aguirre	Teacher-English	1
Lisette Velasquez	Instructional Aide	1
Loran Bird	College Prep-English	0.67
Lucia Rodriguez	EL Student Support	1
Maria Guajardo	Instructional Aide	1
Maria Gutierrez	Teacher-PK	0.5
Mariah Gloria	Instructional Aide	1

Marissa Favela	Instructional Aide	1
Marivel Garcia	School Service Worker	1
Mary Ann Martinez	Instructional Aide	1
Melody Hollon	Home Instruction Teacher	1
Michaela Counts	Teacher-PK	0.5
Michelle Dye	At-Risk Coordinator	1
Natalee Brown	Interventionist	0.5
Norma Aguilar	Interventionist	1
Porfirio Flores	At-Risk Coordinator	1
Rachel Lawlor	Instructional Aide	1
Rafael Rassi	Teacher-History	1
Regina Martinez	Principal Secretary	1
Rosa Lara	EB Instructional Support	1
Roseanne Reyes	Instructional Aide-Sped	1
Sabrina Zuniga	At-Risk Coordinator	1
Sharla Vass	Interventionist	1
Sharon Morris	Interventionist	1
Sherry Morton Blair	Teacher-English	1
Sonja Williams	Counselor	1
Stacy Fira	Teacher-PK	0.5
Stacy Freeman	Teacher-PK	0.5
Stephanie Broome	Reading Interventionist	1
Stephanie Duncan	Instructional Coach-Sec	0.5
Stephanie Hawkins	Reading Interventionist	1
Steven Ashley	Teacher	1
Tamara Gonzales	Teacher-PK	0.5
Tanya Gue	Teacher	1
Teresa Scott	Reading Interventionist	1
Terri Young	Interventionist	1
Tiffany Meek	Teacher-JJC	0.5

Tim Bozarth	Teacher-Math	0.5
Tina Whites	Reading Interventionist	1
Tony Vu	College Prep-Math	0.5
Wanda Campos	Instructional Aide	1
Xavier Irving	Teacher-PE	1
Yvonne Minjares	At-Risk Coordinator	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Aliyah Favela	Instructional Aide	Title 1	1
Allison Knight	Instructional Aide	Title 1	1
Amelia Soto	Instructional Aide	Title 1	1
Ashley Croft	Instructional Aide	Title 1	1
Beryl Maungua	Instructional Aide	Title 1	1
Briana Nyguen	Instructional Aide	Title 1	1
Brittany Castelli	Instructional Aide	Title 1	1
Carrie Alvizo	Instructional Aide-PK	Title 1	1
Cassie McCarley	Teacher	Title 1	1
Castle Riddle	Instructional Aide	Title 1	1
Charlsi Rivero	Instructional Coach-Elem	Title 1	1
Corina Lovell	Instructional Coach-Elem	Title 1	1
Crystal Castaneda	Instructional Aide-PK	Title 1	1
Crystal Geaslin	Teacher	Title 1	1
Crystal Grijalva	Instructional Aide	Title 1	1
Cyndi Smith	Instructional Aide-PK	Title 1	1
Dawn Marshall	Instructional Coach-Elem	Title 1	1
Dora Garcia	Instructional Aide-PK	Title 1	1
Dora Molina	Instructional Aide-PK	Title 1	1
Dorinda Jones	Instructional Coach-Elem	Title 1	1
Elijah Perez	Instructional Aide-STEM	Title 1	1
Elizabeth Kenedy	Instructional Aide	Title 1	1
Elvira -Gomez Lopez	Instructional Aide-PK	Title 1	1
Erica Castro	Instructional Aide-STEM	Title 1	1
Flor Reyes	Instructional Aide-PK	Title 1	1
Gabrielle Wilson	Teacher	Title 1	1
Hadley Hernandez	Instructional Coach-Elem	Title 1	1
Halie Curtis	Instructional Coach	Title 1	1
Hannah Flores	Teacher	Title 1	1
Hannah Johnson	Instructional Aide	Title 1	1
Hillary Valdez	Instructional Coach-Elem	Title 1	1
Holly Hartsfield	Instructional Coach-Sec	Title 1	0.5

Ileah Brown	Instructional Aide	Title 1	1
Illeanna Lara	Instructional Aide-STEM	Title 1	1
Isabel Rodriguez	Instructional Aide-STEM	Title 1	1
Isla Redhorse	Instructional Aide	Title 1	1
Joanna Prater	Instructional Aide-PK	Title 1	1
Joshua Borg	Teacher	Title 1	1
Kaitlyn Weimers	Instructional Coach-Sec	Title 1	1
Kanasha Landerth	Instructional Aide-PK	Title 1	1
Kari Woods	Instructional Aide	Title 1	1
Katie Cox	ECH Instructional Coach	Title 1	1
Katie Saiz	Instructional Aide-STEM	Title 1	1
Kerry Robertson	Instructional Coach-Sec	Title 1	1
Kim Gadberry	Administrative Assistant Fed Prog	Title 1	1
Kristen Griffin	Instructional Aide-STEM	Title 1	1
Lahyla Bejil	Instructional Aide-PK	Title 1	1
Lana Freatman	Instructional Coach-Elem	Title 1	1
Laura Flores	Instructional Aide	Title 1	1
Lilley Gravatt	Instructional Aide-PK	Title 1	1
Lisa Hernandez	Teacher	Title 1	1
Lucy Mulkin	Instructional Aide-PK	Title 1	1
Megan Okerstrom	Instructional Coach-Elem	Title 1	1
Melissa Flores	Instructional Aide-STEM	Title 1	1
Navida Swanger	Instructional Aide	Title 1	1
Rachel Hernandez	Instructional Aide	Title 1	1
Raquel Taunton	Director of Federal Programs	Title 1	1
Rosalinda Sarabia	Instructional Aide	Title 1	1
Sharon Rivers	Instructional Aide-STEM	Title 1	1
Skylar Seals	Instructional Aide	Title 1	1
Stephanie Duncan	Instructional Coach-Sec	Title 1	0.5
Stephanie Shaffer	Instructional Aide-STEM	Title 1	1
Sydney White	Instructional Aide	Title 1	1
Tanner Harris	Instructional Aide	Title 1	1
Teresa Gilbert	Instructional Aide	Title 1	1
Trish Meads	Instructional Coach-Elem	Title 1	1
Vanessa Galarza	Instructional Aide	Title 1	1
Veronica Wiley	Instructional Aide-STEM	Title 1	1

Vivian Balderas	Instructional Aide-STEM	Title 1	1
Yvonne Montalvo	Instructional Coach-Elem	Title 1	1



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	tutorials before and after school, intense small group instruction	SCE	\$0.00
3	2	2		--	\$0.00
				Sub-Total	\$0.00