

# **San Angelo Independent School District**

## **Lone Star Middle School**

### **2025-2026 Campus Improvement Plan**

# Mission Statement

The mission of Lone Star Middle School is to honor all students, providing equitable and diverse learning experiences to equip future-ready learners with the skills and confidence to become leaders, achieve individual success, and contribute to a global community.

# Vision

Empowering students to pursue their dreams

## Goals

**The district goals:**

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

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

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

# Value Statement

## Core Beliefs

**We believe student achievement is our highest priority and core principle for all decisions that impact the district.**

*We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.*

**We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.**

*We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic*

*achievement and student success, we will create and implement programs and processes that address the needs of students and staff.*

**We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.**

*We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.*

**We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.**

*We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.*

**We believe all students learn best in a safe, supportive, and secure environment.**

*We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.*

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# Comprehensive Needs Assessment

# Demographics

## Summary

This section outlines the demographic profile of our campus, offering insight into the diverse characteristics that influence our instructional focus and support systems. Lone Star Middle School's enrollment is below average this year, averaging 790 students with ADA. Preliminary 2024-2025 PEIMS data showed Lone Star at 47.22% female, 52.66% male, 63.29% Hispanic-Latino, 0.25% American Indian-Alaskan Native, 0.25% Asian, 1.14% Black-African American, 2.41% Native Hawaiian-Pacific Islander, 0.38%, White, 28.99% and Two-or-More races, 3.42%. 61.01% were designated as economically disadvantaged in 2024-2025, and 6.71% (53 students) were Emergent Bilingual (EB) which is down 0.16% from the 2023-2024 school year. Furthermore, 0.38% (3 students) are in the Alternative ESL Language Program. Lone Star Middle School is a Title I campus. San Angelo ISD has three middle schools, and Lone Star's enrollment is the middle of the three in size. 60.13% (475) of our students are at-risk students, 6.08% (48) of our students maintain a military connection, 0.89% (7) of our students are Homeless, 11.77% (93) of our students have a Section 504 plan, and 58.49% (62) of our students have a learning disability, 13.42% (106) of our students receive special education services, and 6.96% are gifted/talented.

We consistently focus on building culture and providing high-quality professional learning, especially for our new teachers, hoping it will help with teacher retention. I spend my time providing campus and district support to new teachers with zero experience and teachers new to the district. Currently, we have two part time certified teachers fulfilling the role of one honors Math teacher. Students are settling in with the teachers and the teachers are committed to staying the full year. Although we are currently staffed for two INspire teachers, we only have one certified teacher and five INspire Aides. To date the staff still does not reflect the students' demographics, nevertheless, we continue to work toward professional learning to meet the needs of all students. We are encouraging our teachers to learn and grow through Capturing Kids Hearts, Emergent Tree, Kagan Strategies and Bluebonnet Learning, We have instructional Aides working towards teacher certification. We also have several teachers working toward their master's degrees. In 24-25, with the district's help, we identified uncertified teachers with ESL students. Those teachers were required to train and test. One out of 2 obtained their ESL certification. The other will test again.

## Strengths

Lone Star's diversity can be a challenge, but also a strength. Our student population is diverse and we value all students, working to provide equitable opportunities for learning and growth.

At Lone Star Middle School, we focus on leadership for all. We encourage teachers to become leaders among their peers and within the district. Our teachers apply for grants through the San Angelo Schools Foundation, serve as Capturing Kids' Hearts Process Champions, MTSS Behavior System Support leaders, recently named The Connection Crew, Student Council and National Junior Honor Society sponsors, UIL sponsors, and as department heads. Teachers also participate in Professional Learning during the summer. Our new staff participates in the New Teacher Academy throughout the year. The principal and assistant principals, attend professional learning throughout the year with our district leadership and curriculum & instruction departments. Our

paraprofessionals attend People, Purpose, Passion job specific professional learning. Informal and formal walkthroughs provide opportunities for feedback and growth. The principal receives, one on on training from various District leaders on content, and accountability support, from Kim Spurgers and Michael Kalnbach.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

Retention in middle school can be a struggle, but we work on building culture, supporting staff, and providing PL to support growth and empowerment among our teachers. We are proud when we "lose" a teacher to a promotion. We know that building capacity in our people is one of the best ways to grow as a district. In our hiring processes, we strive to find the right fit for each position.

Teacher advancement, relocation, and retirement.

2

Lone Star has a diverse population and large number of economically disadvantaged students. We work to help our students become communicators, collaborators, critical thinkers, and creators. We want all of our students to make connections to real life situations, build positive relationships and invest in their own futures.

Various internal and external factors, often beyond the school's control contribute to large numbers of students being labeled economically disadvantaged. We do our part to support all students.

 = Priority

# Student Learning

## Summary

Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
6th Math 238	20	1687	45.45%	47.21%	30.9%	9.44%
7th Math 233	21	1739	47.45%	65.55%	27.73%	9.66%

At the time of this report we have received the scores for the 2025 Spring STAAR results, but the issuance of the 24-25 A-F ratings remains in a pending status according to the Texas Education Agency (TEA).

Grade 6 STAAR Summary Report of all students Approaching Grade Level or above is as follows:

- Reading Language Arts - 74%
- Math - 53%

Grade 7 STAAR Summary Report of all students Approaching Grade Level or above is as follows:

- Reading Language Arts - 67%
- Math - 51%

Grade 8 STAAR Summary Report of all students Approaching Grade Level or above is as follows:

- Reading Language Arts - 74%
- Math - 53%
- Social Studies - 46%
- Science - 55%

## Strengths

Reading is our strongest area and it impacts all content areas.

**From 2024 to 2025:**

**RLA Overall Trends:**

- Approaches ↑ (6th, 8th), ↓ (7th): More students meeting minimum expectations
- Meets ↑ All Grades: Improved proficiency
- Masters ↑ All Grades: Growth in high-achieving students

**RLA Grade Level Highlights:**

- 6th Grade: Gains in Meets & Masters; At-Risk Approaches improved
- 7th Grade: Meets ↑, Approaches ↓; Eco Disadvantaged improved

- 8th Grade: Strong gains across all levels; +13% Approaches for Eco Disadvantaged

#### **RLA Sub Group Trends**

- Eco Disadvantaged: Growth in 7th; focus on Masters
- At-Risk: Strong Approaches in 6th & 8th
- EB: Regression in 6th/8th; no Masters
- SPED: Slight Approaches gains; low Meets/Masters
- G/T: Outstanding results; continue to enrich

#### **Math 6th Grade Overall:**

- Approaches ↑ to 66%, Meets ↑ to 27%, Masters ↑ to 9%
- Numerical Representations ↑ to 49%
- Concerns: EB & SPED very low; At-Risk improved but still behind

#### **Math 7th Grade Overall:**

- Meets ↑ to 45%, Masters ↑ to 9%
- G/T 100% Meets+
- Concerns: 67% Eco Disadvantaged, 81% At-Risk, 87% SPED did not meet

#### **Focused Area of Growth:**

- Focusing growth and closing the gaps for our high risk sub-pops - EB & Sped populations –with a focus on our Tier 2 & 3 approaches in RLA & Math
- Improving Meets/Mastery by intensely focusing on the depth & complexity of Tier 1 instruction in all classrooms and core areas – supporting the understanding verb requirement in the standards

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

Student achievement is not where we would like it to be. LoneStar's accountability ratings and lack of distinctions are not representative of our expectations and culture. Strong PLC Team Meetings combined with coaching from Emergent Tree MTSS Framework will help us improve our instructional practices. The school's focus is to design activities from our lesson plans to engage our students in learn

As we work to improve our instructional decisions, we may want to consider looking at various types of data, such as behavioral and social-emotional data (Panorama), for each student. The bigger picture we have of each student, the more accurate our instructional decisions will be.

 = Priority

# School Processes & Programs

## Summary

The district's Curriculum and Instruction Team (C&I), along with instructional coaches, supports campuses as teachers design high-quality lessons for instruction with administrator support. Map Testing for math, reading, and science provides the instructional levels of each student. This data will drive our instructional practices, allowing the teachers to focus their PLC Team time to ensure teaching and learning at the highest level. PLCs provide the opportunity for grade-level departments to work together to design lessons for their students that are aligned with the TEKS and focused on the students' needs.

Community-Based Accountability System (CBAS) team to learn and grow as a campus and district.

Our Emergent Bilinguals (EBs) attend class with a Student Support teacher. This teacher currently is in the beginning stages of utilizing Read180 intervention.

We partner with Solution Tree to ensure we are up-to

-date with the most current instructional practices and strategies for student success.

All core teachers attend PLC Team Mtgs with their content-area administrator. PLCs are focused and aligned with the state curriculum and district mission, vision, goals, and curriculum. The SAISD Learner and Educator Profiles guide our decisions as teachers design lessons for student achievement and success.

Professional Learning ensures new teachers and new-to-Lone Star teachers learn the Design Qualities that are important to us at Lone Star Middle School. Design qualities focus on student engagement.

Monthly department head meetings build leadership skills, provide an avenue for communication between campus leadership and department leadership, and provide an opportunity for department heads' voices to be heard.

Student interventions take place in class and intervention classes, ensuring students' needs and HB 1416 requirements are met. Students' needs are assessed using multiple points of data, including prior STAAR assessments and MAP assessments.

All of our students have an iPad. Our teachers all have a computer, iPad, and smart TV in their classrooms for projecting lessons. Integrating technology into the classroom has been critical for our teachers and students. All our students use a device daily. Students work on a platform called Schoology to complete their lessons. This 1:1 learning style is essential to prepare students for high school and beyond.

## Strengths

Accountability is a key factor in our growth and success. We are a new team with new evaluation form focused on Teacher Incentive Allotment (TIA) Eligibility. We are continuing the process of informal walk-throughs and plan to create an instructional focus for 24-25 to ensure we continue to grow academically across the campus

especially in the phase in areas of TIA, Reading, Math and Algebra 1.

Our campus is focused on PLCs, the core values, Safe, Respectful, and Responsible, CKH, student engagement, Learning Intentions and Success Criteria, and internalization of lesson designs with the depth and complexity of the TEKs.

All teachers and students are working in Schoology on a daily basis, learning and exploring technology at a faster rate than ever before. Students are 1:1 with devices, teachers have more technology than before, and PLC teams are working together to build their and each other's capacity. Student success is our goal.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1

Some of our new teachers and new-to-Lone Star teachers have not been trained in CKH and others have not completely bought in. As a campus, we need to call upon our campus leadership, teacher-leaders, and campus behavior team to ensure the success of our new teachers and new-to-Lone Star teachers.

Timing of employment, training opportunities, and time on the campus/in the district.

 = Priority

# Perceptions

## Summary

We are continuing to implement our Core Values: Be safe. Be respectful. Be responsible, and we practice affirming our students in each area throughout the campus. We also reinforce the values when addressing student discipline expecting better choices from students as they grow forward. The school-wide procedures are implemented and followed by most staff. To date, the impact of this on school culture and climate has been positive.

Our stakeholders visit our campus for sporting events, Pep Rallies, and Open House. Parents are also welcome to shadow their students, when concerns warrant, and attend/initiate conferences and meetings with teachers and administrative staff.

Our PTO is actively involved with our school, and they host events/fundraisers on campus for both staff and students. They also disseminate school-wide information to parents via the PTO FB page. We work closely with the PTO leaders and we coordinate dates for campus initiative together. They also select the venue and fund the 8th grade picnic.

Using School Status Connect, we communicate announcements to parents. It is also an additional means for parents to ask questions specifically addressing an announcement they may have seen.

## Strengths

We are using a new communication platform, School Status Connect, to communicate effectively with all students' guardians via text, email, or telephone. It is very efficient as we are able to send attachments, videos, pictures, etc. We continue to use X, Facebook, and our district website to communicate with parents and the community online.

Lone Star parents maintain a strong relationship with classroom teachers, counselors, and administrators. Our joint focus is student success. We value a partnership that empowers students to achieve their goals.

We had Open House with a community partners event that was extremely successful. Nearly 20 community partners attended, setting up booths in the cafeteria for our families.

We also plan to continue our annual career fair, sponsored by our counselors, with our 8th graders this year, where our parents and community workforce share their jobs with the students.

Brag Boards and campus-wide celebrations/incentives motivate students are in a revamping/continuing stage. In addition, we encourage a culture of collaboration and cooperation so students and staff always feel comfortable inspiring each other to do the right thing.

Student Council, NJHS, Cheerleaders, Athletic Groups, and Performing Arts/Visual Arts allow our students to grow in confidence and to show leadership in the community. Our staff works to bring a sense of value to all students through relationships and relevance in instruction and incentives.

Lone Star Middle School believes in instilling Lone Star PRIDE in all our students, where students are encouraged to show Productivity, Responsibility, Integrity, Discipline, and

Excellence in all that they do.

Students can report incidents anonymously through incident reports or by sending an email via Schoology. Incident reports are available digitally with a QR code and on paper in all teachers' classrooms, the main office, and the counseling center.

The principal rewards teachers with jean passes, and special attendance incentive treats. The leadership team has given the "gift of time" this year to provide teachers a focused opportunity to catch up on planning, phone calls, grading and such.

We conducted our first Panorama Education Survey as a new team with our staff, parents, and students. We are still awaiting the results of the Fall 2024 survey.

Lone Star welcomes all students and among them, the military-connected student. Lone Star has earned its first Purple Star Campus Designation this year recognizing our school's commitment to meeting the unique needs of military-connected students and their families.

Lone Star Counselors have earned three CREST awards and has recently submitted for the fourth one. Counselors Reinforcing Excellence for Students in Texas (CREST) is sponsored by the Texas School Counselor Association (TSCA) and awarded to school counseling programs that meet CREST requirements. CREST is a continuous improvement document that school counseling programs can use to demonstrate effective communication and a commitment to obtaining results.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Although we work to engage all families in our culture, regardless of socio-economic status, we continue to see repeat offenders in ISS.

The root cause varies. We have noticed challenges from academic expectations and students factors, such as avoidance and acceptance; to family involvement.

 = 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

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

**Evaluation Data Source:** Increased leadership capacity

#### Strategy 1

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

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

**Staff Responsible for Monitoring:** District Leadership Team

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

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

#### Formative Reviews

Some Progress

November

February

May

May

### Performance Objective 2

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

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

## Strategy 1

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

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

STAAR scores

Coaching and Leadership Reports

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

**Title I:** 2.5.1, 2.5.2

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

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

### Formative Reviews

No Progress

**November**

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**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. Partnership with Head Start to enhance high quality learning with HS students eligible for SAISD Kindergarten in the Fall of 2026.

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

**Staff Responsible for Monitoring:** SAISD Staff

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

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

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

### Formative Reviews

 Accomplished

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# Goal 3

## ACADEMICS

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

### Performance Objective 1 High Priority

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

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

#### Strategy 1

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

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

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

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

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

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

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

#### Formative Reviews

Some Progress

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#### Strategy 2

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

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

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

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

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

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

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

### Formative Reviews

Some Progress

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## Strategy 3

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

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

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

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

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

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

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

### Formative Reviews

Some Progress

November

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## Strategy 4

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

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

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

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

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

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

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

### Formative Reviews

No Progress

November

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## Strategy 5

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

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

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

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

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

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

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

### Formative Reviews

Some Progress

November

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## Strategy 6

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

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

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

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

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

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

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

### Formative Reviews

No Progress

November

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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

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

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

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

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

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

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

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

### Formative Reviews

No Progress

**November**

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## Strategy 2

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

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

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

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

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

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

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

## Formative Reviews

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### Strategy 3

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

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

Evidence: Alignment and improved student performance and achievement

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

**Title I:** 2.5.2, 2.5.3

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

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

## Formative Reviews

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### Performance Objective 3 High Priority

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

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

Evidence: Alignment and improved student performance and achievement

### Strategy 1

Support the delivery of personalized professional learning through job-embedded coaching, facilitators, integrated instruction, and professional development.

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

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

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

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

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

### **Formative Reviews**

**November**

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# Goal 4

## RECRUITMENT AND RETENTION

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

### Performance Objective 1

Increase Teacher Designations

**Evaluation Data Source:** Increased teacher designations

#### Strategy 1

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

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

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

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

#### Formative Reviews

Some Progress

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#### Strategy 2

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

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

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

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

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

## Formative Reviews

No Progress

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## Performance Objective 2

Strengthen Teacher Recruitment and Retention

**Evaluation Data Source:** PEIMS staff rosters

HR Staffing rosters

Support & walk-throughs

### Strategy 1

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

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

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

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

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

### Formative Reviews

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### Strategy 2

Increase the number of teacher applicants for hard-to-fill positions (e.g., bilingual, SPED, secondary math/science) by 20% by the third year.

**Strategy's Expected Result/Impact:** Implementation of a talent recruitment, development and retention plan to ensure highly qualified teachers in every position. Partnership with educator preparation programs to establish new educator pipelines.

**Staff Responsible for Monitoring:** Executive Director of HR, Deputy Chief Superintendent of C&I.

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

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

## Formative Reviews

No Progress

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## Performance Objective 3

Ensure Equity and Fairness in Evaluation

**Evaluation Data Source:** High Quality Instruction

### Strategy 1

Achieve 100% alignment between teacher observation scores, student growth measures, and T-TESS calibration by the end of Year 1.

**Strategy's Expected Result/Impact:** High Quality Instruction

Development of district-wide teacher evaluation systems that establish clear expectations for : appraisal timeline, alignment with T-TESS processes, appraisal instrument, number of official evaluations, and training.

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

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

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

### Formative Reviews

Moderate Progress

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### Strategy 2

Complete annual audits of designation data to confirm compliance with Texas Education Agency (TEA) TIA requirements.

**Strategy's Expected Result/Impact:** Data will reflect alignment between T-TESS teacher observation and student growth measures across the district.

High Quality Instruction

Provide appraisers with monthly opportunities to calibrate teacher evaluation and student growth.

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

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

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

## Formative Reviews

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

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

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

### Formative Reviews

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### Strategy 2

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

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

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

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

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

### Formative Reviews

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## Performance Objective 5 High Priority

Increase Student Outcomes

**Evaluation Data Source:** High Quality Instruction

Identify and evaluate educational program needs

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

Consider student interests and future job market demands

### Strategy 1

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

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

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

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

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

### Formative Reviews

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### Strategy 2

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

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

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

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

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

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

### **Formative Reviews**

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## **Performance Objective 6**

Strengthen Stakeholder Communication and Transparency

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

### **Strategy 1**

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

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

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

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

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

### **Formative Reviews**

**November**

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### **Strategy 2**

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

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

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

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

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

**Formative Reviews**

**November**

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# Goal 5

## INNOVATIVE LEARNING SPACES

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

### Performance Objective 1

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

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

### Strategy 1

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

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

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

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

**Staff Responsible for Monitoring:** District and campus Leadership Teams

### Formative Reviews

No Progress

**November**

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### Strategy 2

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

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

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

**Formative Reviews**

Moderate Progress

November

February

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# State Compensatory Education

# State Compensatory

## Budget for Lone Star Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

## Personnel for Lone Star Middle School

Name	Position	FTE
Porfirio Flores	At-Risk Coordinator	1
Rosa Lara	Interventionist	0.5



# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Crystal Geaslin	Teacher-English	Title 1	1
Hannah Johnson	Instructional Aide	Title 1	1