

OMAR SALGADO, M.A.

EDUCATIONAL LEADER | PRINCIPAL | GRADUATE INSTRUCTOR

Pecos, Texas • Educational Leadership • School Improvement • Student Success

PROFESSIONAL PROFILE

Educational leader with more than 23 years of experience in public education, progressing from classroom teacher and coach to assistant principal, principal, and graduate-level instructor. Experienced in instructional leadership, school improvement, student services, alternative education, teacher development, campus accountability, and the development of positive school cultures. A relationship-centered leader committed to supporting educators, strengthening systems, and ensuring that every student has a meaningful pathway to success.

LEADERSHIP PHILOSOPHY

Teachers First — Students Always

Effective educational leadership begins with supporting the people closest to students. I believe schools improve when educators are provided with strong relationships, clear expectations, meaningful professional learning, effective systems, and the support necessary to succeed. My leadership approach emphasizes collaboration, accountability, encouragement, continuous improvement, and an unwavering focus on students.

EDUCATION

Master of Arts in Educational Leadership

The University of Texas Permian Basin | 2007

Bachelor of Arts in Spanish

The University of Texas Permian Basin | 2002

TEXAS EDUCATOR CERTIFICATIONS

- Principal — EC–12
- Superintendent — EC–12
- Spanish — EC–12
- Generalist — Grades 4–8

ACADEMIC & GRADUATE TEACHING EXPERIENCE

Sul Ross State University — Graduate Course Instructor

ED 5309 | 2026–Present

- Teach graduate-level coursework in educational leadership for aspiring school leaders.
- Facilitate learning experiences that connect leadership theory, educational policy, and practical school-based leadership.
- Guide graduate students in examining leadership practices, school improvement, organizational culture, and the responsibilities of educational administrators.
- Create a professional learning environment grounded in collaboration, reflection, practical application, and student-centered leadership.

PROFESSIONAL EXPERIENCE

Pecos-Barstow-Toyah Independent School District — Pecos, Texas

Principal, RISE Academy | 2021–Present

- Provide instructional, operational, and organizational leadership for an alternative education campus serving students with diverse academic, behavioral, and social-emotional needs.
- Lead campus improvement efforts focused on student achievement, attendance, engagement, credit completion, graduation, and postsecondary readiness.
- Implement and support Capturing Kids' Hearts, PBIS, professional learning communities, and student-support systems.
- Use STAAR, EOC, NWEA, TELPAS, credit completion, attendance, and other data to identify needs and monitor progress.
- Lead professional development, collaborative planning, teacher support, and campus improvement processes.
- Develop systems and relationships designed to reconnect students to school and provide alternative pathways toward diploma completion.
- Coordinate and support the GAP program, including credit recovery and graduation-focused interventions.
- Partner with families, teachers, counselors, administrators, and community stakeholders to address barriers to student success.

Principal, Kermit Junior High School | 2020–2021

- Provided campus-wide instructional, operational, and personnel leadership.
- Led student discipline, attendance, school culture, professional development, and campus improvement efforts.
- Used student performance data and collaborative planning to identify instructional priorities and interventions.
- Supervised, evaluated, and supported teachers and campus staff.

Principal, Bessie Haynes Elementary School | 2013–2020

- Provided instructional and operational leadership for an elementary campus.
- Led campus improvement efforts focused on student achievement, instructional quality, teacher collaboration, and school culture.
- Developed and implemented the LEVEL UP! improvement theme following the 2017 STAAR results.
- Supervised and evaluated faculty and staff while providing ongoing instructional coaching and professional support.
- Strengthened relationships with students, families, staff, and community partners.

Principal, Crockett Middle School | 2010–2013

- Led campus instructional improvement, student services, personnel, operations, and accountability efforts.
- Developed systems for teacher collaboration, student intervention, and progress monitoring.
- Supported faculty development and established expectations centered on student achievement and school culture.
- Supervised and evaluated teachers and campus staff.

Assistant Principal, Pecos High School | 2008–2010

- Supported campus administration, student discipline, attendance, instructional leadership, and student services.
- Worked with teachers, students, and families to address academic and behavioral needs.
- Assisted with campus operations, staff support, and school improvement initiatives.

Assistant Principal, LBJ Elementary School | 2007–2008

- Supported instructional leadership, student discipline, attendance, and campus operations.
- Worked collaboratively with teachers, students, families, and campus leadership to support student achievement.

Teacher & Coach, Pecos High School | 2003–2007

- Taught Texas History and Spanish.
- Coached students in extracurricular athletics and supported students academically and personally.
- Developed classroom practices responsive to diverse learners and student needs.

- Built strong relationships with students and families as a foundation for academic success.

LEADERSHIP & PROFESSIONAL EXPERTISE

- Educational Leadership & Administration
- Instructional Leadership
- School Improvement & Campus Accountability
- Alternative Education
- Student Services & Student Engagement
- Professional Learning Communities (PLCs)
- Teacher Development, Coaching & Evaluation
- Positive Behavioral Interventions and Supports (PBIS)
- Capturing Kids' Hearts
- Attendance, Credit Recovery & Graduation Initiatives
- Data-Driven Decision Making
- Family & Community Engagement
- Professional Learning & Staff Development
- Strategic Planning & Continuous Improvement
- School Culture & Relationship Building
- Leadership Development

SELECTED LEADERSHIP INITIATIVES

RISE Academy — School Culture & Student Success

- Strengthened campus systems around relationships, accountability, student engagement, and positive behavior.
- Integrated Capturing Kids' Hearts and PBIS practices into campus culture and student-support structures.
- Used data and individualized planning to monitor student progress toward credit completion and graduation.
- Supported staff collaboration and professional learning focused on instructional quality and student needs.

GAP Program — Graduation & Credit Recovery

- Provided leadership for a graduation-focused program designed to reconnect students with coursework and diploma completion.
- Coordinated academic progress monitoring and individualized supports for students who were off-track for graduation.
- Supported students through accelerated and alternative pathways toward completion.

School Improvement & Accountability

- Led multiple campuses through improvement efforts involving academic achievement, instructional quality, school culture, and accountability.
- Established improvement priorities using student performance data, teacher input, and campus needs assessments.
- Developed clear expectations and collaborative structures to support continuous improvement.

PROFESSIONAL DEVELOPMENT & LEADERSHIP TRAINING

- N2Learning Principals Institute
- John Maxwell Leadership Training
- TASA Midwinter Conference & Professional Learning
- LIFT Grant Training
- TEA Visioning and Leadership Initiatives
- Capturing Kids' Hearts Training
- PBIS Professional Learning
- Professional Learning Community Development
- Youth Mental Health First Aid

GRADUATE-LEVEL TEACHING FOCUS

As a graduate instructor in educational leadership, my professional experience provides an applied perspective for aspiring administrators. Course discussions and learning activities are grounded in the realities of school leadership, including instructional improvement, organizational culture, teacher development, student services, accountability, family engagement, and ethical decision-making.

CORE LEADERSHIP COMPETENCIES

- Vision Setting & Strategic Leadership
- Instructional Supervision & Support
- Organizational Culture
- Change Management
- Data Analysis & Progress Monitoring
- Conflict Resolution & Problem Solving
- Staff Development
- Student-Centered Decision Making
- Family & Community Partnerships
- Ethical & Relationship-Based Leadership

PROFESSIONAL SERVICE & ENGAGEMENT

- Campus and district leadership committees and improvement teams
- Professional development facilitation and staff learning
- Family and community engagement initiatives
- Student leadership, mentoring, and support activities
- School culture and student-support initiatives

PROFESSIONAL AFFILIATIONS

- Texas Association of School Administrators (TASA)
- Texas Association of Secondary School Principals (TASSP)
- Holdsworth Centers for Leaders

SELECTED ACCOMPLISHMENTS & IMPACT

Student Recovery & Graduation

- Led and supported alternative education and graduation-focused initiatives designed to recover students who were off-track for completion.
- Supported systems that monitor credit accumulation, EOC completion, attendance, and individual student progress.
- Developed relationships and structures that encourage students to re-engage with school and persist toward graduation.

Instructional Leadership

- Built collaborative structures that encourage teachers to analyze student data, reflect on instructional practice, and identify interventions.
- Supported the implementation of PLC structures and professional learning focused on student outcomes.
- Used multiple measures of student performance to guide campus priorities and professional development.

Culture & Student Services

- Advanced relationship-centered approaches to student support through Capturing Kids' Hearts and PBIS.
- Promoted a school culture emphasizing belonging, accountability, encouragement, and high expectations.
- Worked collaboratively with staff and families to address behavioral, attendance, academic, and engagement concerns.

Leadership Development

- Progressed through multiple levels of educational leadership, from classroom teacher to assistant principal, principal, and graduate-level instructor.
- Bring more than two decades of direct school-based experience to leadership development and graduate instruction.
- Connect leadership theory to practical experiences in campus administration, school improvement, personnel development, and student services.

PROFESSIONAL LEADERSHIP TIMELINE

- 2003 — Began career in public education as a teacher and coach in Pecos, Texas.
- 2007 — Advanced to campus administration as an assistant principal.
- 2008 — Served as assistant principal at Pecos High School.
- 2010 — Advanced to principalship at Crockett Middle School.
- 2013 — Became principal of Bessie Haynes Elementary School.
- 2020 — Served as principal of Kermit Junior High School.
- 2021 — Became principal of RISE Academy.
- 2026 — Began graduate-level teaching in educational leadership at Sul Ross State University.

PROFESSIONAL PHILOSOPHY

My leadership philosophy is rooted in the belief that strong schools are built through strong relationships, clear systems, courageous leadership, and a commitment to continuous improvement. I strive to create environments in which teachers feel supported and empowered, students feel valued and challenged, and families are viewed as essential partners. The goal is simple: Teachers First — Students Always.

REFERENCES

Professional references available upon request.