

**Sanger Independent School District  
District Improvement Plan  
2024-2025**



**Board Approval Date:** November 11, 2024

# Mission Statement

The Mission of Sanger ISD, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

## Vision

Sanger ISD will be an exceptional district focused on innovative learning where students are prepared to create their future in an ever-changing world.

*Educate - Inspire - Elevate*

## VALUES

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Summary

Sanger ISD is located in north Denton County and serves the city of Sanger and the surrounding areas. The area is a mixture of rural/agricultural farm and ranch land and suburban neighborhoods for individuals who work in the Dallas/Ft. Worth metro area.

Sanger ISD has 2874 students on seven campuses: Butterfield Elementary grades 1 - 5, Chisholm Trail Elementary grades PreK and Kindergarten, Clear Creek Intermediate grades 1-5, Sanger Sixth Grade Campus, Sanger Middle School grades 7-8, Sanger High School grades 9-12, and Linda Tutt High School, an alternative high school. The school district has seen a steady growth rate of one and two percent annually. Each campus in Sanger ISD is a School-Wide Title I school. Our students have qualified for a myriad of programs as follows:

Economically Disadvantaged 43%

Special Education 21%

Dyslexia 8%

At-Risk 43.5%

Section 504 8%

English Learners/Emergent Bilingual 14%

Sanger ISD employs 458 employees with 274 professionally certified, 85 paraprofessionals, 31 clerical, and 68 auxiliary serving in district support roles.

Sanger ISD chose to become a District of Innovation and has a written Innovation Plan that addresses school start date, CTE teacher certification, K-4 class size, and Site-Based Decision Making.

### Demographics Strengths

#### Demographics Strengths

A strategic planning committee with broad community representation developed a 5-year district strategic plan.

The development of a consistent and viable Dyslexia program includes educator training on identification and instruction for students with Dyslexia and related disorders.

The district employs a Gifted and Talented Coordinator to enhance the program's effectiveness.



# Student Achievement

## Student Achievement Summary

### 2024 Reading Language Arts STAAR/EOC Results

Grade	% Approaches	% Meets	% Master
3rd	78	49	22
4th	88	62	26
5th	82	57	30
6th	86	62	29
7th	81	61	35
8th	83	53	31
English I	77	67	22
English II	84	72	13

### 2024 Math STAAR Results

Grade	% Approaches	% Meets	% Master
3rd	65	35	11
4th	70	49	17
5th	76	46	16
6th	74	45	15
7th	48	23	2
8th	84	57	15
Alg I (8th grade)	100	95	74
Alg I (SHS)	84	44	19

### 2024 Science STAAR Results

Grade	% Approaches	% Meets	% Master
5th	64	27	10
8th	67	40	13
Biology	92	58	15

## 2024 Social Studies STAAR Results

Grade	% Approaches	% Meets	% Master
8th	65	36	18
US History	97	78	44

The longitudinal and region/state comparison results for STAAR are located in the Appendix.

## Student Achievement Strengths

- Sanger ISD's overall accountability grade is projected to be a B.
- Sanger ISD 2024 STAAR Results:
- Reading Language Arts
  - In Reading Language Arts, SISD demonstrated gains from 3% to 11% in Approaches Grade Level across all tested grade levels. English II demonstrated a growth of 4% in Meets Grade Level and English I had gains of 2% in Masters.
  - Across all grade levels, SISD scored above the Region and State at the Approaches Grade Level for RLA.
- Mathematics
  - 8th Grade achieved an 10% gain in Approaches Grade Level and a 13% gain in Meets Grade Level.
  - SMS Algebra I had a growth of 27% in Masters and a 6% gain in Meets Grade Level.
- Social Studies
  - US History grew by 8% in Meets Grade Level and 13% in Masters.

## **District Culture and Climate**

### **District Culture and Climate Summary**

SISD has a culture of support from all stakeholders. The school board and district administrators have established the practice of providing transparency in school district decisions in academic programs and spending.

### **District Culture and Climate Strengths**

Strengths of the district include a focus on student growth for every child, strong tradition and commitment to the success of the district, a small-town feel where everyone helps and supports one another, and an overwhelming amount of school pride.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Sanger ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan for all district employees. SISD makes it a high priority to report that 100% of district teachers are highly qualified and certified. Due to these efforts, positions in Sanger ISD are highly sought after. Job openings frequently bring an overabundance of highly skilled and experienced personnel.

The district's recruitment efforts include coordination with local universities (The University of North Texas and Texas Woman's University) for the placement of student teachers. Sanger ISD also utilizes Alternative Certification Programs' lists of highly qualified teacher candidates and continues to receive many student-teacher opportunities that serve the district in its recruitment efforts. Sanger ISD uses an electronic application system to increase the reach of HQ applicant candidates and the posting of vacancies.

Each year, the district studies and proposes revisions to the instructional and co-curricular stipends that support the district's needs in areas of special populations (certified Special Education, Advanced Academics (GT), and Bilingual). SISD will also continue to provide stipends to teachers who acquire a Master's degree.

Managing the growth of student needs requires a constant focus on staff quality, recruitment, and retention. SISD will maintain a competitive compensation plan to assist in retaining the best talent and provide intentional professional learning for teaching staff.

Sanger ISD has adopted a four day school week in order to recruit and retain highly qualified staff. This provides staff with opportunities to enhance their work-life balance.

## Staff Quality, Recruitment, and Retention Strengths

SISD commits its resources to providing competitive wages and benefits, including employee health, dental, and life insurance. The Human Resources Department, in collaboration with other district departments, participates and continues to improve the New Employee Orientation sessions and other human resources processes to meet the needs of district employees better.

- New Employee Orientation
- New Teacher/Mentor Programs
- Annual stipend review
- Competitive compensation plan
- Teacher-leaders encouraged to excel district-wide
- Student-teacher Recruitment Luncheon
- 4 day school week

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Sanger Independent School District utilizes TEKS Resource System for ELAR, Math, Science, and Social Studies for the high school campus. The elementary campuses follow a district created scope and sequence that is designed to follow specific content area programs. Through Professional Learning Communities, teachers collaborate in the planning and alignment of curriculum. Monitoring is supported through observations and documentation of curriculum documents.

State and local assessments are analyzed through Professional Learning Communities. Based on analysis, lesson plans are planned to meet student needs and reinforce strengths.

The administration of Unit Assessments ensures that TEKS-based instruction, curriculum, and assessment are aligned. Provided by the district, these assessments are administered after each unit is taught. TEKS Checks are also used to progress monitor frequently missed standards. These TEKS Checks are completed after remediation of those standards during Tribe Time.

Sanger ISD also uses a consistent lesson structure that reflects the gradual release of responsibility model of instruction. All content areas and grade levels are required to follow this lesson structure. The primary focus of professional learning during the 2024-2025 school year is on standards-based learning targets. This provides students with an understanding of the learning purpose and expectations for mastery.

## Curriculum, Instruction, and Assessment Strengths

- There is a strategic alignment of District and Campus Improvement Plan goals.
- Implementation of Professional Learning Communities with a focus on Dufour's four PLC questions.
- Implementation of student, staff, and district advisory committees.
- Critical writing across all contents continues to be a district initiative where all contents incorporate research-based writing strategies to include summaries and elaboration with a continued focus on short constructed responses (SCRs).
- Initial implementation of a K-12 writing program that promotes consistency and scaffolded strategies to develop authentic writing.
- The standards-based report cards have been updated with new TEKS and the Science of Teaching Reading (SOR) implementation. PreK will now provide parents with a standards-based report card based on the PreK Guidelines to communicate student progress.
- The SISD Assessment Protocol requires campus administrators to meet with teachers to dive deeply into assessment data to drive instructional practices.
- The Curriculum & Instruction Department meets with campus administrators every nine weeks to discuss campus assessment data and the next steps to identify campus curriculum needs.
- Campus administrators have been provided with a list of strategic look-fors to assist them in evaluating instructional strategies during walkthroughs.
- Opportunities for differentiated professional development that meets the needs of specific teachers and grade levels.
- Expanding participation and course offerings in the district's dual courses program.
- Creation of Honors Math class at the Sixth Grade level to enhance students' mathematical readiness for future advanced classes.
- Formative assessment training provides teachers with a vast toolkit of informal assessment strategies.
- Sanger ISD Lesson Structure provides a consistent framework for Tier 1 instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The community and district work together as partners to support one another and provide an experience for students that is focused on quality educational practices, collaboration, and school pride. Stakeholders are involved through the district and campus educational improvement committees.

## Parent and Community Engagement Strengths

- Sanger is a strong community that is supportive of the school district and its staff and students.
- Teachers use ParentSquare to communicate and engage parents in their children's learning experience.
- The district also uses a variety of social media platforms to keep parents informed and celebrate all the great things happening in SISD.

# Technology

## Technology Summary

The Sanger ISD Instructional Technology Department is committed to providing a 21st-century learning environment for all staff and students to increase the engagement and academic achievement, including technology literacy, of all students. At the core of this goal is building the capacity of all teachers to integrate technology effectively into curriculum and instruction using blended learning to combine online and offline resources to maximize data-driven instruction with opportunities for personalized learning experiences. Emphasis is placed on the importance of ongoing and sustained staff development to support the personalization of instruction through blended learning and other innovative instructional strategies.

## Technology Strengths

- Sanger HS grades 9-12 have a 1:1 MacBook program
- 1st-8th grade have a 1:1 IPAD Ratio
- PreK & Kindergarten share iPad carts
- Each campus has a 3D printer that is used for various project-based learning activities
- Sanger ISD also has an Instructional Technology Coordinator to assist teachers in implementing meaningful technology activities in the classrooms

# Comprehensive Needs Assessment Data Documentation

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

## 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback





# Goals

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 1:** Improve student performance in RLA for all student sub-groups as measured by state, district and classroom assessments by 2%.

**Evaluation Data Sources:** Evidence of increased performance on state, district and classroom assessments.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Vertical alignment of RLA TEKS in grades Pre-K through 12 to ensure all grade-level TEKS are taught and mastered at each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students achieving meets and masters on STAAR RLA assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize IXL and other computer-based software to engage students and reinforce skills taught within Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 2% on all performance indicators on the RLA STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Coordinator Director of Curriculum &amp; Instruction Instructional Services Coordinator Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to implement and improve the Science of Teaching Reading through phonics instruction in grade K-3.</p> <p><b>Strategy's Expected Result/Impact:</b> Build foundational literacy skills to positively impact STAAR scores and student's overall reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Director of Curriculum &amp; Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide meaningful opportunities for students to write across the curriculum in all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' ability to communicate in writing and enhance students' understanding of written response. Increase students' performance on the RLA STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Director of Curriculum &amp; Instruction</p>	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use a variety of engaging formative assessments to gauge student learning and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> DDI from formative assessment results increases students' learning opportunities and small group instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Director of Curriculum &amp; Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			




**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.


**Performance Objective 2:** Improve student performance in Science for all students and student sub-groups as measured by state, district and classroom assessments by 2%.


**Evaluation Data Sources:** Evidence of increased performance on state, district and classroom assessments.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Vertical alignment of Newly adopted Science TEKS in grades Pre-K through 12 to ensure all grade-level TEKS are taught and reinforced at each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students achieving meets or masters on the Science STAAR assessment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize IXL and other computer-based software to engage students and reinforce skills taught within Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 2% on all performance indicators on the Science STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Instructional Technology Coordinator Director of Curriculum &amp; Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize existing STEAM labs on campuses and continue to build STEAM labs at campuses that do not yet have one to promote engaging lessons for all students. This will enhance key science concepts at each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and understanding of Science, Technology, Engineering, Art, and Math</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Coordinator Director of Curriculum &amp; Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize new SISD Sanger adoption resources in grades K-HS Science classes.</p> <ul style="list-style-type: none"> <li>-Hands-on investigations</li> <li>-Formative Assessments</li> <li>-Summative Assessments</li> <li>-Vertical Team Collaboration</li> <li>-Tribal Talks</li> <li>-Intervention</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on Science STAAR and EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Director of Curriculum &amp; Instruction</p>	Formative		
	Jan	Mar	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 3:** Improve student performance in Social Studies for all students and student sub-groups as measured by state, district and classroom assessments by 2%.

**Evaluation Data Sources:** Evidence of increased performance of all student sub-groups as measured by state, district and classroom assessments.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Vertical alignment of newly adopted Social Studies TEKS in grade K-8 to ensure all grade level TEKS are taught and mastered at each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of students achieving approaches, meets and masters on the 8th grade Social Studies STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum and Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize SISD Social Studies curriculum with fidelity</p> <ul style="list-style-type: none"> <li>-Interactive notebooks</li> <li>-Formative Assessments</li> <li>-Summative Assessments</li> <li>-Intervention</li> <li>-Vertical Team Collaboration</li> <li>-Tribal Talks</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase in the % of students achieving approaches, meets, and masters on the 8th grade Social Studies STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principals Director of Curriculum &amp; Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 4:** Provide students identified as needing support due to being Emergent Bilingual, At-Risk and Gifted/Talented with research-based instructional strategies, interventions, programs, and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

**Evaluation Data Sources:** Evidence of improved achievement through formative and summative assessments as well as walkthrough data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Begin Dual Language program in grades Pre-K and Kindergarten to support biliteracy among our qualifying emergent bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased 1st language acquisition in speaking, reading, writing, and listening. Enhances students' abilities to become biliterate</p> <p><b>Staff Responsible for Monitoring:</b> EB/ESL Coordinator Instructional Services Coordinator Director of Curriculum &amp; Instruction Principals Dual Language teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide language acquisition software to aid students in learning and mastering speaking, listening, reading and writing in English.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS scores in the High and Advanced High performance levels will increase by 2% for emergent bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> EB/ESL Coordinator Instructional Services Coordinator Director of Curriculum &amp; Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All schools will implement content-based language instructional strategies that will be used to address the students identified as LEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students achieving High and Advanced High on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> EB/ESL Coordinator Instructional Services Coordinator Director of Curriculum &amp; Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> ESL Interventionist at CCE and SHS to work specifically with newcomers as they begin to acquire the English language.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved relationships with students, enhanced intervention for newcomers, increase in TELPAS scores for newcomers</p> <p><b>Staff Responsible for Monitoring:</b> EB/ESL Coordinator ESL Interventionist Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All schools will implement research-based instructional strategies including project-based learning to address the students identified as Gifted/Talented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of G/T students achieving meets and masters on STAAR. Enhanced engagement of G/T students in classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> G/T Coordinator Instructional Services Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All schools will implement and utilize community outreach services to address the enrollment, attendance, and success of students identified as homeless.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of identified and enrolled homeless students</p> <p><b>Staff Responsible for Monitoring:</b> Homeless liaison Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implementation of screening in 1st and 2nd grade using the CoGAT assessment to assist in the identification process of Gifted/Talented Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the identification of gifted and talented students to overcome disproportionality.</p> <p><b>Staff Responsible for Monitoring:</b> G/T Coordinator Instructional Services Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Campus Interventionists implement effective intervention strategies to close learning gaps for students that are at-risk or struggling with academics and/or behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress in academic learning and close achievement gaps in order to experience success in the grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Intervention Specialists Instructional Services Coordinator Director of Behavioral Health Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 5:** All schools will implement incentive programs to support the enrollment, attendance, and success of all students.

**High Priority**

**Evaluation Data Sources:** Attendance rates will increase by 1% in the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement campus-based positive incentive programs to increase student attendance.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance by `1% district wide.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent                      Principal</p>	Formative		
	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 6:** Improve student performance in Math for all student and student sub-groups as measured by state, district and classroom assessments by 2%.


**High Priority**


**Evaluation Data Sources:** Evidence of increased performance on state, district and classroom assessments.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Vertical alignment of Math TEKS in grades K-12 in order to ensure all grade-level TEKS are taught and mastered at each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of increased performance on state, district, and classroom assessments by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers in grades K-5 will utilize Eureka Math in order to provide conceptual understandings of math concept that scaffold from year to year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of the 'why' behind mathematics that increases students' mathematical fluency and flexibility with numbers.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers Principals Assistant Principals Director of Curriculum &amp; Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement student data spreadsheet to track student Math assessment data and set achievable goals based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased accountability toward goals and student success</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers Instructional Services Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>



 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 7:** Provide students with the opportunity for career exploration, attainment of college credit, industry certifications, and other post-secondary options while obtaining a high school diploma.

**Evaluation Data Sources:** Evidence will be data collected by the number of students achieving criteria to CCMR.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All schools will promote a college/career culture by providing at least two strategies to highlight college and career awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus is seen as clearly promoting higher education; principal walkthroughs, documented activities</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Secondary schools will continue to offer rigorous levels of educational opportunities including college preparatory, career, and technical education.</p> <p><b>Strategy's Expected Result/Impact:</b> Course registration and monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SHS will ensure that every senior has a post-secondary plan leading to college or career that integrates academic, career, and/or technical education content through coordinated instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Student conferences twice per year</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SHS will continue to provide opportunities for interested students to earn industry certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed Certifications</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> SHS will increase access to dual or concurrent enrollment opportunities or career counseling to identify interests and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of enrollment and interest inventories</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 8:** Increase the number of students taking Honors/AP classes by 5% while also increasing the number of students taking the ACT/SAT. Students will improve their scores to achieve the national average.





**Evaluation Data Sources:** Documented evidence of the number of students registered for the ACT/SAT and AP exams.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Sanger High School will provide opportunities to prepare students for the ACT/SAT.  <b>Strategy's Expected Result/Impact:</b> Increased number of students registering for the SAT/ACT.  <b>Staff Responsible for Monitoring:</b> Principals                      Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Sanger Middle School will develop and implement an effective plan to identify, recruit and support students in Honors classes.  <b>Strategy's Expected Result/Impact:</b> Increased number of students participating in Honors classes.  <b>Staff Responsible for Monitoring:</b> Principals                      Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Sixth Grade Center will begin to research and develop a plan for implementing an Honors English class for the 2025-2026 school year.  <b>Strategy's Expected Result/Impact:</b> Increased number of students participating in advanced classes.  <b>Staff Responsible for Monitoring:</b> Principals                      Counselor</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Sanger Sixth Grade Center will continue the 6th grade Honors Math class consisting of students in the top 40% of Math STAAR.  <b>Strategy's Expected Result/Impact:</b> Increased mastery of advanced mathematics to prepare for high school courses  <b>Staff Responsible for Monitoring:</b> Principals                      Counselor</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** We will focus district resources strategically to maximize learning for all students and eliminate the achievement gap.

**Performance Objective 1:** Base all resource allocations on a thorough analysis of student performance data annually.


**Evaluation Data Sources:** Evidence documented through classroom observations and local and state assessment results.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All schools will provide district-endorsed strategies for intensive, accelerated instruction to include before and after school tutorials, designated intervention times within the school day, pull-out interventions, small group and/or summer interventions to satisfy HB1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Available resources will be utilized in documented high needs areas.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Services Coordinator Principals Teachers Campus Intervention Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continued use of SISD Writes to convey expectations for writing across all content areas in grades K-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' writing stamina and build a foundation for writing skills</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All CEICs will annually evaluate and report the student achievement results for student intervention programs and determine if the programs should be continued, modified, or discontinued.</p> <p><b>Strategy's Expected Result/Impact:</b> Determine the effectiveness of student intervention programs and allow for adjustments to the MTSS program</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Instructional Services Coordinator Director of Curriculum &amp; Instruction Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** We will enhance the character and personal soft-skills development of each student.

**Performance Objective 1:** Provide opportunities for all student to develop character and social-emotional skills.

**Evaluation Data Sources:** Documentation will be monitored through campus counselor schedules and campus activities.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement programs through the Stronger Connections Grant such as H.O.P.E., teen court, and peer mediation that promote	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue comprehensive career exploration program for grades 6-10 and continue to incorporate career day for grades Pre-K-5. <b>Strategy's Expected Result/Impact:</b> Students have a better understanding of career opportunities from an early age. <b>Staff Responsible for Monitoring:</b> Principals College and Career Coordinator Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All counselors at Sanger ISD will use the Why Try? curriculum. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals. <b>Staff Responsible for Monitoring:</b> Counselors Director of Behavioral Health	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
			


**Goal 4:** We will recruit, develop, and retain compassionate, effective, innovative, and highly motivated staff.


**Performance Objective 1:** Ensure that all teachers are certified in the area in which they are teaching to meet ESSA or District of Innovation requirements.


**High Priority**

**Evaluation Data Sources:** Evidence will be documented through certification records.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All schools will engage in specific activities to enhance a positive school climate for all campus employees.  <b>Strategy's Expected Result/Impact:</b> Documented activities and positive school and district climate surveys  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent                      Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SISD administrators will attend local job fairs to recruit highly qualified teachers.  <b>Strategy's Expected Result/Impact:</b> Attendance at job fairs, increased number of job applications  <b>Staff Responsible for Monitoring:</b> Director of Human Resources                      Assistant Superintendent                      Principals                      Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> District New Teacher Tribe Academy for new teachers and teachers new to the district provides support at the district and campus levels.  <b>Strategy's Expected Result/Impact:</b> EOY survey from mentors and new teachers; retention of new teachers  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent                      Director of Curriculum &amp; Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The district will hold a student-teacher luncheon and recruitment workshop each semester to encourage current student teachers to seek an appropriate teaching position within the district.  <b>Strategy's Expected Result/Impact:</b> Retention of student teachers familiar with Sanger ISD and the district's student population  <b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction                      Instructional Service Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



**Goal 4:** We will recruit, develop, and retain compassionate, effective, innovative, and highly motivated staff.

**Performance Objective 2:** Ensure all para-educators meet the highly qualified criteria for ESSA.

**Evaluation Data Sources:** Human Resource Records





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for hired staff to complete para-educator training (Region XI or locally).  <b>Strategy's Expected Result/Impact:</b> 100% of para-educators meet Highly Qualified status.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent                      Principals                      Director of Human Resources</p>	Formative		
	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 5:** We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

**Performance Objective 1:** Ensure that all district facilities are safe and maintained.

**Evaluation Data Sources:** Evidence will be documented in the security audit.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district will conduct a facility needs assessment to determine short and long term facility goals.  <b>Strategy's Expected Result/Impact:</b> Short and long range planning  <b>Staff Responsible for Monitoring:</b> Superintendent                      Assistant Superintendent</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Safety audits will be conducted throughout the year and updates completed as necessary.  <b>Strategy's Expected Result/Impact:</b> Evidence of Safety Audit documentation  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent                      Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campuses will utilize the Navigate 360 program for safety information.  <b>Strategy's Expected Result/Impact:</b> Evidence of completed Safety plans within Navigate 360  <b>Staff Responsible for Monitoring:</b> Principals                      Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Sanger ISD Police Department will monitor and patrol campuses throughout the district.  <b>Strategy's Expected Result/Impact:</b> SISD police presence will deter unwanted behavior; incidence reports  <b>Staff Responsible for Monitoring:</b> Chief of SISD Police Force                      SISD Police Officers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Each campus entry has been outfitted with Defensify film to keep window glass from breaking.  <b>Strategy's Expected Result/Impact:</b> The Defensify film will keep the glass together on impact and delay a potential threat from making entry into the building.  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Green Watt lighting systems have been installed on every campus to provide versatile and reliable visual safety solutions.</p> <p><b>Strategy's Expected Result/Impact:</b> Green Watt lighting will alert administrators anytime a door is open.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Panic buttons have been installed on all campuses in receptionist areas and panels have been placed throughout all campuses. Administrators also wear a panic button on their person.</p> <p><b>Strategy's Expected Result/Impact:</b> Panic button systems will help campus administrators and district law enforcement respond quickly and effectively to any emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 5:** We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

**Performance Objective 2:** Implement programs that enhance student safety and student relationships.

**Evaluation Data Sources:** Documentation records will monitor and record all strategies were completed.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue implementation of "STOP IT", an anonymous reporting system for students to report unsafe or uncomfortable incidents including bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of incidents reported through "STOP IT" will be investigated and resolves as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All secondary campuses including DAEP will implement strategies to address suicide prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of training</p> <p><b>Staff Responsible for Monitoring:</b> Director of Behavioral Health Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All campuses including DAEP will address conflict resolution and positive social problem-solving through various strategies including peer mediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of training, decreased number of student conflicts</p> <p><b>Staff Responsible for Monitoring:</b> Director of Behavioral Health Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All campuses including DAEP will implement strategies to address violence prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of meetings/disciplinary referrals, counselor conferences, parent/teacher conferences</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Sanger ISD will not tolerate dating violence. Measures are in place for reporting and immediate notification to parents and guidelines for students who are victims of dating violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of training for reporting, notifying parents, and establishing guidelines for students that are victims of dating violence.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All campuses will conduct campus safety drills to include fire, lockdown, tornado, and shelter-in-place utilizing the Navigate 360 program.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of drills</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Sanger ISD will provide Safety-Care Crisis Prevention training annually to staff working with students in special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of completed trainings for staff members</p> <p><b>Staff Responsible for Monitoring:</b> Director of Behavioral Health Principals Campus Special Education Coordinators</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> All campuses including DAEP will implement strategies to address prevention, identification, reporting to and of bullying and cyberbullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of strategy/training, discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> All campuses including DAEP will implement strategies to increase awareness and prevention of sexual abuse and human trafficking of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of strategies and training</p> <p><b>Staff Responsible for Monitoring:</b> Director of Behavioral Health Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> All campuses including DAEP will implement strategies to ensure safe and drug-free schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation showing decreased number of drug-related offenses.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> All campuses including DAEP will list two strategies that are in place to reduce the overuse of discipline practices that remove students from the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of activities and strategies on each campus</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

**Performance Objective 1:** Provide opportunities to increase parent involvement and allow parents to build partnerships with teachers and administrators in order to ensure their child's success.

**Evaluation Data Sources:** Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey as well as noted increased parent involvement on campuses.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will conference with parents at least once every semester to provide a variety of information including:                      -Schools ability to increase student success                      -Parents' role in aiding with student performance                      -Available resources at the school</p> <p><b>Strategy's Expected Result/Impact:</b> Parent/teacher conference logs and Parent Square documentation of engagement  <b>Staff Responsible for Monitoring:</b> Principals                      Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All campuses will conduct a transition day activity to assist students in the transition from one campus to another including elementary to Sixth Grade, Sixth Grade to Middle School, Middle School to High School</p> <p><b>Strategy's Expected Result/Impact:</b> Dates and records of transition days  <b>Staff Responsible for Monitoring:</b> Principals                      Teachers                      Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All campuses will provide and promote opportunities for teachers and parents to join PTO and other parent organizations (ex: Booster Clubs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased involvement in parent organization and memberships  <b>Staff Responsible for Monitoring:</b> Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Improve overall district parent involvement as measured by the SISD Parent Involvement Survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Involvement Survey results  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent                      Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The district will use a variety of media outlets to share information with the community, such as the SISD Website Calendar outlining Parent Involvement activities, Facebook, Twitter, Instagram, Parent Square, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and participation in SISD events and celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications Assistant Superintendent Principals</p>	Formative		
	Jan	Mar	May
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The district will implement an effective Family and School Engagement Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets from various campus and district level activities and projects.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Principals</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**Goal 7:** We will align professional development opportunities with the needs of students.

**Performance Objective 1:** Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

**Evaluation Data Sources:** Evidence will be documented through classroom observations showing learning from staff development and implementation of effective learning strategies.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All campuses will participate in Tribal Talks using data from summative and formative assessments to make instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas and minutes from Tribal Talk meetings on each campus</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals Instructional Services Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The district will provide opportunities for a variety of professional learning to support district learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of professional development opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals Instructional Services Coordinator EB/ESL Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The district office will monitor the effectiveness and frequency of campus staff development activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas of staff development are submitted to district office.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The district will provide opportunities for a variety of professional learning to meet the individual needs of teachers and T-TESS goals through work with the district instructional coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased differentiated learning opportunities for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Curriculum &amp; Instruction/District Instructional Coach Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> District will implement Principal and Assistant Principal PLCs for principal growth and development.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal walkthroughs; leadership development</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent SMS Principal Director of Curriculum &amp; Instruction Instructional Services Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Sanger ISD has adopted SISD Lesson Structure that outlines a consistent lesson framework for all grade levels and content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in planning efficiency; improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction Instructional Services Coordinator Principals Assistant Principals Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Sanger ISD has established a Leadership Development Academy to grow teacher leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the leadership capacity of classroom teachers; pool of possible candidates for admin positions</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent SMS Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Sanger ISD will provide professional development on Standards-based Learning Targets by Jan Chappuis. This will be an expectation in all grade level classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding of the lesson objective</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent            Director of Curriculum &amp; Instruction            Instructional Services Coordinator            Principals            Assistant Principals</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$1,067,112.62

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Elementary Teacher Salaries

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jenny Minter	Campus Intervention Specialist	Butterfield Elementary	1
Katy Richardson	Campus Intervention Specialist	Clear Creek Elementary	1
Mandy Shumate	Campus Intervention Specialist	Butterfield Elementary	1
Sara Mulkern	Campus Intervention Specialist	Clear Creek Elementary	1
Spring Tompkins	Campus Intervention Specialist	Sanger Middle School	1
Susan Arnold	Campus Intervention Specialist	Sixth Grade Center	.5

# District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Debra Graham	Business Representative
Business Representative	Chelsea Kutas	Business Representative
Business Representative	Courtney Martin	Business Representative
Community Representative	Larry Shuman	Community Representative
Parent	Kacie Attaway	Parent
Parent	Kate Berger	Parent
Parent	Rebekah Moreno	Parent
Parent	Amanda Taylor	Parent
District-level Professional	Kim Mills	Instructional Services Coordinator
District-level Professional	Tina Yant	Director of C & I
District-level Professional	Jennie Flaa	Assistant Superintendent
Classroom teacher	Elizabeth Atkins	LTHS teacher
Non-classroom professional	Gina Lea	LTHS Counselor
Classroom teacher	Todd Ledbetter	SpEd teacher
Non-classroom professional	Liz Luttmmer	HS Counselor
Non-classroom professional	Carly Sperry	SHS Principal
Classroom teacher	Shawn Rowe	HS teacher
Classroom teacher	Regan Ross	Social Studies teacher
Paraprofessional	Lisa Dickson	Paraprofessional
Non-classroom professional	Logan Lacy	SMS Principal
Non-classroom professional	Larry Beam	SGC Principal
Classroom teacher	Joely Beam	SpEd teacher
Non-classroom professional	Laura McFerren	Nurse
Non-classroom professional	Jill Morphis	BES Principal
Classroom teacher	Gina Brown	3rd grade Teacher
Classroom teacher	Susan McGuire	4th grade Teacher
Classroom teacher	Elyse Berkhimer	SpEd teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom teacher	Dawn Payne	4th grade Teacher
Non-classroom professional	Sally Herrell	CCE Principal
Classroom teacher	Laccie Thomason	Kindergarten teacher
Classroom teacher	Cynthia Twohig	SpEd teacher