Sanger Independent School District

District Improvement Plan

2025-2026

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

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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Demographics Summary

Sanger Independent School District is located in north Denton County and proudly serves the city of Sanger along with the surrounding rural and suburban communities. The district encompasses a unique blend of agricultural farmland and ranch land, along with growing suburban neighborhoods that attract families who commute to the Dallas-Fort Worth metroplex.

Sanger ISD currently serves approximately 2,958 students across six campuses:

- **Butterfield Elementary** – Grades 1–5

- **Chisholm Trail Elementary** – Pre-Kindergarten and Kindergarten

- **Clear Creek Intermediate** – Grades 1–5

- **Sanger Middle School** – Grades 6–8

- **Sanger High School** – Grades 9–12

- **Linda Tutt High School** – Alternative education campus

The district has experienced steady enrollment growth of 1–2% annually and continues to evolve to meet the needs of its diverse student population. All Sanger ISD campuses operate as Schoolwide Title I campuses, ensuring equitable access to high-quality instruction and support for all learners.

Sanger ISD student demographics reflect a variety of educational needs and strengths:

- **Economically Disadvantaged** – 43.8%

- **Special Education** – 20.8%

- **Dyslexia** – 11.1%

- **At-Risk** – 38.8%

- **Section 504** – 8.3%

- **Emergent Bilingual** – 14.5%

- **Gifted and Talented** – 6.0%

To support its mission, the district employs a dedicated team of professionals, including:

- 178 certified teachers

- 56 professional support staff

- 16 campus administrators

- 9 central office administrators

- 58 paraprofessionals

- 89 auxiliary personnel

As a District of Innovation, Sanger ISD has adopted a locally developed Innovation Plan that provides flexibility in several key areas, including the school start date, certification for Career and Technical Education (CTE) teachers, class size ratios in grades K–4, and the structure of site-based decision-making. This designation allows the district to tailor educational approaches to better serve its students and community.

Demographics Strengths

Diverse Student Population

- With 14.5% of students classified as **Emergent Bilingual**, the district has a strong representation of students acquiring a second language. This not only promotes cultural and linguistic diversity but also provides an opportunity to cultivate a bilingual and bicultural learning environment.

Significant Population Receiving Support Services

- **20.8% of students receiving Special Education services** and **11.1% identified with Dyslexia** indicate the district's strong commitment to early identification and targeted support for students with learning differences. This reflects an inclusive approach and robust special programs infrastructure.

High Level of Program Eligibility and Support

- With **38.8% At-Risk** and **43.8% Economically Disadvantaged**, the district qualifies for additional state and federal resources. This enables schools to provide wraparound services, intervention programs, and instructional support that can improve student achievement and close opportunity gaps.

Advanced Learner Representation

- **6% of students identified as Gifted and Talented** suggests that the district supports high-achieving learners through enrichment and advanced academic opportunities. This indicates attention to both ends of the academic spectrum.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although Sanger ISD provides equitable access to high-quality instruction through Schoolwide Title I programming and has experienced steady enrollment

growth, student performance gaps persist for several high-needs populations--including Economically Disadvantaged (43.8%), Special Education (20.8%), At-Risk (38.8%), and Emergent Bilingual students (14.5%).

Root Cause: A significant proportion of students require targeted, differentiated instructional strategies and specialized interventions due to diverse learning needs.

Student Achievement

Student Achievement Summary

Reading	Performance	Spring 2025
3	Approaches	78%
3	Meets	50%
3	Masters	19%
4	Approaches	81%
4	Meets	53%
4	Masters	25%
5	Approaches	81%
5	Meets	67%
5	Masters	32%
6	Approaches	77%
6	Meets	60%
6	Masters	26%
7	Approaches	80%
7	Meets	54%
7	Masters	27%
8	Approaches	87%
8	Meets	69%
8	Masters	42%

MATH	Performance	Spring 2025
3	Approaches	66%
3	Meets	38%
3	Masters	14%

MATH	Performance	Spring 2025
4	Approaches	74%
	Meets	53%
	Masters	27%
5	Approaches	77%
	Meets	48%
	Masters	17%
6	Approaches	80%
	Meets	43%
	Masters	14%
7	Approaches	50%
	Meets	23%
	Masters	3%
8	Approaches	83%
	Meets	59%
	Masters	22%
8 Alg	Approaches	100%
	Meets	92%
	Masters	79%

Grade Subject	Performance	Spring 2025
5th Science	Approaches	78%
	Meets	32%
	Masters	12%

Grade Subject	Performance	Spring 2025
8th Science	Approaches	66%
	Meets	40%
	Masters	10%
8th Social Studies	Approaches	55%
	Meets	24%
	Masters	10%

Subject	Performance	Spring 2025
Algebra I	Approaches	81%
	Meets	49%
	Masters	27%
Biology	Approaches	94%
	Meets	59%
	Masters	16%
English I	Approaches	78%
	Meets	63%
	Masters	21%
English 2	Approaches	79%
	Meets	64%
	Masters	7%
US History	Approaches	97%
	Meets	74%
	Masters	43%

Student Achievement Strengths

Sanger ISD is projected to have a B in accountability for the 2024-2025 school year.

Sanger ISD has identified many strengths across multiple content areas.

In the area of Reading Language Arts, 8th grade had a 4% increase in the number of students achieving the Approaches Level. At Butterfield Elementary, the number of students achieving Approaches Grade level increased by 4%. There was an increase of 10% in the area of Meets Grade Level by 5th grade students. 8th grade students demonstrated an increase of 16% in the area of Meets Grade Level as well as a gain of 11% in the area of Masters Grade Level.

Overall in Mathematics, Sanger ISD has seen growth in students achieving the Approaches Level. 4th grade students gained 4% in the area of Meets Grade Level and 10% in the area of Masters Grade Level expectations. There was a 5% increase in Meets Grade level and 8% gain in Masters Grade Level in 8th grade Algebra I.

In 5th grade Science, there was an overall increase of 14% in the Approaches Grade Level and 5% in the area of Masters Grade Level.

Algebra I demonstrated a 5% increase in Meets Grade Level and an 8% increase in Masters Grade Level expectations.

Overall the EOC courses maintained or increased the level of student achievement from the previous school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students continue to struggle with the ECR and SCR questions on the STAAR assessment.
Root Cause: Students need more exposure to writing opportunities in order to grasp the skills necessary for success on the ECR and SCR.

District Culture and Climate

District Culture and Climate Summary

Sanger ISD fosters a supportive and inclusive culture focused on relationships, high expectations, and continuous improvement. The district is committed to creating safe, respectful, and welcoming learning environments for all students and staff. School safety procedures are well-established, and the district emphasizes proactive behavior supports, mental health awareness, and social-emotional learning.

Staff and student relationships are a central focus, with campuses working to build strong connections that promote student engagement and academic success. Annual climate surveys are administered to students, families, and staff to gather feedback on school culture, connectedness, communication, and overall satisfaction. These data are reviewed regularly and used to guide improvements at both the campus and district levels.

Sanger ISD actively promotes a collaborative work environment where teachers and staff feel valued and supported. Structures such as the Professional Learning Collaborative and Superintendent's Advisory Committee provide ongoing opportunities for teacher voice in decision-making and school improvement efforts. The district also invests in staff wellness and professional growth to maintain positive morale and retention.

While the overall culture is strong, the district continues to monitor areas of disproportionality and address the needs of diverse student populations through targeted training, inclusive practices, and culturally responsive teaching. Efforts are ongoing to ensure that every student and family feels represented, respected, and supported across all campuses.

District Culture and Climate Strengths

Sanger ISD promotes a positive and inclusive culture where strong relationships, safety, and student success are prioritized. The district has well-established behavior supports and safety procedures, and it regularly collects feedback through climate surveys to guide improvement. Structures like the Professional Learning Collaborative and Superintendent's Advisory Committee ensure staff voice is valued in decision-making. The district also supports staff well-being and professional growth, contributing to a collaborative and respectful work environment.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Sanger ISD maintains a positive and inclusive culture focused on strong relationships, safety, and continuous improvement. However, climate survey data reveal opportunities to enhance communication, engagement, and support for all students and families. While staff collaboration and wellness initiatives are strengths, the district recognizes the need to further address areas of disproportionality
Root Cause: The root cause of the challenges in fully supporting and engaging all students and families stems from inconsistent communication practices, limited targeted supports for students with diverse needs, and gaps in ongoing professional development focused on equity and inclusion. Additionally, existing systems for gathering and acting on stakeholder feedback may lack the structure or resources needed

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Sanger ISD, we place a strong emphasis on hiring and retaining talented and effective personnel, recognizing that our staff is the backbone of our educational success. To achieve this, we have implemented a competitive compensation plan that ensures all district employees are rewarded fairly for their dedication and hard work. This commitment to competitive compensation not only attracts top-tier candidates but also helps us retain our valued staff members, fostering a stable and experienced workforce.

We are proud to report that 100% of our district teachers are highly qualified and certified, a testament to our rigorous hiring standards and commitment to educational excellence. This achievement underscores our dedication to providing our students with the highest quality education possible, delivered by educators who are both knowledgeable and passionate about their profession. Our focus on maintaining a fully certified teaching staff ensures that our students receive instruction from individuals who meet the highest standards of educational competence.

As a result of these concerted efforts, positions within Sanger ISD are highly sought after, drawing interest from a wide pool of talented and experienced professionals. Our reputation for excellence and our commitment to supporting our staff make us an attractive choice for educators seeking a rewarding and fulfilling career. Consequently, when job openings arise, we are fortunate to receive an abundance of applications from highly skilled individuals, allowing us to select the best candidates to join our team and contribute to our district's ongoing success.

Sanger ISD is committed to establishing itself as a destination district, attracting families and educators who are seeking a high-quality educational experience. We strive to create an environment that not only meets but exceeds the expectations of our community by offering exceptional academic programs, state-of-the-art facilities, and a supportive, inclusive atmosphere. Our goal is to be recognized as a leader in education, where students are inspired to achieve their fullest potential and educators are empowered to innovate and excel in their teaching practices.

Staff Quality, Recruitment, and Retention Strengths

At SISD, we prioritize the well-being and satisfaction of our staff by committing our resources to offer competitive wages and comprehensive benefits packages. This includes health, dental, and life insurance, ensuring that our employees feel secure and valued. Our Human Resources Department works diligently with other district departments to enhance the New Employee Orientation sessions, ensuring that new staff members are well-integrated and supported from the outset. This collaborative effort is part of our ongoing commitment to refining human resources processes to better meet the needs of all district employees.

Our New Employee Orientation is designed to provide a thorough introduction to the district's culture, expectations, and resources, setting a strong foundation for new hires. Additionally, our New Teacher/Mentor Programs are instrumental in fostering professional growth and development. These programs pair new teachers with experienced mentors, facilitating a supportive environment where knowledge and best practices are shared, ultimately enhancing the quality of education we provide.

We conduct an annual stipend review to ensure that our compensation plan remains competitive and fair. This process involves evaluating current market trends and adjusting stipends accordingly, demonstrating our commitment to recognizing and rewarding the hard work of our staff. Our competitive compensation plan is a cornerstone of our strategy to attract and retain top talent, ensuring that we maintain a high standard of education across the district.

We actively encourage teacher-leaders to excel district-wide, promoting a culture of leadership and innovation. By empowering our educators to take on leadership roles, we foster an environment where creative solutions and educational excellence can thrive. This initiative not only benefits our teachers but also enriches the learning experiences of our students.

Finally, our implementation of a four-day school week is a testament to our commitment to work-life balance and innovative educational practices. This schedule allows for extended learning opportunities and professional development while providing our staff and students with the flexibility to pursue personal interests and family time. This approach not only enhances the well-being of our community but also supports a more focused and effective learning environment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While Sanger ISD has successfully established a highly qualified and fully certified teaching staff supported by a competitive compensation plan, the district faces ongoing challenges in maintaining teacher retention and recruiting diverse candidates to sustain and grow this talented workforce.
Root Cause: Limited diversity in applicant pools can restrict the district's ability to reflect and serve its increasingly diverse student body effectively.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Sanger Independent School District, we have adopted the TEKS Resource System for English Language Arts and Reading (ELAR), Math, Science, and Social Studies at our high school campus. This system ensures that our curriculum is aligned with state standards and provides a comprehensive framework for instruction. Meanwhile, our elementary campuses benefit from a district-created scope and sequence, which is meticulously designed to align with specific content area programs, ensuring a cohesive and structured learning experience for our younger students.

Our commitment to collaborative teaching is evident through our Professional Learning Communities (PLCs), where teachers come together to internalize and align the curriculum effectively. This collaboration is crucial for maintaining consistency and quality across classrooms. To support this, we engage in regular monitoring through observations and documentation of curriculum documents, ensuring that our educational practices meet the high standards we set for our district. SISD utilizes HQIM that have been adopted by TEA in order to ensure the intentional integration of the TEKS.

The administration of unit and nine-week assessments plays a vital role in our educational strategy, as it ensures that instruction, curriculum, and assessment are all aligned with the TEKS standards. These assessments, provided by the district, are administered after each unit is taught or at the end of the nine-weeks, allowing us to evaluate student understanding and adjust instruction as needed to meet learning goals.

In our instructional approach, we utilize a consistent lesson structure that reflects the gradual release of responsibility model. This model is implemented across all content areas and grade levels, promoting student independence and mastery of skills. Our focus on the implementation of standards-based learning targets, ensures that our educators are equipped to deliver instruction that meets the diverse needs of our students and prepares them for future success.

Curriculum, Instruction, and Assessment Strengths

Our commitment to critical writing across all content areas remains a cornerstone of our district's educational strategy. By integrating research-based writing strategies, such as summaries and elaboration, we ensure that students are not only absorbing information but also engaging with it critically. The emphasis on short constructed responses (SCRs) further hones their ability to articulate thoughts concisely and effectively, a skill that is invaluable across all disciplines.

The SISD Assessment Protocol is a vital component of our instructional approach, requiring campus administrators to collaborate closely with teachers. This collaboration involves a thorough analysis of assessment data, which is instrumental in shaping and refining our instructional practices. By delving deeply into this data, we can tailor our teaching methods to better meet the needs of our students, ensuring that our educational strategies are both data-driven and student-focused.

Every nine weeks, the Curriculum & Instruction Department convenes with campus administrators to review campus assessment data. These discussions are pivotal in identifying the curriculum needs of each campus, allowing us to make informed decisions about the next steps in our educational planning. This regular review process ensures that our curriculum remains dynamic and responsive to the evolving needs of our students.

The introduction of an Honors RLA class at the sixth-grade level is a strategic initiative designed to prepare students for future advanced classes. By offering this class, we provide

an opportunity for students to challenge themselves academically, fostering a readiness for more rigorous coursework in the years to come. This initiative reflects our commitment to nurturing academic excellence and preparing our students for future success.

Implementing standards-based learning targets is a critical step in ensuring that students understand the instructional purpose behind their lessons. By clearly defining what students are expected to learn, we provide them with a road map for success, helping them to focus their efforts and achieve their educational goals. This approach not only clarifies expectations but also empowers students to take ownership of their learning journey.

The Sanger ISD Lesson Structure offers a consistent framework for Tier 1 instruction, providing a reliable foundation for teaching and learning. This structure ensures that all students receive high-quality instruction that is both systematic and coherent. By maintaining consistency in our instructional approach, we create a stable learning environment where students can thrive and educators can effectively deliver the curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Sanger ISD has made significant progress in aligning curriculum with state standards through the use of adopted curriculum and a district-developed scope and sequence. However, inconsistencies in the implementation of these resources across campuses and grade levels pose challenges to ensuring all students receive high-quality, standards-aligned instruction.
Root Cause: Differences in instructional practices and varying familiarity with curriculum resources among educators across campuses and grade levels lead to inconsistent implementation. Enhancing support systems, clear expectations, and collaborative opportunities can promote greater fidelity to curriculum and improve instructional consistency district-wide.

Family and Community Engagement

Family and Community Engagement Summary

Sanger ISD is proud to highlight the strong partnership between our community and district, which is fundamental in supporting one another to create an enriching educational experience for our students. This collaboration is centered on implementing quality educational practices that not only enhance learning outcomes but also foster a sense of school pride among students, staff, and the wider community. By working together, we ensure that our educational environment is one where students can thrive academically and socially.

Furthermore, the involvement of stakeholders through our district and campus educational improvement committees is a testament to our commitment to inclusive and participatory decision-making processes. These committees provide a platform for diverse voices to contribute to the continuous improvement of our educational programs and initiatives. By engaging stakeholders in meaningful dialogue and collaboration, we are able to address the needs of our students more effectively and ensure that our educational strategies are aligned with the expectations and aspirations of our community.

The expansion of our dual language classrooms from PreK through 1st grade has significantly enhanced the educational opportunities for our Spanish-speaking families. This initiative not only supports the linguistic and cultural diversity within our school community but also empowers Spanish-speaking parents to become more actively involved in their children's education. By providing a bilingual learning environment, we are fostering an inclusive atmosphere where parents can engage more effectively with teachers and participate in school activities, thereby strengthening the home-school connection and supporting student success.

Family and Community Engagement Strengths

Sanger is a cohesive community that plays a pivotal role in the success of our school district. The support from community members, parents, and local organizations creates a nurturing environment for both staff and students. This collective commitment fosters a sense of belonging and encourages a collaborative approach to education, ensuring that our students receive the best possible opportunities to thrive.

Our teachers are dedicated to fostering strong partnerships with parents through the use of ParentSquare. This platform serves as an essential tool for communication, allowing teachers to engage parents actively in their children's learning experiences. By keeping parents informed and involved, we create a supportive network that enhances student achievement and reinforces the importance of education both at school and at home.

In addition to ParentSquare, the district leverages a variety of social media platforms to maintain open lines of communication with parents and the broader community. These platforms are instrumental in keeping everyone informed about important updates and events, as well as celebrating the numerous achievements and positive developments within SISD. By sharing our successes and milestones, we build a sense of pride and unity, further strengthening the relationship between the school district and the community it serves.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Despite the strong partnerships between Sanger ISD and the community and the expansion of dual language classrooms, some families and stakeholders

remain under-engaged in school activities and decision-making processes. This limits the district's ability to fully leverage community support and parental involvement, which are critical for maximizing student academic and social success.

Root Cause: The under-engagement stems from communication barriers, limited outreach tailored to diverse family needs, and insufficient structures to actively involve all stakeholder groups--especially non-English-speaking families--in meaningful ways.

District Organization

District Organization Summary

Sanger ISD is a student-centered district in North Texas committed to academic excellence, equitable access, and continuous improvement. The district serves students across a range of settings, including early childhood, elementary, middle, high school, and alternative campuses. Through a collaborative leadership model and structured systems, the district ensures that all students receive the support needed to thrive academically, socially, and emotionally.

As part of our commitment to instructional equity and effectiveness, Sanger ISD has implemented a district-wide master schedule framework that allows campuses to dedicate intentional time to each content area. This ensures that instructional minutes are aligned with student needs, state standards, and district goals. Special considerations have been made to protect time for interventions, enrichment, and collaborative planning.

To support teacher input and distributed leadership, Sanger ISD has developed two formal feedback structures: the Professional Learning Collaborative (PLC) and the Superintendent's Advisory Committee. These platforms provide educators with opportunities to engage in meaningful dialogue around curriculum, instruction, and school policy. Feedback from these groups informs district initiatives and helps shape decisions that directly impact classroom practice and student outcomes.

Organizationally, the district emphasizes clear communication, aligned goals across departments and campuses, and shared accountability. Leadership teams meet regularly to review data, monitor implementation of district priorities, and make adjustments based on student performance and staff input.

Sanger ISD's school context and organizational structures are intentionally designed to support systemic improvement, elevate teacher voice, and ensure all students have access to high-quality instruction in a safe, supportive environment.

District Organization Strengths

Sanger ISD demonstrates strong systems of organization and collaboration that support both student achievement and staff empowerment. One of the district's key strengths is the intentional development of a master schedule that ensures adequate instructional time is dedicated to each content area, allowing for focused instruction, intervention, and enrichment.

The district also values teacher voice and shared leadership, as evidenced by the Professional Learning Collaborative and the Superintendent's Advisory Committee. These structures provide meaningful opportunities for staff to engage in decision-making and influence district policies.

Additionally, Sanger ISD's commitment to aligned communication, strategic planning, and ongoing professional learning creates a cohesive system that supports continuous improvement across all campuses.

Problem Statements Identifying District Organization Needs

Problem Statement 1: Despite Sanger ISD's strong commitment to academic excellence, equitable access, and continuous improvement through structured leadership and instructional frameworks, some students are not yet consistently achieving grade-level proficiency across all content areas.
Root Cause: The root causes variations in how campuses utilize collaborative feedback structures such as Tribal Talks and Superintendent's Advisory Committee, and gaps in consistent communication and alignment among leadership teams.

Technology

Technology Summary

The Sanger ISD Instructional Technology Department is dedicated to fostering a 21st-century learning environment that enhances both engagement and academic achievement for all students. This commitment includes ensuring that students develop strong technology literacy skills, which are essential in today's digital world. By equipping students with these skills, we aim to prepare them for future academic and career success.

Central to achieving this goal is the development of our teachers' abilities to seamlessly integrate technology into their curriculum and instruction. By utilizing blended learning approaches, we are able to combine online and offline resources, thereby maximizing the effectiveness of data-driven instruction. This approach not only enhances the learning experience but also provides opportunities for personalized learning, catering to the unique needs and learning styles of each student.

We place a strong emphasis on the importance of ongoing and sustained professional development for our staff. This is crucial in supporting the personalization of instruction through blended learning and other innovative instructional strategies. By investing in our teachers' continuous growth, we ensure that they are well-equipped to deliver high-quality, personalized education that meets the diverse needs of our student body.

Technology Strengths

Sanger ISD maintains a strong commitment to integrating technology into teaching and learning. The district has achieved a 1:1 student-to-Apple device ratio, ensuring that every student has access to high-quality digital tools. Technology is intentionally used as an instructional resource to enhance student engagement, personalize learning, and support innovative teaching practices across all grade levels. This infrastructure positions the district to effectively support 21st-century learning and ongoing digital literacy development.

Problem Statements Identifying Technology Needs

Problem Statement 1: Sanger ISD is dedicated to creating a dynamic 21st-century learning environment where technology enhances student engagement and academic achievement. To fully realize this vision, the district is focused on expanding and sustaining professional development opportunities that empower teachers to confidently integrate blended learning and personalized instruction.
Root Cause: While Sanger ISD has made strides in technology integration, there is an opportunity to further develop a comprehensive, ongoing professional learning system that provides teachers with consistent, targeted support and training. Enhancing these opportunities will equip educators with the skills and confidence needed to effectively personalize instruction.

Priority Problem Statements

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
- HB3 CCMR goals
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 13, 2025

Goal 1: Sanger ISD will increase the academic achievement for all students by improving performance on STAAR assessments in all tested subjects and grade levels.

Performance Objective 1: By May 2026, the percentage of students in Grades 3-8 and End-of-Course (EOC) subjects meeting or exceeding the Meets Grade Level standard on the STAAR assessment will increase by 5%, with each special population (Emergent Bilingual, Special Education, and Economically Disadvantaged) increasing by at least 5 percentage points from prior-year performance.

Evaluation Data Sources: STAAR summary reports & item analysis

TELPAS & STAAR Alt 2 results

DMAC Assessment platform data reports

Tribal Talk meeting minutes and reteach documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Data-Driven Instruction	**Formative**		
Implement district-wide common assessment cycles and data meetings every nine weeks to identify learning gaps, reteach standards, and provide targeted interventions based on STAAR item analysis and TEKS-aligned assessments.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administrators Curriculum & Instruction Department Campus Interventionists			

Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted Support for Special Populations	**Formative**		
	Nov	**Feb**	**May**
Increase instructional supports for Emergent Bilingual, Special Education, and Economically Disadvantaged students through co-teaching models, small-group instruction, language acquisition strategies, and use of progress monitoring tools.			
Nine-Week Common Assessment Data - Review and address performance trends through Tribal Talks and instructional adjustments.			
STAAR Progress Measure Data - Monitor student growth for all tested students, with a focus on closing gaps for special populations.			
Learning Walks & Classroom Walkthroughs- Ensure alignment to TEKS and integration of HQIM in all classrooms.			
Special Populations Growth Reports - Track gains for EB, Special Education, and Economically Disadvantaged students to ensure at least 5 percentage point growth. **Staff Responsible for Monitoring:** Campus Administrators Bilingual/ESL Coordinator Special Education teachers Paraprofessionals			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a comprehensive, tiered intervention plan that allows for immediate, targeted support for students to close the achievement gap through the Tribal Talks and Multi-tiered System of Supports (MTSS).	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Completed intervention plans in DMAC, increased student achievement by closing achievement gap **Staff Responsible for Monitoring:** Campus Administrators, Classroom teachers, Director of Curriculum and Instruction, Instructional Services Coordinator			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize IXL and other computer-based software to engage students and reinforce skills taught within Tier 1 instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student engagement and achievement on TEKS **Staff Responsible for Monitoring:** Instructional Technology Coordinator, Director of Curriculum & Instruction, Instructional Services Coordinator, Campus Administrators, Classroom teachers			

Strategy 5 Details	Formative Reviews		
Strategy 5: Classroom teachers will be provided with a guaranteed and viable curriculum that clearly defines unit goals and essential standards for each subject area and grade level.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Decrease in time spent by teachers to create their own classroom resources; increase in use of high-quality instructional materials (HQIM). **Staff Responsible for Monitoring:** Campus administrators, classroom teachers, Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: All campuses will conduct Tribal Talks using data from both summative and formative assessments that will assist classroom teachers in making informed instructional decisions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in classroom teachers' understanding of student strengths and areas of growth; enhanced student achievement **Staff Responsible for Monitoring:** Assistant Superintendent; Director of Curriculum & Instruction; Campus Administrators; Instructional Services Coordinator; Classroom teachers			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: All campuses will receive high-quality professional development regarding the use of success criteria and effective feedback to ensure that students have an understanding of their instructional goals and progress towards those goals.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be provided with clear expectations for learning and feedback to assist them as they embark on their learning journey. **Staff Responsible for Monitoring:** Classroom teachers, Campus Administrators, Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Special education and ESL paraprofessionals will participate in targeted, role-specific professional development designed to strengthen their skills in supporting the unique needs of special populations within the classroom.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: This training will include strategies for differentiating instruction, providing accommodations and modifications aligned with students' Individualized Education Programs (IEPs) and Language Proficiency Plans (LPAC recommendations), and promoting inclusive practices that foster engagement and academic growth. Paraprofessionals will also receive guidance on collaborating effectively with classroom teachers, implementing behavior supports, and utilizing culturally responsive approaches to ensure that all students feel valued and supported. **Staff Responsible for Monitoring:** Campus Administrators; Emergent bilingual/ESL Coordinator; Director of Curriculum & Instruction; Instructional Services Coordinator; Classroom teachers			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Sanger ISD will increase the academic achievement for all students by improving performance on STAAR assessments in all tested subjects and grade levels.

Performance Objective 2: Provide students in special programs with additional support through the use of research-based instructional strategies, interventions, and services that are designed to accelerate their language acquisition and improve academic achievement.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue Dual Language program in grades PreK - 1st grade to support biliteracy among our qualifying emergent bilingual students.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased 1st language acquisition in speaking, reading, writing, and listening. Enhances students' opportunity to become biliterate. **Staff Responsible for Monitoring:** Emergent Bilingual/ESL Coordinator; Instructional Services Coordinator, Director of Curriculum & Instruction; Campus Administrators; Dual Language teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide language acquisition software to aid students in learning and mastery of speaking, listening, reading and writing on TELPAS.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: TELPAS scores in the High and Advanced High performance levels will increase by 3% for emergent bilingual students. **Staff Responsible for Monitoring:** Emergent Bilingual Coordinator; Instructional Services Coordinator; Director of Curriculum & Instruction; Campus Administrators; Dual Language teachers; Classroom teachers			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Sanger ISD will increase the percentage of graduates meeting at least one College, Career, or Military Readiness indicator as defined by TEA.

Performance Objective 1: The percentage of students meeting CCMR requirements will increase by 3% with growth across all student groups in the 2025-2026 school year.

> **HB3 Goal**
>
> **Evaluation Data Sources:** TEA CCMR accountability reports
>
> College Board PSAT/SAT/AP reports
>
> Industry-based certification verification reports
>
> Student course enrollment and completion records

Strategy 1 Details	Formative Reviews		
Strategy 1: Sanger High School will Increase PSAT/SAT/TSIA2 preparation and participation rates. SHS will utilize a CCMR tracker updated each grading period certification completion data after each testing window, and SAT/TSIA2 score reports and participation rates to monitor progress toward the goal.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in students achieving CCMR points **Staff Responsible for Monitoring:** SHS Campus Administrators, Counselors, CTE Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with the opportunity for career exploration, attainment of college credit, industry certifications, and other postsecondary options while obtaining a high school diploma.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students have a better understanding of the options and the most accurate pathway for high school courses to support their future goals. **Staff Responsible for Monitoring:** Campus administrators, counselors, CTE teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Sanger ISD will expand dual credit, Advanced Placement, and industry-based certification opportunities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students have more opportunities to receive college credit or learn a trade through hands-on industry-based certifications within the school district. **Staff Responsible for Monitoring:** Campus Administrators, CTE teachers, counselors			

No Progress	Accomplished	Continue/Modify	Discontinue

Goal 3: Sanger ISD will foster a positive, safe, and inclusive culture that supports the social, emotional, and academic success of all students and promotes high levels of staff engagement and retention.

Performance Objective 1: By May 2026, Sanger ISD will increase the percentage of students, staff, and families reporting a positive school climate (safe, supportive, and respectful environment) on annual climate surveys by at least 5 percentage points compared to 2024-2025 results, with a specific focus on improving connectedness and overall sense of community.

Evaluation Data Sources: Annual Student, Staff, and Parent Climate Surveys

Attendance Reports (student and staff)

Discipline Data (Ascender)

Superintendent's Advisory Committee Meeting Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementation of "StopIt", an anonymous reporting system for students to report unsafe or uncomfortable incidents including bullying.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of incidents reported through "StopIt" will be investigated and resolved appropriately. **Staff Responsible for Monitoring:** Campus Administrators; Director of Behavioral Health			

Strategy 2 Details	Formative Reviews		
Strategy 2: All secondary campuses within Sanger ISD will implement strategies to address suicide prevention.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased awareness and early identification of at-risk students, leading to timely interventions and a reduction in suicide-related incidents, as well as improved student access to mental health resources and overall emotional well-being. **Staff Responsible for Monitoring:** Director of Behavioral Health; Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: All SISD campuses will address conflict resolution and positive social problem-solving through various strategies including peer mediation.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will demonstrate improved interpersonal skills, reduced incidents of disciplinary referrals related to conflict, and increased ability to resolve disagreements constructively, contributing to a safer and more positive school environment across all campuses. **Staff Responsible for Monitoring:** Director of Behavioral Health; Counselors			

Strategy 4 Details	Formative Reviews		
Strategy 4: All campuses within Sanger ISD will implement strategies to address violence prevention.	Formative		
Strategy's Expected Result/Impact: A measurable decrease in incidents related to violence or aggressive behavior across all campuses, as documented in discipline and safety reports, along with an increase in students' and staff's reported feelings of safety on annual climate surveys. **Staff Responsible for Monitoring:** Campus Administrators; Counselors; Classroom teachers	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to implement school-wide PBIS supports through our MTSS behavior/mental health staffing; incorporation of trauma-informed instructional approaches and implementation of Conscious Discipline on the elementary campuses.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased consistency in behavior expectations and supports across campuses, resulting in a measurable reduction in office discipline referrals and behavior-related incidents. Students will demonstrate improved self-regulation, engagement, and positive social interactions, while teachers report higher confidence in managing classroom behaviors. Over time, climate survey results will reflect stronger student-teacher relationships and greater perceptions of emotional safety at school. **Staff Responsible for Monitoring:** Director of Behavioral Health; Counselors; Campus Administrators; Classroom teachers			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Sanger ISD will foster a positive, safe, and inclusive culture that supports the social, emotional, and academic success of all students and promotes high levels of staff engagement and retention.

Performance Objective 2: Implement a data-driven, coordinated health program aimed at improving student fitness, attendance, and academic outcomes, especially for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Sources: Student participation rates in physical activity programs and nutrition education initiatives
Meal program participation data (school breakfast/lunch, after-school meals)FitnessGram results (cardio-respiratory endurance, muscular strength, flexibility, BMI trends)
Comparison of pre- and post-assessment data for targeted interventions

Strategy 1 Details	Formative Reviews		
Strategy 1: The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student awareness and adoption of healthy eating habits, leading to improved nutrition choices during school meals and snacks, which can contribute to better overall student health, increased energy, and enhanced academic performance.			
Staff Responsible for Monitoring: Director of Child Nutrition; Deputy Superintendent; Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Families and the general public will gain increased awareness and understanding of healthy nutrition practices, leading to healthier food choices at home and school, which supports improved student well-being, concentration, and overall academic performance.			
Staff Responsible for Monitoring: Director of Child Nutrition; Food service staff; Deputy Superintendent			

Strategy 3 Details	Formative Reviews		
Strategy 3: The District shall promote approved organized sports for students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased community engagement and student participation in physical activities, leading to improved health and wellness outcomes, stronger relationships among students, families, staff, and community members, and more effective utilization of district recreational facilities outside of school hours.			
Staff Responsible for Monitoring: Deputy Superintendent; Communications Director; Administrative Assistant; Campus Administrators			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Sanger ISD will foster a positive, safe, and inclusive culture that supports the social, emotional, and academic success of all students and promotes high levels of staff engagement and retention.

Performance Objective 3: Sanger ISD is committed to recruiting, developing, and retaining compassionate, effective, and innovative educators who are highly motivated and fully certified in their respective teaching areas. To meet ESSA and District of Innovation requirements, the district aims to ensure that 100% of teachers are fully certified by the 2026-2027 school year.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: SISD administrators will attend local job fairs to recruit highly qualified teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased number of certified teachers applying for positions at SISD	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administrators; Deputy Superintendent			

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

Goal 4: Sanger ISD will increase parent and community engagement by 10% as measured by participation rates in school events, volunteer activities, and district surveys, through the implementation of targeted outreach strategies, expanded communication tools, and collaborative partnerships with local organizations.

Performance Objective 1: Improve parent and community perception of engagement opportunities by 5 percentage points on the annual climate survey.

Evaluation Data Sources: Annual district climate survey results

Stakeholder meeting attendance and input logs

Documentation of feedback-to-action process

Strategy 1 Details		Formative Reviews		
Strategy 1: Sanger ISD will increase two-way communication channels, including surveys, forums, and online suggestion boxes.		**Formative**		
Strategy's Expected Result/Impact: Increasing two-way communication channels will strengthen stakeholder trust, improve engagement, and provide timely feedback to inform district decisions. This approach will enhance satisfaction, encourage participation, and allow early identification of concerns for proactive resolution. **Staff Responsible for Monitoring:** Director of Communications,; Superintendent; Deputy Superintendent		Nov	Feb	May

Strategy 2 Details		Formative Reviews		
Strategy 2: Sanger ISD will share engagement data and actions taken in response to stakeholder feedback through regular communication updates.		**Formative**		
Strategy's Expected Result/Impact: Stakeholders will report increased trust and confidence in Sanger ISD's decision-making processes due to consistent sharing of engagement data and actions taken in response to feedback. Parent, staff, and community survey results will reflect improved perceptions of district transparency, responsiveness, and two-way communication, leading to greater participation in school and district initiatives. **Staff Responsible for Monitoring:** Superintendent; Deputy Superintendent; Director of Communications		Nov	Feb	May

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Sanger ISD will increase parent and community engagement by 10% as measured by participation rates in school events, volunteer activities, and district surveys, through the implementation of targeted outreach strategies, expanded communication tools, and collaborative partnerships with local organizations.

Performance Objective 2: SISD will increase parent participation in school-based events (academic nights, performances, extra-curricular activities) by 10% by the end of the 2025-2026 school year.

Evaluation Data Sources: Event sign-in sheets

Volunteer logs from campus events

Teacher/administrator event attendance records

PTO membership and meeting attendance records

Student reports of parent attendance (e.g., surveys asking if parents attended events)

Social media engagement metrics (likes, shares, comments on event posts) as a supplemental measure

Parent Square usage

Strategy 1 Details	Formative Reviews		
Strategy 1: Sanger ISD will utilize campus newsletters, social media, and text messaging through Parent Square for targeted event promotion.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of district and campus events among parents and community members, resulting in higher participation rates, improved communication between schools and families, and stronger parent-school relationships. Over time, this will contribute to a more informed and engaged school community, fostering greater support for student success and district initiatives.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Director of Communications; Campus Administrators; Athletic Director; Club sponsors; Classroom teachers			

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 1: By May 2026, Sanger ISD will increase the percentage of PreK students demonstrating age-appropriate literacy and math skills on the PreK Circle assessment by at least 10% to ensure readiness for grade-level success by the end of 3rd grade.

HB3 Goal

Evaluation Data Sources: PreK Circle Assessment Results: BOY, MOY, and EOY screening data tracking student progress in literacy and math domains.
District Early Childhood Progress Monitoring Data: Records from formative assessments and benchmark checks used alongside Circle data.
Teacher Observations and Anecdotal Records: Qualitative notes on student skill development and engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1:	**Formative**		
PreK teachers will participate in ongoing professional development centered around the PreK Guidelines in order to provide high-quality, developmentally appropriate instruction that supports early literacy and math skill development.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: PreK teachers will enhance their instructional practices by effectively implementing the PreK Guidelines, leading to increased student engagement and growth in early literacy and math skills. This will result in a stronger foundation for Kindergarten readiness, improved school readiness rates, and overall higher academic achievement in early grades. **Staff Responsible for Monitoring:** PreK Classroom teachers; PreK paraprofessionals; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: PreK teachers will systematically progress monitor targeted early literacy and numeracy skills identified as critical for future	**Formative**		
academic success, using data-driven practices to inform instruction and ensure each child's developmental growth.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Improved early literacy and numeracy outcomes for PreK students, leading to stronger foundational skills, increased readiness for Kindergarten, and more targeted, effective instruction tailored to each child's developmental needs. This systematic use of progress monitoring will enable timely interventions, reduce learning gaps, and promote long-term academic success. **Staff Responsible for Monitoring:** PreK teachers; PreK paraprofessionals; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: PreK teachers will engage in regular Tribal Talk meetings focused on analyzing progress monitoring data for early literacy and numeracy skills.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: PreK teachers' regular collaboration through Tribal Talk meetings to analyze progress monitoring data will lead to more informed instructional decisions, timely identification of student learning needs, and targeted interventions. This, in turn, will improve early literacy and numeracy skill development, increase student readiness for kindergarten, and promote higher achievement outcomes. **Staff Responsible for Monitoring:** PreK teachers; Campus Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Throughout the 2025-2026 school year, PreK teachers will engage in professional development on assessment for learning, with a focus on using success criteria and providing effective feedback to enhance student learning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will demonstrate increased engagement and improved mastery of PreK learning objectives, as evidenced by higher performance on formative assessments and progress monitoring, due to clearer learning expectations and timely, targeted feedback. **Staff Responsible for Monitoring:** PreK Classroom teachers; PreK paraprofessionals; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 2: By May 2026, Sanger ISD will increase the percentage of Kindergarten students demonstrating grade-level proficiency in literacy and math on the TX-KEA assessment by at least 10%, supporting their readiness for academic success through third grade.

HB3 Goal

Evaluation Data Sources: TX-KEA Assessment Data: Scores from the Kindergarten Entry Assessment in literacy and math domains collected at the beginning of the school year.

Progress Monitoring Data: Ongoing formative assessments and screening tools throughout the year to track growth in literacy and math skills.

Report Card Grades: Kindergarten report card data reflecting mastery of literacy and math standards aligned with TEKS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten teachers will implement high quality instructional materials for literacy and mathematics with fidelity.	**Formative**		
Strategy's Expected Result/Impact: Improved student outcomes in literacy and mathematics, demonstrated by increased mastery of foundational skills, higher assessment scores, and stronger readiness for first grade, as a result of consistent use of high-quality instructional materials by kindergarten teachers.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Kindergarten teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Sanger ISD will implement a structured progress monitoring system by administering benchmark assessments (such as TX-KEA) at the beginning, middle, and end of the school year, supplemented with monthly formative assessments. Teachers will use this data to track individual student growth, adjust instruction promptly, and provide targeted interventions to ensure all Kindergarten students progress toward grade-level proficiency in literacy and math.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: More Kindergarten students will achieve grade-level proficiency in literacy and math by receiving timely, data-driven instruction and interventions.			
Staff Responsible for Monitoring: Kindergarten teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Throughout the 2025-2026 school year, Kindergarten teachers will engage in professional development on assessment for learning, with a focus on using success criteria and providing effective feedback to enhance student learning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will demonstrate increased engagement and improved mastery of Kindergarten learning objectives, as evidenced by higher performance on formative assessments and progress monitoring, due to clearer learning expectations and timely, targeted feedback. **Staff Responsible for Monitoring:** Kindergarten teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Kindergarten teachers will participate in explicit professional learning opportunities centered around Bluebonnet Math. This will provide ongoing, job-embedded professional learning for teachers through Tribal Talks, RBIS training, and Product Academy sessions focused on the effective implementation of Bluebonnet Mathematics curriculum and resources, in partnership with ESC Region 11.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved teacher proficiency and confidence in delivering the Bluebonnet Mathematics curriculum and using its resources effectively. Increased fidelity of curriculum implementation across classrooms, leading to more consistent and rigorous math instruction district-wide. Enhanced student engagement and understanding of mathematical concepts through better instructional practices. Higher student achievement on math assessments as teachers apply evidence-based strategies learned during Tribal Talks, RBIS training, and Product Academy sessions. **Staff Responsible for Monitoring:** Kindergarten teachers; ESC 11; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 3: By May 2026, Sanger ISD will increase the percentage of 1st grade students demonstrating grade-level proficiency in literacy on the TPRI assessment by at least 10%, supporting their readiness for academic success through third grade.

HB3 Goal

Evaluation Data Sources: TPRI Assessment Results:

BOY, MOY, and EOY TPRI scores to track growth and proficiency rates for 1st grade students.

Progress Monitoring Data:

Regular curriculum-based measures aligned to literacy skills targeted by TPRI.

Intervention Documentation:

Records of supplemental literacy interventions provided to students below benchmark, including frequency and duration.

Teacher Data Logs:

Documentation of instructional adjustments made based on TPRI data analysis.

Strategy 1 Details	Formative Reviews		
Strategy 1: 1st grade teachers will implement the Fundations Phonics curriculum with fidelity by following the prescribed lesson plans, pacing guides, and assessment schedules. Fundations is aligned to the Science of Teaching Reading.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved foundational reading skills among 1st grade students, such as phonemic awareness, decoding, and word recognition, due to consistent, research-based instruction aligned with the Science of Teaching Reading. **Staff Responsible for Monitoring:** 1st grade teachers; Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: 1st grade RLA teachers will regularly use progress monitoring assessment data to identify student needs and plan targeted interventions during Tribe Time, ensuring focused support that addresses specific reading and language skills to improve literacy achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of targeted interventions informed by regular progress monitoring, first grade students will demonstrate improved mastery of reading and language skills, leading to increased proficiency on formative assessments and higher performance on the TPRI assessment. **Staff Responsible for Monitoring:** 1st grade teachers; Campus Administrators; Campus interventionists			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus administration will support first grade RLA teachers during weekly Tribal Talk meetings by facilitating collaboration on effective instructional practices and guiding the analysis of student data to inform targeted reading and language instruction, thereby improving student outcomes.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: With active support and guidance from campus administration during weekly Tribal Talk meetings, first grade RLA teachers will enhance their instructional practices and use student data more effectively, leading to improved reading and language achievement among students. **Staff Responsible for Monitoring:** 1st grade teachers; Campus administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 4: By May 2026, Sanger ISD will increase the percentage of 1st grade students demonstrating grade-level proficiency on the IXL Snapshot by at least 10%, supporting their readiness for academic success through third grade.

HB3 Goal

Evaluation Data Sources: XL Snapshot Assessment Results:

Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) IXL Snapshot scores for all 1st grade students.

Formative Assessment Data:

Ongoing progress monitoring through classroom assessments aligned with IXL skills and grade-level literacy/math standards.

Intervention Records:

Documentation of targeted interventions for students not meeting benchmarks on IXL Snapshot.

Strategy 1 Details	Formative Reviews		
Strategy 1: First grade math teachers will implement the Bluebonnet Math curriculum with fidelity, using mid-module and end-of-module assessments to monitor student understanding and adjust instruction to improve math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, first grade students will demonstrate increased proficiency in mathematics, as evidenced by higher performance on mid-module and end-of-module assessments and an increase in the percentage of students achieving grade level proficiency. **Staff Responsible for Monitoring:** 1st grade teachers; Campus administrators; Region 11; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: First grade math teachers will participate in professional development focused on the Bluebonnet curriculum--including Research-Based Instructional Strategies and Bluebonnet 101, as well as training on assessment for learning, emphasizing success criteria and effective feedback to boost student math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of this professional development, first grade math teachers will implement more effective instructional practices and formative assessments, leading to improved student understanding, increased engagement, and higher math achievement as reflected in classroom assessments and state testing. **Staff Responsible for Monitoring:** First grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: Region 11 instructional coaches will support first grade math teachers during weekly Tribal Talk meetings by facilitating lesson internalization, modeling effective instructional practices, and guiding the analysis of student data to inform targeted instruction and improve student outcomes.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Through ongoing coaching and collaboration during weekly Tribal Talk meetings, first grade math teachers will deepen their understanding and implementation of instructional strategies, use student data more effectively to tailor instruction, and consequently increase student proficiency and growth in math achievement. **Staff Responsible for Monitoring:** First grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 4 Details	Formative Reviews		
Strategy 4: First grade math teachers will regularly use progress monitoring assessment data to identify student needs and plan targeted interventions during Tribe Time, ensuring intentional support that addresses specific skill gaps to boost math achievement.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: As a result of targeted interventions informed by regular progress monitoring, first grade students will demonstrate improved mastery of math skills, leading to increased proficiency on formative assessments and higher performance on the IXL Snapshot assessment. **Staff Responsible for Monitoring:** First grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 5: By May 2026, Sanger ISD will increase the percentage of 2nd grade students demonstrating grade-level proficiency in math on the IXL assessment by at least 10%, building a strong foundation for success in 3rd grade mathematics.

Evaluation Data Sources: As a result of focused instruction and targeted interventions, 2nd grade students will demonstrate increased proficiency on the IXL math assessment, leading to stronger math skills and better preparedness for the 3rd grade STAAR assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Second grade math teachers will implement the Bluebonnet Math curriculum with fidelity, using mid-module and end-of-module assessments to monitor student understanding and adjust instruction to improve math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By implementing the Bluebonnet Math curriculum with fidelity and using mid- and end-of-module assessments to guide instruction, second grade students will demonstrate improved understanding of math concepts, leading to increased proficiency on formative assessments and greater readiness for state assessments. **Staff Responsible for Monitoring:** Second grade math teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Second grade math teachers will participate in professional development focused on the Bluebonnet curriculum--including Research-Based Instructional Strategies and Bluebonnet 101, as well as training on assessment for learning, emphasizing success criteria and effective feedback to boost student math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of this professional development, third grade math teachers will implement more effective instructional practices and formative assessments, leading to improved student understanding, increased engagement, and higher math achievement as reflected in classroom assessments and state testing. **Staff Responsible for Monitoring:** Second grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: Region 11 instructional coaches will support second grade math teachers during weekly PLC meetings by facilitating lesson internalization, modeling effective instructional practices, and guiding the analysis of student data to inform targeted instruction and improve student outcomes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Through ongoing coaching and collaboration during weekly PLC meetings, third grade math teachers will deepen their understanding and implementation of instructional strategies, use student data more effectively to tailor instruction, and consequently increase student proficiency and growth in math achievement. **Staff Responsible for Monitoring:** Second grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 4 Details	Formative Reviews		
Strategy 4: Second grade math teachers will regularly use progress monitoring assessment data to identify student needs and plan targeted interventions during Tribe Time, ensuring intentional support that addresses specific skill gaps to boost math achievement.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of targeted interventions informed by regular progress monitoring, third grade students will demonstrate improved mastery of math skills, leading to increased proficiency on formative assessments and higher performance on the STAAR Math assessment. **Staff Responsible for Monitoring:** Third grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 6: As a result of focused instruction and targeted interventions, 2nd grade students will demonstrate increased proficiency on the IXL reading assessment, leading to stronger literacy skills and improved readiness for the 3rd grade Reading STAAR assessment.

HB3 Goal

Evaluation Data Sources: Through targeted instruction and interventions, 2nd grade students will improve their reading skills, resulting in higher proficiency on IXL reading assessments and increased success on the 3rd grade Reading STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Second grade RLA teachers will implement the HMH curriculum with fidelity, incorporating the Writable platform to provide students with structured, scaffolded opportunities to develop and strengthen their writing skills throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: As a result of implementing the HMH curriculum and using the Writable component, second grade students will demonstrate improved writing skills, reflected in higher-quality written responses and increased proficiency on formative and state assessments. **Staff Responsible for Monitoring:** Second grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Second grade RLA teachers will implement the Fundations phonics program with fidelity, consistently delivering lessons and using program resources to strengthen students' grade-level reading skills, including decoding, fluency, and word recognition throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: As a result of implementing the Fundations phonics program with fidelity, second grade students will demonstrate improved reading skills, including stronger decoding abilities, increased fluency, and enhanced word recognition, leading to higher proficiency on formative assessments and the Reading STAAR. **Staff Responsible for Monitoring:** Second grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: Second grade RLA teachers will regularly use progress monitoring assessment data to identify student needs and plan targeted interventions during Tribe Time, ensuring focused support that addresses specific reading and language skills to improve literacy achievement.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: As a result of targeted interventions informed by regular progress monitoring, second grade students will demonstrate improved mastery of reading and language skills, leading to increased proficiency on formative assessments and higher performance on the Reading STAAR assessment. **Staff Responsible for Monitoring:** Second grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus administration will support second grade RLA teachers during weekly PLC meetings by facilitating collaboration on effective instructional practices and guiding the analysis of student data to inform targeted reading and language instruction, thereby improving student outcomes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: With active support and guidance from campus administration during weekly PLC meetings, second grade RLA teachers will enhance their instructional practices and use student data more effectively, leading to improved reading and language achievement among students. **Staff Responsible for Monitoring:** Second grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 7: By May 2026, Sanger ISD will increase the percentage of 3rd grade students achieving the "Meets" standard on the Math STAAR assessment by at least 10%, ensuring a stronger foundation in mathematics for continued academic success.

HB3 Goal

Evaluation Data Sources: STAAR Data: Results from the 3rd Grade Math STAAR assessment, focusing on the percentage of students achieving the "Meets" or higher performance standard.

Progress Monitoring Data: Ongoing formative assessments, unit tests, and district benchmarks in mathematics administered throughout the year to track student growth and mastery of TEKS-aligned skills.

Report Card Grades: 3rd grade report card data reflecting mastery of mathematics standards aligned with the TEKS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Third grade math teachers will implement the Bluebonnet Math curriculum with fidelity, using mid-module and end-of-module assessments to monitor student understanding and adjust instruction to improve math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, third grade students will demonstrate increased proficiency in mathematics, as evidenced by higher performance on mid-module and end-of-module assessments and an increase in the percentage of students meeting or exceeding the standard on the STAAR Math assessment. **Staff Responsible for Monitoring:** Third grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Third grade math teachers will participate in professional development focused on the Bluebonnet curriculum--including Research-Based Instructional Strategies and Bluebonnet 101, as well as training on assessment for learning, emphasizing success criteria and effective feedback to boost student math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of this professional development, third grade math teachers will implement more effective instructional practices and formative assessments, leading to improved student understanding, increased engagement, and higher math achievement as reflected in classroom assessments and state testing. **Staff Responsible for Monitoring:** Third grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Region 11 instructional coaches will support third grade math teachers during weekly PLC meetings by facilitating lesson internalization, modeling effective instructional practices, and guiding the analysis of student data to inform targeted instruction and improve student outcomes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Through ongoing coaching and collaboration during weekly PLC meetings, third grade math teachers will deepen their understanding and implementation of instructional strategies, use student data more effectively to tailor instruction, and consequently increase student proficiency and growth in math achievement. **Staff Responsible for Monitoring:** Third grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Third grade math teachers will regularly use progress monitoring assessment data to identify student needs and plan targeted interventions during Tribe Time, ensuring intentional support that addresses specific skill gaps to boost math achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of targeted interventions informed by regular progress monitoring, third grade students will demonstrate improved mastery of math skills, leading to increased proficiency on formative assessments and higher performance on the STAAR Math assessment. **Staff Responsible for Monitoring:** Third grade teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

No Progress   Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 5: Sanger ISD will increase the percentage of students reading and performing in mathematics on or above grade level by the end of 3rd grade at least 10%, as measured by state-approved assessments in accordance with HB 3 requirements.

Performance Objective 8: By May 2026, Sanger ISD will increase the percentage of 3rd grade students achieving the "Meets" standard on the Reading STAAR assessment by at least 10%, building a stronger foundation in literacy for continued academic success.

HB3 Goal

Evaluation Data Sources: STAAR Data: Results from the 3rd Grade Reading STAAR assessment, focusing on the percentage of students achieving the "Meets" or higher performance standard.

Progress Monitoring Data: Ongoing formative assessments, unit tests, and district benchmarks in reading administered throughout the year to track student growth and mastery of TEKS-aligned literacy skills.

Report Card Grades: 3rd grade report card data reflecting mastery of reading and language arts standards aligned with the TEKS.

Strategy 1 Details	Formative Reviews		
Strategy 1: Third grade RLA teachers will implement the HMH curriculum with fidelity, incorporating the Writable platform to provide students with structured, scaffolded opportunities to develop and strengthen their writing skills throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of implementing the HMH curriculum and using the Writable component, third grade students will demonstrate improved writing skills, reflected in higher-quality written responses and increased proficiency on formative and state assessments. **Staff Responsible for Monitoring:** Third grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Third grade RLA teachers will implement the Fundations phonics program with fidelity, consistently delivering lessons and using program resources to strengthen students' grade-level reading skills, including decoding, fluency, and word recognition throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of implementing the Fundations phonics program with fidelity, third grade students will demonstrate improved reading skills, including stronger decoding abilities, increased fluency, and enhanced word recognition, leading to higher proficiency on formative assessments and the Reading STAAR. **Staff Responsible for Monitoring:** Third grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Third grade RLA teachers will regularly use progress monitoring assessment data to identify student needs and plan targeted interventions during Tribe Time, ensuring focused support that addresses specific reading and language skills to improve literacy achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of targeted interventions informed by regular progress monitoring, third grade students will demonstrate improved mastery of reading and language skills, leading to increased proficiency on formative assessments and higher performance on the Reading STAAR assessment. **Staff Responsible for Monitoring:** Third grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Campus administration will support third grade RLA teachers during weekly PLC meetings by facilitating collaboration on effective instructional practices and guiding the analysis of student data to inform targeted reading and language instruction, thereby improving student outcomes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: With active support and guidance from campus administration during weekly PLC meetings, third grade RLA teachers will enhance their instructional practices and use student data more effectively, leading to improved reading and language achievement among students. **Staff Responsible for Monitoring:** Third grade RLA teachers; Campus Administrators; Director of Curriculum & Instruction; Instructional Services Coordinator			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,336,696.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) funds are designed to support programs and services that provide additional academic assistance to students identified as at risk of dropping out of school or those who have not met satisfactory performance on End-of-Course (EOC) assessments. These funds supplement, not replace, the regular education program by offering targeted interventions such as: Accelerated Instruction & Tutorials: Extra instructional time in core subjects to help students close learning gaps and meet grade-level standards. Credit Recovery & Alternative Education Programs: Opportunities for students to regain credits and stay on track for graduation. Small-Group or Individualized Support: Interventions during or outside of the school day tailored to students' specific academic needs. Extended Learning Opportunities: Summer school, after-school programs, or intersession support to reinforce skills. Behavioral and Dropout Prevention Services: Counseling, mentoring, and transition programs that address non-academic barriers to success. These programs are designed to increase student achievement and engagement, ensuring students receive the additional resources necessary to graduate on time.

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Sanger ISD is committed to providing a comprehensive, well-rounded instructional program that addresses the diverse academic needs of all students. This program integrates rigorous academic content across core subjects—such as reading, math, science, and social studies—with enrichment opportunities including the arts, physical education, and technology.

Key components include:

- **Standards-aligned curriculum** designed to meet or exceed Texas Essential Knowledge and Skills (TEKS) requirements.

- **Differentiated instruction and interventions** to support students with varying learning needs, including English learners, students receiving special education services, and at-risk populations.

- **Integration of culturally responsive teaching practices** to ensure all students see themselves reflected in the curriculum.

- **Use of data-driven decision making** to continuously monitor student progress and adjust instructional strategies.

- **Professional development for educators** focused on instructional best practices and effective use of resources to support diverse learners.

This approach ensures that every student has equitable access to a broad, balanced education that prepares them for academic success and lifelong learning.

1.2: Identifying students who may be at risk for academic failure;

Sanger ISD employs a proactive and systematic approach to identify students who may be at risk for academic failure. This includes:

- **Early screening and diagnostic assessments** conducted at the beginning of the year (BOY), such as TPRI for reading and other subject-specific screeners, to identify students struggling to meet grade-level expectations.

- **Ongoing progress monitoring** using formative assessments, benchmarks, and classroom data to detect emerging academic challenges throughout the school year.

- **Data analysis by campus leadership and intervention teams** during regular data meetings to review student performance trends and pinpoint students needing additional support.

- **Use of multiple data points**, including attendance, behavior, and previous academic records, to gain a comprehensive understanding of potential risk factors.

- **Collaboration with teachers, counselors, and parents** to ensure timely identification and intervention planning.

This structured identification process enables timely, targeted interventions designed to improve academic outcomes and keep students on track for success.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Sanger ISD is dedicated to ensuring that all students meet the challenging State academic standards by providing targeted additional educational assistance to those identified as needing help. Key elements of this support include:

- **Tiered intervention programs** such as Response to Intervention (RTI) and supplemental literacy and math interventions aligned with students' specific needs.

- **Individualized learning plans** developed collaboratively by teachers, intervention specialists, and families to address academic gaps and set measurable goals.

- **Use of progress monitoring tools** to track student growth and adjust instruction or intervention intensity as needed.

- **Extended learning opportunities** including before- and after-school tutoring, summer programs, and enrichment activities designed to reinforce classroom learning.

- **Professional development for staff** focused on evidence-based intervention strategies and differentiated instruction.

- **Regular communication with parents and guardians** to engage them as partners in supporting their child's academic progress.

This multi-faceted approach ensures timely and effective support for students struggling to meet state standards, promoting equity and academic success.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Sanger ISD actively identifies and implements research-based instructional strategies and supportive practices to enhance academic programs and create positive school conditions conducive to student learning. This process includes:

- **Data-driven decision making**, using assessment results, climate surveys, and stakeholder feedback to pinpoint areas needing improvement.

- **Adoption of evidence-based instructional models** such as differentiated instruction, cooperative learning, and culturally responsive teaching to meet diverse student needs.

- **Implementation of Positive Behavioral Interventions and Supports (PBIS)** and social-emotional learning (SEL) programs to foster safe, supportive, and respectful school environments.

- **Professional learning communities (PLCs)** where educators collaborate to analyze data, share best practices, and develop targeted instructional plans.

- **Enhanced family and community engagement initiatives** to build strong partnerships that support student achievement and well-being.

- **Ongoing monitoring and evaluation** to ensure strategies effectively improve teaching quality and student outcomes, with adjustments made as necessary.

Through these strategies, Sanger ISD continuously strengthens its academic programs while cultivating school climates that promote engagement, safety, and success for all students.

Descriptor 2: Teacher Quality

Sanger ISD is committed to equity in teacher assignment and regularly reviews staffing data to identify any disparities in the placement of low-income and minority students with

ineffective, inexperienced, or out-of-field teachers. The district uses this data to inform staffing decisions and provides targeted professional development, mentoring, and support to ensure all students have access to highly qualified and effective educators. Campus and district leaders collaborate to monitor teacher assignments and implement strategies to eliminate disproportionality, promoting equitable learning opportunities for every student.

Descriptor 3: School Improvement and Support Activities

Sanger ISD will fulfill its responsibilities under Section 1111(d)(1) and (2) by implementing a comprehensive system of support for campuses identified as needing improvement. This system includes:

- **Data Analysis and Needs Assessment:** Conducting thorough reviews of academic performance, student subgroup outcomes, and school climate data to identify specific areas requiring targeted support.

- **Development of Campus Improvement Plans:** Collaborating with campus leadership, staff, families, and community stakeholders to create tailored plans that address identified needs with clear goals, strategies, and metrics.

- **Targeted Professional Development:** Providing job-embedded, research-based training and coaching focused on instructional practices, data-driven decision-making, and effective intervention strategies aligned with campus goals.

- **Increased Monitoring and Progress Reviews:** Establishing regular checkpoints to monitor implementation fidelity, assess progress toward goals, and make data-informed adjustments.

- **Resource Allocation:** Prioritizing federal, state, and local resources to support interventions, enrichment, and necessary staffing on improvement campuses.

- **Family and Community Engagement:** Enhancing communication and partnership efforts to involve parents and community members as active participants in the school improvement process.

- **Collaboration with External Support:** Leveraging expertise and services from Regional Education Service Centers (ESCs) and other partners to provide additional technical assistance and resources.

Through these coordinated efforts, Sanger ISD ensures that campuses in need of support receive the focused attention and resources required to improve student outcomes and meet state accountability standards.

Descriptor 4: Measure of Poverty

Sanger ISD will use the following poverty criteria to select school attendance areas eligible for Title I funding under Section 1113:

- The district will utilize **free and reduced-price lunch (FRPL) eligibility data** as the primary indicator of poverty within each school attendance zone.

- Attendance areas with **at least 40% of students qualifying for FRPL** will be prioritized for Title I funding to ensure targeted support for schools with the highest concentrations of low-income students.

- When available, supplemental data such as **Community Eligibility Provision (CEP) participation rates** and census-based socioeconomic indicators may also be considered to refine selection and better capture poverty levels.

- The district will annually review and update poverty data to ensure that Title I resources are allocated effectively and equitably across eligible schools.

This data-driven approach ensures that Sanger ISD directs resources to attendance areas where students face the greatest economic challenges, aligning with federal requirements to promote equity and support student success.

Descriptor 5: Nature of Programs

Sanger ISD implements both **Schoolwide Programs** (Section 1114) and **Targeted Assistance Programs** (Section 1115) to support all students in meeting challenging State academic standards, with special consideration for vulnerable populations.

- **Schoolwide Programs:**

  - These schools operate a comprehensive reform strategy designed to upgrade the entire educational program.

  - The program integrates federally funded resources with other funds to improve instructional quality and student outcomes across all academic areas.

  - Emphasis is placed on providing high-quality instruction, using data-driven decision-making, offering extended learning opportunities, and engaging families and communities.

  - All students are eligible to receive services, and interventions are designed to close achievement gaps.

- **Targeted Assistance Programs:**

  - These programs focus on providing additional instructional support to identified students who are failing or most at risk of failing to meet State academic standards.

  - Services are based on student academic needs identified through multiple criteria and delivered by qualified personnel.

  - Targeted assistance includes supplemental instruction in reading, math, and other core subjects tailored to individual needs.

- **Educational Services for Neglected and Delinquent Children:**

  - Sanger ISD coordinates with local institutions for neglected or delinquent children to provide equitable access to educational services aligned with State standards.

  - Services include specialized instruction, counseling, and support designed to address academic and social-emotional needs in community day school programs or residential facilities.

  - Collaboration with community partners ensures continuity of learning and appropriate transition services for these students.

This multi-faceted approach ensures that all students, especially those with the greatest academic needs, receive targeted and comprehensive support to promote success.

Descriptor 6: Services to Homeless Children and Youth

Sanger ISD is committed to ensuring the enrollment, attendance, and academic success of homeless children and youth in full compliance with the McKinney-Vento Homeless Assistance Act. The district provides a comprehensive range of services designed to remove barriers and support this vulnerable population, including:

- **Immediate enrollment assistance,** waiving typical documentation requirements such as proof of residency, immunizations, or previous school records.

- **Transportation support** to and from the school of origin to maintain educational stability whenever feasible and in the student's best interest.

- **Access to free meals, tutoring, counseling, and other supplemental educational services** to support academic achievement and social-emotional well-being.

- **Collaboration with community agencies and shelters** to connect families and youth with additional resources such as housing, healthcare, and mental health services.

- **Training and awareness for school staff** to identify homeless students promptly and provide appropriate support and referrals.

Allocation of Title I, Part A Funds for Homeless Services:

- Sanger ISD determines the amount of Title I, Part A funds reserved for homeless children and youth based on the most recent homeless student count and the total Title I allocation.

- A portion of funds is set aside annually to provide targeted services, including transportation, school supplies, tutoring, and counseling, ensuring that homeless students receive equitable opportunities to succeed.

- The district reviews and adjusts this reservation each year to align with changing needs and federal guidelines.

This coordinated approach ensures homeless children and youth have access to uninterrupted, high-quality education and the necessary support to thrive academically and personally.

Descriptor 7: Parent and Family Engagement Strategy

Sanger ISD is committed to fostering strong partnerships between families, schools, and the community to support student success as required under Section 1116. The district will implement the following strategies to ensure effective parent and family engagement:

- **Develop and disseminate a comprehensive Parent and Family Engagement Policy** that outlines the district's commitment, expectations, and opportunities for meaningful involvement. This policy will be reviewed annually and made available in multiple languages and formats.

- **Provide ongoing, accessible training and resources** for parents to support student learning at home, including workshops on curriculum, assessments, and strategies for academic support.

- **Facilitate regular two-way communication** through newsletters, social media, parent portals, and community meetings to keep families informed and engaged.

- **Create opportunities for parents to actively participate in decision-making** through committees, advisory councils, and school improvement planning teams.

- **Collaborate with community organizations** to offer family support services, including health, nutrition, and social-emotional resources.

- **Ensure flexible scheduling and childcare** at engagement events to maximize parent participation.

The district's written Parent and Family Engagement Policy, included in the LEA Plan, serves as the foundation for these efforts and ensures compliance with federal requirements.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Sanger ISD is dedicated to creating a seamless educational experience for young learners by aligning Title I, Part A services with early childhood education programs across the district. Our approach includes:

- **Collaboration between Title I staff and early childhood educators** to align curriculum, assessments, and instructional strategies with district and state standards, ensuring consistency from preschool through elementary grades.

- **Coordinated professional development opportunities** for educators in early childhood and elementary settings to share best practices and address the needs of emergent learners.

- **Use of data from early childhood screenings and assessments** to identify children who may need additional support as they transition into kindergarten and beyond.

- **Family engagement initiatives** that involve parents in both early childhood and elementary programs, providing resources and information to support learning continuity at home.

- **Development and implementation of formal transition plans** that include orientation sessions, classroom visits, and communication between preschool and elementary staff to ease student adjustment and promote school readiness.

- **Targeted interventions and support services** for children identified as at risk during early childhood to ensure early access to Title I resources and minimize learning gaps.

Through these coordinated efforts, Sanger ISD promotes a strong foundation for academic success, ensuring that Title I services effectively support children's growth from early childhood into elementary education.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

In schools operating Targeted Assistance programs under Section 1115, Sanger ISD ensures a collaborative, data-driven process to identify eligible children most in need of Title I, Part A services. This process includes:

- **Collaboration among teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel** to review multiple data sources and discuss student needs.

- **Use of academic achievement data** such as state assessments, district benchmarks, diagnostic screeners (e.g., TPRI, IXL), classroom performance, and progress monitoring to identify students who are failing or at risk of failing to meet State academic standards.

- **Consideration of additional factors** such as attendance, behavior, and teacher recommendations to ensure a comprehensive understanding of student needs.

- **Involving parents in the identification process** through communication and meetings to gather insights and build partnerships for student success.

- **Documentation of criteria and decisions** to ensure transparency and equity in student selection for services.

- **Regular review and adjustment** of student eligibility throughout the year based on ongoing progress monitoring to provide timely support or exit services as appropriate.

This collaborative and systematic approach guarantees that Title I services in Targeted Assistance programs are directed to students with the greatest academic needs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Sanger ISD is committed to ensuring smooth and successful transitions for students moving from middle grades to high school and from high school to postsecondary education. The district implements the following strategies:

- **Comprehensive transition planning:** Middle school counselors and high school staff collaborate to provide students and families with information about high school course offerings, graduation requirements, and extracurricular opportunities.

- **Academic and career advising:** Beginning in middle school, students receive guidance on academic pathways, career exploration, and postsecondary options, including endorsements and dual credit opportunities.

- **Orientation programs:** Organized visits, shadow days, and orientation sessions help students acclimate to the expectations and environment of the next educational level.

- **Targeted support for at-risk students:** Additional counseling, mentoring, and intervention services are provided to students who may face challenges during transitions.

- **Partnerships with postsecondary institutions:** The district collaborates with local colleges and workforce programs to facilitate college readiness workshops, application assistance, financial aid counseling, and career fairs.

- **Family engagement:** Informational sessions and resources are offered to families to support their role in students' transition processes.

- **Use of data to monitor transition success:** Tracking student outcomes such as enrollment, attendance, and credit accumulation to identify and address barriers promptly.

Through these coordinated strategies, Sanger ISD supports students in successfully navigating critical educational transitions, preparing them for continued academic achievement and career readiness.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Sanger ISD is dedicated to expanding opportunities for students to earn college credit and explore career pathways while still in high school. To achieve this, the district will:

- **Expand early college high school and dual/concurrent enrollment programs** by partnering with local colleges and universities, ensuring more students can earn postsecondary credits and industry certifications.

- **Increase awareness and accessibility** of these programs through counseling sessions, informational workshops, and outreach to students and families, particularly targeting underserved populations.

- **Provide comprehensive career counseling** beginning in middle school to help students identify their interests, strengths, and potential career pathways aligned with workforce demands.

- **Integrate career interest inventories and skills assessments** into academic advising to personalize student course selection and postsecondary planning.

- **Offer internships, job shadowing, and mentorship opportunities** in collaboration with local businesses to provide real-world experiences and inform career decisions.

- **Ensure equitable access** by removing barriers such as transportation or financial constraints that might limit participation in these programs.

These initiatives aim to enhance college and career readiness, increase postsecondary enrollment rates, and support student success beyond high school.

Descriptor 11: Discipline Disproportionality

Sanger ISD is committed to promoting positive school climates and minimizing the use of exclusionary discipline practices that remove students from the classroom. To support this goal, the district will:

- **Analyze discipline data disaggregated by student subgroups** (including race/ethnicity, disability status, and socioeconomic status) to identify schools and student populations with disproportionately high rates of removals.

- **Provide targeted support and resources** to campuses with elevated discipline rates, including professional development on restorative practices, trauma-informed approaches, and culturally responsive classroom management.

- **Implement Positive Behavioral Interventions and Supports (PBIS)** across all campuses to promote proactive behavior strategies and reduce incidents leading to removal.

- **Establish multi-tiered systems of support (MTSS)** that integrate social-emotional learning and mental health services to address underlying causes of challenging behavior.

- **Engage families and community partners** in collaborative efforts to support positive student behavior and address systemic factors contributing to disparities.

- **Monitor and report discipline data regularly** to ensure transparency and to evaluate the effectiveness of interventions, making adjustments as needed.

Through these strategies, Sanger ISD aims to create equitable, supportive learning environments where all students can thrive without unnecessary exclusion.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Sanger ISD is committed to maximizing the impact of federal, state, and local programs by coordinating and integrating services to better support student achievement and well-being. The district will:

- **Collaborate across departments and programs** (e.g., Title I, Title III, Special Education, CTE, and Early Childhood) to align goals, share resources, and avoid duplication of services.

- **Develop unified plans and processes** that streamline service delivery and ensure consistent support for students and families across programs.

- **Provide cross-training for staff** to build capacity in addressing diverse student needs through a holistic approach.

- **Engage families and community partners** in coordinated efforts to connect students with academic, social, health, and enrichment services.

- **Use data systems** to track student participation and outcomes across programs, enabling targeted interventions and efficient resource allocation.

- **Regularly review coordination efforts** to identify opportunities for improvement and enhance program effectiveness.

This integrated approach ensures that students receive comprehensive support designed to promote academic success, health, and social-emotional growth.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Sanger ISD is committed to providing students with meaningful work-based learning experiences that foster in-depth interaction with industry professionals and enhance career readiness. These opportunities include:

- **Internships, apprenticeships, and job shadowing programs** that connect students with local businesses and organizations to gain real-world skills and insights into various career fields.

- **Collaborations with industry partners** to design projects and experiences aligned with current workforce needs and student interests.

- **Integration of academic credit** for qualifying work-based learning experiences, allowing students to advance their educational progress while developing practical skills.

- **Career mentorship programs** pairing students with professionals who provide guidance, networking opportunities, and career exploration support.

- **Workshops and seminars** led by industry experts to supplement classroom instruction and expose students to emerging trends and technologies.

- **Supportive coordination by counselors and career advisors** to help students select appropriate work-based learning opportunities aligned with their academic and career goals.

These initiatives prepare students for successful transitions into postsecondary education and the workforce by bridging classroom learning with practical application.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Sanger ISD will utilize grant funds strategically to support the overarching goals of improving student achievement and closing opportunity gaps, including but not limited to the following initiatives:

- **Enhancing Technology Access and Integration:** Investing in devices, software, and digital resources to support personalized learning and increase student engagement across all grade levels.

- **Supporting Teacher Recruitment and Retention:** Allocating funds toward competitive compensation, professional development, and mentorship programs to attract and retain highly qualified educators.

- **Expanding Extended Learning Opportunities:** Providing before- and after-school tutoring, summer school programs, and enrichment activities to reinforce core academic skills.

- **Fostering Social-Emotional Learning and Mental Health Supports:** Implementing evidence-based SEL curricula and increasing access to counseling services to promote student well-being.

- **Improving Family and Community Engagement:** Hosting workshops, providing multilingual resources, and establishing partnerships to empower families as active participants in their children's education.

- **Supporting Career and College Readiness Programs:** Funding dual credit courses, career counseling, and work-based learning initiatives that prepare students for postsecondary success.

- **Addressing Equity and Access:** Directing resources to support underserved and at-risk student populations to ensure equitable educational opportunities.

- **Data Systems and Evaluation:** Investing in data management tools and staff training to monitor program effectiveness and inform continuous improvement.

Sanger ISD will regularly review the allocation and impact of grant funds to ensure alignment with district priorities and compliance with federal guidelines, adjusting as needed to maximize positive student outcomes.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Sanger ISD will assist schools in developing and enhancing their library programs to provide students with essential opportunities to develop digital literacy skills and improve overall academic performance. Key supports include:

- **Professional development for librarians and staff** focused on integrating technology, digital resources, and information literacy instruction aligned with district curriculum and state standards.

- **Expanding access to digital devices and online resources** such as eBooks, databases, and educational software to foster research skills and independent learning.

- **Collaborative planning between librarians and classroom teachers** to embed digital literacy and critical thinking skills into daily instruction across content areas.

- **Implementing library programs that teach responsible technology use, online safety, and effective information evaluation** to prepare students for college, career, and civic life.

- **Creating welcoming, inclusive library environments** that encourage student engagement, creativity, and a love of reading.

- **Regular assessment and evaluation** of library services and resources to ensure they meet student needs and support academic goals.

By strengthening school library programs, Sanger ISD promotes student success through enhanced digital literacy and lifelong learning skills.

Title I Personnel

Name	Position	Program	FTE
Jenny Minter	Campus Interventionist	Butterfield Elementary	1
Katy Richardson	Campus Interventionist	Clear Creek Elementary	1
Sara Mulkern	Campus Interventionist	Clear Creek Elementary	1
Sulynn York	Campus Interventionist	Sanger Middle School	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

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