

Sanger Independent School District
Sanger Middle School
2025-2026 Campus Improvement Plan



Mission Statement

Sanger Middle School will be the destination campus to work and learn through an exceptional educational environment that empowers staff and students to achieve high academic and social-skill standards.

Vision

Sanger Middle School envisions a union between campus and community that supports all stakeholders in providing opportunities to make a local and global impact.

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Family and Community Engagement	11
School Organization	12
Technology	14
Priority Problem Statements	15
Goals	16
Goal 1: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.	16
Goal 2: By the conclusion of the 2025-2026 school year, Sanger Middle School aims to increase the percentage of students achieving STAAR Reading mastery from 35% to 40%, representing a 5% overall gain.	27
Goal 3: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase parent and community engagement in school related events by 15%.	36
Goal 4: Sanger Middle School will foster a safe, healthy, and supportive learning environment by increasing attendance rates by 5% and reducing disciplinary incidents by 10%. This will be achieved through the implementation of the housing system and targeted supports focused on the well-being and academic success of all students, especially educationally disadvantaged populations, as measured by attendance and behavior data.	41
Campus Funding Summary	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanger Middle School serves 6th-8th grade students in Sanger ISD in Denton County. Sanger Middle School student enrollment is 687 students in 2025-2026.

Sanger Middle School enrollment has had minimal enrollment shifts in our student demographic groups. As of the 2025 - 2026 school year, the campus demographics were: African-American-3%, Multi-Racial- 4%, Hispanic- 34%, Asian- .5%, White- 57% and American Indian .9%.

Sanger Middle School student categories include 12% Emergent Bilinguals, 6% Gifted and Talented, and 20% Special Education. Additionally, 52% are Economically Disadvantaged, and 39% are identified as at-risk.

Demographics Strengths

At Sanger Middle School, we take pride in the stability of our student population from year to year. This consistency allows us to build strong, lasting relationships with our students and their families, fostering a sense of community and continuity that enhances the educational experience. It also enables us to tailor our programs and resources to meet the evolving needs of our students, ensuring that each child receives the support and attention they deserve.

Furthermore, our school benefits from a lower teacher-student ratio compared to surrounding districts. This advantageous ratio allows our educators to provide more individualized attention and support to each student, facilitating a more personalized learning environment. Teachers can engage more deeply with students, addressing their unique learning styles and needs, which ultimately contributes to improved academic outcomes and a more supportive classroom atmosphere.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.

Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Student Achievement

Student Achievement Summary

The 2025 STAAR Testing results have shown a commendable positive trend across all academic areas, which is particularly noteworthy given the recent changes in STAAR testing and accountability measures. This indicates that our students and educators have adapted well to the new standards and are performing admirably. However, while the majority of our students are meeting the State's expectations in the approach categories, it is evident that there is room for growth. To ensure that more students reach the Mastery status, we must focus on providing additional support and resources. This will involve targeted interventions and personalized learning strategies to help each student achieve their full potential. Our commitment to academic excellence remains steadfast, and we will continue to strive for higher levels of achievement for all our students.

Student Achievement Strengths

At Sanger Middle School, our dedicated staff is unwavering in their commitment to fostering the growth of every student throughout the school year. By utilizing the data derived from the IXL diagnostic assessments conducted at the beginning, middle, and end of the year, as well as Curriculum-Based Assessments (CBAs), we are able to make informed decisions and tailor our educational strategies to effectively address the diverse needs of our students. This data-driven approach ensures that we are not only meeting but exceeding the academic requirements of our students, providing them with the best possible learning experience.

In our pursuit of excellence in education, we have also introduced Learning Walks as a strategic initiative to enhance tier 1 instruction. This practice allows our educators to observe and reflect on teaching methodologies within the classroom setting, fostering a culture of continuous improvement and professional development. By engaging in Learning Walks, our teachers are able to share best practices, collaborate on innovative instructional techniques, and ultimately elevate the quality of education that we deliver to our students. This initiative underscores our commitment to maintaining high standards of teaching and learning at Sanger Middle School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.

Root Cause: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.

Problem Statement 2 (Prioritized): Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.

Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

School Culture and Climate

School Culture and Climate Summary

At Sanger Middle School, the culture and climate are deeply rooted in our mission and vision, which emphasize the importance of engaging, challenging, and inspiring all students through innovative learning experiences. This commitment ensures that our educational environment is dynamic and responsive to the needs of our students, preparing them to navigate and succeed in an ever-evolving world. By fostering a learning community that prioritizes these elements, we aim to equip our students with the skills and mindset necessary to create their own futures.

Our school is dedicated to being an exceptional campus that focuses on innovative learning. This means that we are constantly seeking new methods and strategies to enhance the educational experience, ensuring that our students are not only consumers of knowledge but also creators and innovators. By doing so, we prepare them to face the challenges of the future with confidence and competence.

The values of Pride & Tradition, and Diversity & Uniqueness are at the heart of Sanger Middle School. These values guide our actions and decisions, creating a supportive and inclusive environment where every student feels valued and respected. By upholding these principles, we foster a sense of belonging and community that is essential for student success.

We firmly believe that students are our number one priority, and that building strong relationships both inside and outside the classroom is crucial to their success. By nurturing these connections, we create a supportive network that encourages students to thrive academically, socially, and emotionally. This holistic approach to education ensures that our students are well-rounded individuals who are prepared to make meaningful contributions to society.

School Culture and Climate Strengths

School Culture and Climate Strengths

Examples of ways we are growing our culture:

- *House Sorting/Rewards
- * Mini School Night
- *School Dances
- *Pep Rallies
- *Student/Staff basketball game
- * Student Leadership roles on campus
- *Admin on Duty
- * Positive Phone Calls, Emails
- * GOAT Award

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.

Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a quaint community located just north of Denton, characterized by its close-knit atmosphere and supportive environment. At the heart of this community is Sanger Middle School, which caters to students in grades 6 through 8, with a current enrollment of 687 students. This middle school is dedicated to providing a nurturing and educational environment for its students, ensuring that each child receives the attention and resources they need to succeed.

The school is supported by a dedicated team of 80 staff members, which includes teachers, paraprofessionals, and administrative personnel. This diverse group of professionals works collaboratively to create a positive and effective learning environment, ensuring that the needs of all students are met with care and expertise.

To support the integration and development of new staff members, Sanger ISD has implemented a new Teacher Tribe Academy. This program takes place two days before the returning staff reports to campus and is designed to onboard new staff effectively. Additionally, new staff members are paired with mentors on their home campus, providing them with guidance and support as they transition into their new roles. This mentorship program is a testament to our commitment to fostering a supportive and collaborative professional community.

In an effort to remain competitive with neighboring small districts, Sanger ISD has made strides in increasing our pay scale. While our pay scale is still below that of larger nearby districts with more industry due to our tax base, we are committed to offering competitive compensation to attract and retain high-quality educators. This ongoing effort reflects our dedication to maintaining a strong and capable staff, which is essential for the continued success of our students and school community.

Staff Quality, Recruitment, and Retention Strengths

At Sanger Middle School, we pride ourselves on providing a "small-school feel" amidst the vibrant and bustling atmosphere of a metropolitan area. This unique environment allows us to offer personalized attention and a close-knit community experience, ensuring that each student feels valued and supported in their educational journey.

Our campus is fortunate to have a dedicated core group of veteran teachers and staff members, many of whom have been with us for over five years. Their commitment and experience form the backbone of our school, providing stability and a wealth of knowledge that enhances the learning experience for our students. This continuity is a testament to the strong relationships and professional environment we cultivate at Sanger Middle School.

The implementation of a four-day workweek is a progressive step that underscores our commitment to innovation and work-life balance. This schedule not only supports the well-being of our staff but also opens up opportunities for professional development and collaboration. By focusing on continuous growth, we are poised to develop robust teacher leadership, which is essential in fostering a culture of excellence and ensuring that our students receive the highest quality education.

At our school, we prioritize staff development by integrating it into our calendar three weeks before the academic year begins and continuing it throughout the year. This approach ensures that our educators are well-prepared and continuously supported in their professional growth. By dedicating time to professional development, we foster an environment of lifelong learning and adaptability, equipping our teachers with the latest pedagogical strategies and tools to enhance student learning outcomes.

As a Mac 1:1 Campus, we provide each student with access to a Mac device, ensuring that technology is seamlessly integrated into their learning experience. Our teachers effectively utilize Canvas, a robust learning management system, to offer a wide array of educational tools and resources. This platform enables students to access learning materials at any time and from anywhere, fostering a flexible and self-directed learning environment. By leveraging technology in this way, we

empower our students to take charge of their education and develop essential digital literacy skills.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Sanger Middle School struggles to attract and retain highly qualified teachers, impacting the quality of education. Despite a committed group of veteran staff, turnover remains high due to limited incentives.

Root Cause: The district faces competition from higher-paying nearby districts amid a teacher shortage.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Sanger Middle School, we are committed to adhering to the district's curriculum and instruction guidelines, known as The Road To Success. This framework ensures that our educational practices are aligned with district standards, providing a consistent and comprehensive learning experience for all students. By following these guidelines, we aim to equip our students with the necessary skills and knowledge to excel academically and prepare them for future educational endeavors.

Curriculum, Instruction, and Assessment Strengths

Our school employs a systematic approach to monitoring student progress in Reading and Math by utilizing screeners at the beginning, middle, and end of the year. This annual assessment allows us to gather critical data on student performance, which is instrumental in creating and adjusting our Response to Intervention (RTI) and intervention groups. By doing so, we ensure that each student receives the targeted support they need to succeed academically.

In preparation for state assessments in the spring, we implement STAAR benchmarks to practice and collect data. This practice not only familiarizes students with the format and content of the assessments but also provides us with valuable insights into their strengths and areas for improvement. The data collected from these benchmarks is crucial in guiding our instructional strategies and ensuring that our students are well-prepared for the state assessments.

We have incorporated Tribe Time into our daily schedule, which is dedicated to providing intervention and addressing the individual needs of our students across all grade levels. This structured time allows teachers to focus on personalized instruction, ensuring that each student receives the attention and support necessary to thrive academically.

Our Tribal Talks, or Professional Learning Communities (PLC), convene weekly with all grade level teachers. This collaborative time is essential for focusing on lesson planning, station activities, re-teaching strategies, and formative assessments. Additionally, we conduct Data Walks centered around Unit Assessments during these meetings, which enables us to analyze student performance data and refine our instructional practices. This collaborative approach fosters a culture of continuous improvement and shared responsibility for student success.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.

Root Cause: While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Family and Community Engagement

Family and Community Engagement Summary

Sanger Middle School is experiencing a period of growth, reflecting the dynamic nature of our community. As we welcome more families into our school, we are committed to ensuring that our resources and facilities can accommodate this increase in student population, while maintaining the quality of education and support we provide.

The demographics of our community are undergoing significant changes, which presents both opportunities and challenges. We are dedicated to embracing this diversity by fostering an inclusive environment that respects and celebrates the unique backgrounds and perspectives of all our students and their families. This shift requires us to continually adapt our teaching methods and curriculum to meet the evolving needs of our student body, ensuring that every child has the opportunity to succeed.

Family and Community Engagement Strengths

At our school, we are fortunate to have families who are deeply involved and committed to their children's educational journey. This involvement is evident through their active participation in school events, parent-teacher conferences, and volunteer opportunities, which fosters a strong sense of community and collaboration. Their commitment ensures that students receive the support and encouragement they need both at home and in school, creating a cohesive environment that enhances learning and development. By working closely with our educators, these families help to reinforce the values and skills taught in the classroom, making a significant impact on their child's academic success and personal growth.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Family engagement decreases throughout the academic year.

Root Cause: Fewer family events offered towards the end of the academic year.

School Organization

School Organization Summary

Our school has implemented housing systems designed to foster a sense of belonging and community among students. These systems are instrumental in creating buy-in, as they encourage students to take ownership of their educational journey and actively participate in school life. By reducing student empathy, we aim to cultivate a more resilient and self-reliant student body, better equipped to face challenges both inside and outside the classroom.

The pride that parents, teachers, and students take in our school and its reputation is a testament to the strong community we have built. This collective pride is reflected in the dedication and commitment of all stakeholders to uphold the values and standards that define our institution. It is this shared sense of purpose that drives our continuous pursuit of excellence and reinforces our school's standing in the community.

Placing students at the forefront of our educational mission is a core principle that guides our decision-making processes. We are committed to ensuring that every student receives the support and resources they need to succeed academically and personally. By prioritizing student needs, we create an environment where learners feel valued and empowered to reach their full potential.

We strive to maintain a positive and safe environment for all members of our school community. This commitment is reflected in our policies and practices, which are designed to promote well-being and security. By fostering a supportive atmosphere, we enable students to focus on their studies and personal growth, free from concerns about their safety or well-being.

School Organization Strengths

Our school has implemented a robust housing system alongside Positive Behavioral Interventions and Supports (PBIS) to foster a sense of community and belonging among students. This system not only encourages positive behavior but also creates an environment where students feel supported and motivated to excel both academically and socially. By integrating PBIS, we are able to reinforce positive behaviors and provide consistent expectations across all areas of the school, contributing to a more harmonious and productive learning environment.

We are committed to improving student learning by continuously assessing and enhancing our educational strategies. Our focus is on creating a dynamic and engaging curriculum that meets the diverse needs of our students. By utilizing data-driven approaches and innovative teaching methods, we aim to ensure that every student has the opportunity to reach their full potential and achieve academic success.

Enhancing tier 1 instruction is a priority for our school as we strive to provide high-quality, differentiated instruction that meets the needs of all learners. Our educators are dedicated to implementing evidence-based teaching practices that are inclusive and effective. By focusing on tier 1 instruction, we aim to lay a strong foundation for student learning, ensuring that all students have access to the core curriculum and the support they need to succeed.

Our commitment to professional development is evident through our Tribal Talks and Professional Learning Communities (PLC). These initiatives provide our educators with the opportunity to collaborate, share best practices, and engage in meaningful discussions about student learning and instructional strategies. By fostering a culture of continuous improvement and collaboration, we are able to enhance our teaching practices and ultimately improve student outcomes.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Limited student leadership opportunities restrict students' development of key leadership skills and meaningful engagement in school activities.

Root Cause: The absence of well-structured programs and initiatives hinders the growth of student leadership.

Technology

Technology Summary

At our school, we are committed to leveraging technology to enhance student engagement and learning outcomes. Each student is provided with a personal iPad, ensuring that they have access to digital resources and interactive learning tools at their fingertips. This 1 to 1 iPad initiative allows students to explore educational content in a dynamic and personalized manner, fostering a more engaging learning environment.

Our teachers are equipped with Mac computers, which enable them to create and deliver high-quality instructional materials. The use of Macs supports our educators in designing innovative lessons and assessments that cater to diverse learning styles, ultimately enriching the educational experience for our students.

To facilitate seamless integration of technology in the classroom, we have installed Apple TVs and projectors. These tools allow for the easy sharing of digital content, making it possible for teachers to present multimedia lessons that capture students' attention and enhance their understanding of complex concepts.

Additionally, we utilize Swivels, which are instrumental in recording classroom activities and lessons. This technology provides opportunities for teachers to reflect on their instructional practices and for students to revisit lessons, reinforcing their learning and promoting continuous improvement.

Our adoption of Canvas as a learning management system further supports our educational goals by providing a centralized platform for course materials, assignments, and communication. Canvas enables students to access their coursework anytime and anywhere, fostering a more flexible and self-directed learning experience. Through these technological advancements, we are dedicated to preparing our students for the demands of the digital age.

Technology Strengths

At Sanger Middle School, proficiency in campus-level technology is a priority for both staff and students. Each classroom is equipped with Apple TVs. We provide a 1:1 iPad program for students, ensuring personalized access to technology.

Our technology strengths include:

- **DMAC:** For data analysis and reporting of student assessments.
- **Ascender:** A student portal for tracking their grades.
- **ParentSquare:** For student data analytics and parent communication.
- **Minga:** To support classroom management, tardies, hall passes and housing points
- **ClassLink:** For single sign-on access to various applications.

Additionally, our Help Desk Support is available to assist with any technology-related issues, ensuring that both staff and students have the resources they need to use these tools effectively.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although proficient with social media technology, students struggle skills related to education effectively in academic settings.

Root Cause: Students at Sanger Middle School often do not fully understand the relevance of educational technology or possess the necessary skills to navigate tools like Canvas and Google Suite to support their learning.

Priority Problem Statements

Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.

Root Cause 1: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.

Root Cause 2: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.

Root Cause 3: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.

Root Cause 4: While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.

Root Cause 5: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Family engagement decreases throughout the academic year.

Root Cause 6: Fewer family events offered towards the end of the academic year.

Problem Statement 6 Areas: Family and Community Engagement

Goals

Goal 1: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.

Performance Objective 1: Increase the percentage of 7th grade students achieving "Meets" and "Masters" standards on the Math STAAR by 10%.

High Priority

Evaluation Data Sources: Classroom assessments, IXL, benchmarks, unit assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin. and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, this increasing opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups to address student gaps and to clarify misunderstandings</p> <p>Strategy's Expected Result/Impact: Students will have more self-confidence when attempting work.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Nov	Feb	May
			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>

Student Achievement

Problem Statement 1: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies. **Root Cause:** Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.

Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. **Root Cause:** Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year. **Root Cause:** While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Goal 1: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.

Performance Objective 2: Increase the percentage of 8th grade students achieving "Meets" and "Masters" standards on the Math STAAR by 10%

High Priority

Evaluation Data Sources: Classroom assessments, IXL, benchmarks, unit assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates that students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin. and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, this increasing opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups to address student gaps and to clarify misunderstandings</p> <p>Strategy's Expected Result/Impact: Students will have more self-confidence when attempting work.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.51, 2.52, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
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Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year. Root Cause: While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.</p>

Goal 1: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.

Performance Objective 3: Increase the percentage of Algebra 1 students achieving "Meets" and "Masters" standards on the Algebra 1 STAAR by 10%.

High Priority

Evaluation Data Sources: Classroom assessments, IXL, benchmarks, unit assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates that students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, this increasing opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups to address student gaps and to clarify misunderstandings.</p> <p>Strategy's Expected Result/Impact: Students will gain more self-confidence when trying their work.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1</p>	Formative		
	Nov	Feb	May
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
Student Achievement
<p>Problem Statement 1: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies. Root Cause: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.</p> <p>Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.</p>
School Culture and Climate
<p>Problem Statement 1: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness. Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year. **Root Cause:** While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Goal 1: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.

Performance Objective 4: Increase the percentage of 6th-grade students achieving "Meets" and "Masters" standards on the Math STAAR by 10%.

High Priority

Evaluation Data Sources: Classroom assessments, IXL benchmarks, unit assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates that students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, which increases opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups to address student gaps and to clarify misunderstandings.</p> <p>Strategy's Expected Result/Impact: Students will gain more self-confidence when trying their work.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May
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Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
Student Achievement
<p>Problem Statement 1: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies. Root Cause: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.</p> <p>Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year. Root Cause: While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.</p>

Goal 1: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.

Performance Objective 5: By May 2026, each accountability subgroup, including special education and emergent bilingual students, will demonstrate at least a 5% increase from the 2025 baseline in the percentage of students meeting or exceeding grade-level expectations on STAAR assessments.

Evaluation Data Sources: IEP goals, TELPAS, CBAs, mid-terms and benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By leveraging data-driven instruction and implementing targeted academic interventions, the MTSS interventionist and ESL paraprofessional will provide consistent, small-group, and individualized support for students in need, ensuring timely reteaching, language scaffolds, and academic reinforcement aligned to grade-level standards.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students in special education and emergent bilingual subgroups meeting or exceeding grade-level expectations on STAAR and interim assessments. Accelerated progress for students receiving MTSS and ESL support, with measurable gains in reading, math, and language proficiency.</p> <p>Staff Responsible for Monitoring: Sulynn York, Blanca Facio, classroom teachers, SPED team, Admin</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
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Goal 2: By the conclusion of the 2025-2026 school year, Sanger Middle School aims to increase the percentage of students achieving STAAR Reading mastery from 35% to 40%, representing a 5% overall gain.

Performance Objective 1: Increase the percentage of 7th grade students achieving "Meets" and "Masters" standards on the Reading STAAR by 10%.

High Priority

Evaluation Data Sources: Classroom assessments, IXL, unit assessments, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards-based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates that students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, this increasing opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups to address student gaps and to clarify misunderstandings.</p> <p>Strategy's Expected Result/Impact: Students will gain more self-confidence when trying their work.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1</p>	Formative		
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
Student Achievement
<p>Problem Statement 1: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies. Root Cause: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.</p> <p>Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.</p>
School Culture and Climate
<p>Problem Statement 1: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness. Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.</p>

Goal 2: By the conclusion of the 2025-2026 school year, Sanger Middle School aims to increase the percentage of students achieving STAAR Reading mastery from 35% to 40%, representing a 5% overall gain.

Performance Objective 2: Increase the percentage of 8th grade students achieving "Meets" and "Masters" standards on the Reading STAAR by 10%.

High Priority

Evaluation Data Sources: Classroom assessments, IXL, unit assessments, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards-based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates that students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, this increasing opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups to address student gaps and to clarify misunderstandings.</p> <p>Strategy's Expected Result/Impact: Students will gain more self-confidence when trying their work.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1</p>	Formative		
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
Student Achievement
<p>Problem Statement 1: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies. Root Cause: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.</p> <p>Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.</p>
School Culture and Climate
<p>Problem Statement 1: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness. Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year. **Root Cause:** While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Goal 2: By the conclusion of the 2025-2026 school year, Sanger Middle School aims to increase the percentage of students achieving STAAR Reading mastery from 35% to 40%, representing a 5% overall gain.

Performance Objective 3: Increase the percentage of 6th-grade students achieving "Meets" and "Masters" standards on the Reading STAAR by 10%.

High Priority

Evaluation Data Sources: Classroom assessments, IXL, unit assessments, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve tier 1 instruction through the implementation of standards-based learning targets.</p> <p>Strategy's Expected Result/Impact: Research indicates that students who are aware of what is expected from them academically achieve higher academic standards.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease the amount of late and missing work from students utilizing Catch Up Cafe and Totem Time learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decreasing late and missing work allows teachers to more accurately identify where students are in the learning process, which increases opportunities to individualize instruction based on student need.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During our weekly math Tribal Talks/PLCs, teachers will use their classroom and assessment data to determine intervention and tutoring groups, addressing student gaps and clarifying misunderstandings.</p> <p>Strategy's Expected Result/Impact: Students will gain more self-confidence when doing their work.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1</p>	Formative		
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
Student Achievement
<p>Problem Statement 1: SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies. Root Cause: Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.</p> <p>Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.</p>
School Culture and Climate
<p>Problem Statement 1: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness. Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.</p>

Curriculum, Instruction, and Assessment

Problem Statement 1: Teachers require ongoing training to effectively implement the new programs and resources introduced this school year. **Root Cause:** While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Goal 2: By the conclusion of the 2025-2026 school year, Sanger Middle School aims to increase the percentage of students achieving STAAR Reading mastery from 35% to 40%, representing a 5% overall gain.

Performance Objective 4: By May 2026, each accountability subgroup, including special education and emergent bilingual students, will demonstrate at least a 5% increase from the 2025 baseline in the percentage of students meeting or exceeding grade-level expectations on STAAR assessments.

Evaluation Data Sources: IEP goals, TELPAS, CBAs, mid-terms and benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By leveraging data-driven instruction and implementing targeted academic interventions, the MTSS interventionist and ESL paraprofessional will provide consistent, small-group, and individualized support for students in need, ensuring timely reteaching, language scaffolds, and academic reinforcement aligned to grade-level standards.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students in special education and emergent bilingual subgroups meeting or exceeding grade-level expectations on STAAR and interim assessments. Accelerated progress for students receiving MTSS and ESL support, with measurable gains in reading, math, and language proficiency.</p> <p>Staff Responsible for Monitoring: Sulynn York, Blanca Facio, classroom teachers, SPED team, Admin</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
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Goal 3: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase parent and community engagement in school related events by 15%.

Performance Objective 1: Schedule a minimum of six events for the parents/guardians to participate in meaningful instructional activities.

Evaluation Data Sources: Parent-square, emails, google calendar, parent sign ins

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conducting parent walkthroughs twice a year provides parents with exposure to our classrooms and an understanding of what their students are doing daily.</p> <p>Strategy's Expected Result/Impact: Parents gain a deeper understanding of daily classroom experiences, increasing their engagement, trust, and support for student learning, contributing to overall growth in parent and community involvement.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.51, 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a "Mini-School Night" to provide parents with the experience of their child's educational environment and expectations.</p> <p>Strategy's Expected Result/Impact: Parents will gain a clearer understanding of their child's daily learning environment, academic expectations, and teacher support systems. This will lead to stronger parent-school partnerships, improved communication between families and teachers, and increased parental engagement in their child's academic progress.</p> <p>Staff Responsible for Monitoring: Admin and staff</p> <p>Title I: 2.51, 2.52, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Host a Fall Parent/Teacher Conference Day Title I: 2.52, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - Family and Community Engagement 1	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Host a Fine Arts open house in the Spring of 2026. Strategy's Expected Result/Impact: Strengthened school-community relationships through increased family and community involvement, greater recognition and appreciation of students' artistic talents, boosting student confidence and pride, increased visibility and support for the Fine Arts program, leading to stronger advocacy and potential resource growth. Staff Responsible for Monitoring: Admin and fine art teachers Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative		
	Nov	Feb	May
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.
Family and Community Engagement
Problem Statement 1: Family engagement decreases throughout the academic year. Root Cause: Fewer family events offered towards the end of the academic year.

Goal 3: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase parent and community engagement in school related events by 15%.

Performance Objective 2: Provide a minimum of six opportunities for parents/guardians to have voice in the educational environment.

Evaluation Data Sources: ParentSquare, emails, Google Calendar, Parent Sign-ins.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administer 4-6 parent surveys annually to gather ongoing feedback on school programs, communication, and engagement efforts, using the results to inform decisions, improve practices, and strengthen parent-school partnerships.</p> <p>Strategy's Expected Result/Impact: Regularly collecting and analyzing feedback from 4-6 annual parent surveys will provide valuable insights into parent needs, perceptions, and suggestions. This data will guide targeted improvements in communication, events, and engagement strategies, leading to increased parent satisfaction, stronger school-family relationships, and measurable growth toward the 15% engagement goal.</p> <p>Staff Responsible for Monitoring: Dr. Lacy</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement and support the formation of the Sanger Middle School Parent Teacher Organization</p> <p>Strategy's Expected Result/Impact: Strengthened partnerships between parents, teachers, and school leadership, increased parent involvement, additional volunteer and fundraising support</p> <p>Staff Responsible for Monitoring: SMS Admin, Teachers, District/Campus PTO Officers.</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
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Goal 3: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase parent and community engagement in school related events by 15%.

Performance Objective 3: Provide parents/guardians with timely and consistent communication regarding school events and expectations a minimum of once per week.

Evaluation Data Sources: ParentSquare, Emails, Google Calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Distribute weekly parent newsletters to provide consistent updates on school events, academic programs, student achievements, and engagement opportunities, ensuring parents remain informed, connected, and actively involved in their child's education.</p> <p>Strategy's Expected Result/Impact: Weekly parent newsletters will keep families consistently informed about school activities, expectations, and opportunities for involvement, resulting in improved communication, stronger parent-school connections, and increased participation in school events and initiatives.</p> <p>Staff Responsible for Monitoring: Dr. Lacy</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Family and Community Engagement
<p>Problem Statement 1: Family engagement decreases throughout the academic year. Root Cause: Fewer family events offered towards the end of the academic year.</p>

Goal 3: By the conclusion of the 2025-2026 school year, Sanger Middle School will increase parent and community engagement in school related events by 15%.

Performance Objective 4: Implement a data-driven, coordinated health program designed to enhance student fitness, attendance, and academic outcomes, particularly for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Sources: School nurse records, fitness gram data, PE grades

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Sanger Middle School will implement a Coordinated School Health Plan by integrating fitness assessments, nutrition education, and targeted health interventions into the academic day. Using student health and attendance data, staff will identify students who are educationally disadvantaged and would most benefit from additional support. The school nurse, PE department, counselors, and the MTSS intervention team will collaborate to conduct baseline and ongoing fitness assessments, as well as track attendance patterns.</p> <p>Strategy's Expected Result/Impact: Improved student fitness levels as measured by FitnessGram and other health assessments. Increased attendance rates, with a particular reduction in chronic absenteeism among educationally disadvantaged students. Positive impact on academic achievement through better focus, engagement, and energy levels in class.</p> <p>Staff Responsible for Monitoring: School nurse, PE teachers, interventionist</p> <p>Title I: 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Sanger Middle School will foster a safe, healthy, and supportive learning environment by increasing attendance rates by 5% and reducing disciplinary incidents by 10%. This will be achieved through the implementation of the housing system and targeted supports focused on the well-being and academic success of all students, especially educationally disadvantaged populations, as measured by attendance and behavior data.

Performance Objective 1: Sanger Middle School will fully implement the Housing System to promote school spirit, student leadership, and a sense of belonging. The system will include organized house events, point competitions, and recognition programs, with success measured by increased student participation rates, improved attendance, a 10% reduction in discipline referrals, and positive school climate survey results.

High Priority

Evaluation Data Sources: Ascender, SWIS, climate surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Integrate the Housing System into daily school life by organizing regular house meetings, team-building activities, and positive behavior competitions that reward academic achievement, attendance, and exemplary conduct. Provide leadership roles for students within each house to foster responsibility and peer accountability. Track points and recognize houses publicly to encourage friendly competition, strengthen school pride, and support a 10% reduction in discipline referrals.</p> <p>Strategy's Expected Result/Impact: The implementation of the Housing System will lead to increased student engagement, stronger peer connections, and a heightened sense of belonging. These outcomes are expected to contribute to improved attendance, a 10% decrease in discipline referrals, and more positive feedback on school climate surveys by the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: SMS staff, housing committee, Admin</p> <p>Title I: 2.53, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - School Culture and Climate 1 - Family and Community Engagement 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate weekly Social-Emotional Learning (SEL) lessons into the school schedule to teach students skills such as self-awareness, emotional regulation, empathy, and relationship-building. Use age-appropriate, research-based SEL curricula and provide professional development for teachers to effectively deliver lessons that support a positive and inclusive school environment.</p> <p>Strategy's Expected Result/Impact: Weekly SEL lessons will enhance students' emotional regulation, social skills, and resilience, leading to improved classroom behavior, stronger peer relationships, and a more supportive school climate. Over time, this will contribute to reductions in discipline referrals and increases in student engagement and academic success.</p> <p>Staff Responsible for Monitoring: Counselors and Admin</p> <p>Title I: 2.531</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - School Culture and Climate 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct bi-weekly attendance checks to identify students with emerging attendance issues early. Collaborate with teachers, counselors, and families to develop targeted support plans, provide necessary interventions, and monitor progress regularly to improve overall student attendance rates.</p> <p>Strategy's Expected Result/Impact: Regular bi-weekly attendance checks will enable early identification of attendance concerns, allowing timely interventions that reduce chronic absenteeism. This proactive approach is expected to improve overall attendance rates, increase student engagement, and contribute positively to academic achievement and school climate.</p> <p>Staff Responsible for Monitoring: Roelofs and Sonntag</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 2</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Sanger Middle School will implement a school-wide system of data tracking for house points and student behaviors known as Minga.</p> <p>Strategy's Expected Result/Impact: By implementing Minga, teachers will have a consistent process to track behaviors, access the PBIS system, and support the housing project to create a safe and inclusive environment where all students feel as if they belong.</p> <p>Staff Responsible for Monitoring: Housing committee, Admin, Counselor, Teachers</p> <p>Title I: 2.51, 2.53, 2.531, 2.533, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1</p> <p>Funding Sources: Minga - 199 General Fund</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue implementation of "StopIt", an anonymous reporting system for students to report unsafe or uncomfortable incidents, including bullying.</p> <p>Strategy's Expected Result/Impact: More students will feel safe and empowered to report bullying, threats, or unsafe behavior without fear of retaliation.</p> <p>Staff Responsible for Monitoring: Admin and counselors</p> <p>Title I: 2.52, 2.531, 2.533</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Sanger Middle School will implement a campus-wide PBIS plan through the implementation of our housing system.</p> <p>Strategy's Expected Result/Impact: Increased student sense of belonging and connectedness through the housing system. Stronger peer-to-peer relationships and positive interactions between students and staff.</p> <p>Staff Responsible for Monitoring: Housing committee and admin</p> <p>Title I: 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Sanger Middle School Threat Assessment team will conduct threat and/or suicide assessments to ensure the safety and security of staff and students.</p> <p>Strategy's Expected Result/Impact: Potential threats and suicide risks are identified and addressed quickly, reducing the likelihood of harmful incidents. At-risk students receive timely support, referrals, and resources that address behavioral, emotional, or mental health needs.</p> <p>Staff Responsible for Monitoring: Threat assessment team and counselors</p> <p>Title I: 2.51, 2.53, 2.531, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement. Root Cause: Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.</p>
Student Achievement
<p>Problem Statement 2: Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention. Root Cause: Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.</p>
School Culture and Climate
<p>Problem Statement 1: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness. Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.</p>
Family and Community Engagement
<p>Problem Statement 1: Family engagement decreases throughout the academic year. Root Cause: Fewer family events offered towards the end of the academic year.</p>

Goal 4: Sanger Middle School will foster a safe, healthy, and supportive learning environment by increasing attendance rates by 5% and reducing disciplinary incidents by 10%. This will be achieved through the implementation of the housing system and targeted supports focused on the well-being and academic success of all students, especially educationally disadvantaged populations, as measured by attendance and behavior data.

Performance Objective 2: Implement a school-wide Housing System to strengthen teacher support, collaboration, and morale by fostering smaller learning communities. The system will provide teachers with a consistent network of peers for collaboration, recognition, and professional encouragement, resulting in improved staff satisfaction, increased teacher retention, and stronger alignment in supporting student success.

Evaluation Data Sources: Teacher surveys, 1 on 1 meetings with Lacy, over-all culture

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each house will have a designated leader and will meet regularly to collaborate, share best practices, and participate in recognition activities. Provide structured opportunities (monthly meetings, team-building events, and recognition points system) to build camaraderie and support. Monitor teacher feedback through quarterly surveys to ensure the system is fostering collaboration, reducing isolation, and increasing teacher morale.</p> <p>Strategy's Expected Result/Impact: Increased teacher engagement, improved retention rates, and stronger collaboration</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness. Root Cause: The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.</p>

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Minga		\$0.00
Sub-Total					\$0.00