

Sanger Independent School District



Accountability Rating: B

2026-2027 District Improvement Plan

Board Approval Date:
September 14, 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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Achievement	9
District Culture and Climate	13
Staff Quality, Recruitment, and Retention	15
Curriculum, Instruction, and Assessment	17
Family and Community Engagement	19
District Organization	21
Technology	23
Data Documentation for CNA	25
Improvement Planning Data	26
Accountability Data	26
Student Data: Assessments	26
Student Data: Student Groups	27
Student Data: Behavior and Other Indicators	28
Employee Data	29
Parent/Community Data	29
Support Systems and Other Data	29
Goals	31
Goal 1 : By June 2027, Sanger ISD will increase the percentage of students achievi...	32
Goal 2 : By June 2027, Sanger ISD will reduce the achievement gap between Econ...	38
Goal 3 : By August 2027, Sanger ISD will increase the percentage of graduates de...	42
Goal 4 : By May 2027, Sanger ISD will strengthen a positive, safe, and inclusive sc...	45
Goal 5 : By May 2027, Sanger ISD will increase meaningful parent, family, and com...	49
Goal 6 : By June 2027, Sanger ISD will fulfill its 2026-2027 HB3 board targets by in...	52
State Compensatory Education	57
Budget for District Improvement Plan	58
Title I Summary	59
Title I	60
Descriptor 1: Student Progress Monitoring and Supports	60
1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;	60
1.2 Identifying students who may be at risk for academic failure;	60
1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;	60

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;	61
Descriptor 2: Teacher Quality	61
Descriptor 3: School Improvement and Support Activities	62
Descriptor 4: Measure of Poverty	62
Descriptor 5: Nature of Programs	62
Descriptor 6: Services to Homeless Children and Youth	63
Descriptor 7: Parent and Family Engagement Strategy	64
Descriptor 8: Early Childhood Education Programs and Transition Plans	64
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	65
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	65
10.1 Coordination with institutions of higher education, employers, and other local partners;	65
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;	66
Descriptor 11: Discipline Disproportionality	66
Descriptor 12: Coordination and Integration	67
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;	67
12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;	67
Descriptor 13: Other Proposed Uses of Funds	68
13.1 Assist schools in identifying and serving gifted and talented students;	68
13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	68
Title I Personnel	69
Assurances	70



Comprehensive Needs Assessment

Demographics

Summary

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 3,000 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** – 46.8%
- **Special Education** – 21.5%
- **Dyslexia** – 12%
- **At-Risk** – 30.3%
- **Section 504** – 8.1%
- **Emergent Bilingual** – 15.1%
- **Gifted and Talented** – 5.7%

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.

Strengths

- Serving approximately 3,000 students across six campuses allows the district to maintain a close-knit, community-oriented atmosphere while remaining large enough to offer comprehensive programs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 While steady annual enrollment growth (1-2%) introduces changing demographics and academic needs, current instructional delivery and intervention models are not consistently aligned to close achievement gaps or fully support the high percentage of students requiring specialized academic and language supports.	Rapidly shifting demographics and steady annual growth have strained campus-level specialized support resources (such as bilingual/ESL specialists, interventionists, and diagnostic tools), impacting equitable implementation across all six campuses.

★ = Priority

Student Achievement

Summary

Reading		
Grade	Performance Levels	SISD
3	Approaches	75%
	Meets	53%
	Masters	23%
4	Approaches	83%
	Meets	56%
	Masters	21%
5	Approaches	80%
	Meets	59%
	Masters	33%
6	Approaches	78%
	Meets	60%
	Masters	30%
7	Approaches	82%
	Meets	54%
	Masters	30%
8	Approaches	88%
	Meets	63%
	Masters	34%
English I	Approaches	81%
	Meets	64%
	Masters	18%
English 2	Approaches	77%
	Meets	67%
	Masters	14%

Grade	Performance Levels	SISD
3	Approaches	65%
	Meets	45%
	Masters	19%
4	Approaches	66%
	Meets	45%
	Masters	18%
	Approaches	73%
	Meets	47%

5	Masters	15%
	Approaches	73%
	Meets	32%
6	Masters	8%
	Approaches	52%
	Meets	29%
7	Masters	8%
	Approaches	73%
	Meets	45%
8	Masters	8%
	Approaches	100%
	Meets	100%
8 Alg	Masters	79%
	Approaches	87%
	Meets	47%
Algebra I	Masters	16%

Grade Subject	Performance Levels	SISD
5th Science	Approaches	65%
	Meets	36%
	Masters	18%
8th Science	Approaches	79%
	Meets	31%
	Masters	12%
Biology	Approaches	98%
	Meets	76%
	Masters	31%
8th Social Studies	Approaches	60%
	Meets	36%
	Masters	22%
US History	Approaches	94%
	Meets	69%
	Masters	35%

Strengths

- **Strong overall student achievement is evident across multiple grade levels and content areas.** Sanger ISD demonstrates consistent success in reaching high levels of student performance, with Approaches performance at or above 75% in many tested areas.
- **Secondary science achievement is a significant strength.** Biology demonstrates particularly strong performance, with **98% of students achieving Approaches or higher, 76% achieving Meets or higher, and 31% achieving Masters.** Eighth-grade Science also demonstrates strong overall performance, with **79% at Approaches or higher.**
- **Secondary Social Studies demonstrates strong achievement. 94% of students in U.S. History** achieved Approaches or higher, including **69% at Meets or higher and 35% at Masters**, demonstrating a strong foundation of content knowledge and higher-level achievement.
- **Eighth-grade Social Studies shows encouraging higher-level performance**, with **60% achieving Approaches or higher, 36% achieving Meets or higher, and 22% achieving Masters.**

- **Reading Language Arts achievement is consistently strong across grades 3–8.** Approaches performance ranges from **75% to 88%**, with eighth grade demonstrating particularly strong results at **88% Approaches, 63% Meets, and 34% Masters**.
- **Elementary RLA demonstrates a strong foundation for continued academic growth.** Fifth grade RLA shows **80% Approaches, 59% Meets, and 33% Masters**, while fourth grade demonstrates **83% Approaches and 56% Meets**.
- **Mathematics achievement includes notable areas of excellence.** Eighth-grade Algebra demonstrates exceptional performance, with **100% of students achieving Approaches and Meets or higher and 79% achieving Masters**. This represents a significant strength in advanced mathematics achievement.
- **Students demonstrate strong mathematical achievement in several elementary and middle school grades.** Fifth grade shows **73% Approaches, 47% Meets, and 15% Masters**, while third grade demonstrates **65% Approaches, 45% Meets, and 19% Masters**.
- **The district has demonstrated the capacity to support students beyond minimum performance expectations.** Multiple grade levels and courses show substantial percentages of students achieving the **Meets and Masters** performance levels, indicating that instruction is supporting not only proficiency but also higher levels of academic achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Although Sanger ISD demonstrates strong student achievement in several grade levels and content areas, achievement is inconsistent across the district, particularly at the Meets and Masters performance levels. This variation indicates a need to strengthen instructional consistency and ensure that effective practices that result in higher levels of achievement are systematically implemented.	Inconsistent implementation of standards-aligned, data-informed, and differentiated instructional practices across grade levels and content areas limits the district's ability to consistently move students from Approaches to Meets and Masters.

 = Priority

District Culture and Climate

Summary

Sanger ISD fosters a supportive, inclusive culture centered on strong relationships, high expectations, student well-being, and continuous improvement. The district is committed to providing safe, respectful, and welcoming learning environments where students and staff feel valued, connected, and supported. Established safety procedures, proactive behavior supports, social-emotional learning, and mental health awareness contribute to a positive school climate across the district.

Building strong relationships between students and staff remains a district priority, as positive connections contribute to student engagement, belonging, and academic success. Annual climate surveys provide students, families, and staff opportunities to provide feedback regarding school culture, connectedness, communication, and overall satisfaction. Campus and district leaders review this feedback to identify strengths, monitor trends, and inform continuous improvement efforts.

Sanger ISD also prioritizes staff voice, collaboration, and professional growth. Structures such as the Superintendent's Advisory Committee provide opportunities for staff to contribute to decision-making and school improvement initiatives. The district supports staff wellness, professional learning, and leadership development as key components of maintaining a positive work environment and strengthening staff retention.

While overall school culture and climate remain strengths, the district continues to monitor student and staff experiences for areas of disproportionality and opportunities to strengthen inclusivity and belonging. Targeted professional learning, inclusive instructional practices, and culturally responsive approaches are used to address identified needs and ensure that all students and families experience a school environment in which they feel respected, represented, connected, and supported.

Strengths

- **Strong relationship-centered culture:** Sanger ISD prioritizes positive relationships among students, staff, families, and school leaders, recognizing that connection and belonging support student engagement and academic success.
- **Safe and supportive learning environments:** Established safety procedures, proactive behavior supports, social-emotional learning, and mental health awareness contribute to safe, respectful, and welcoming campuses.
- **Strong sense of belonging and inclusion:** The district is committed to creating environments where students and staff feel valued, respected, connected, and supported.
- **Stakeholder voice informs improvement:** Annual climate surveys provide students, families, and staff with opportunities to share feedback regarding school culture, communication, connectedness, and overall satisfaction. Survey data are used to inform campus and district improvement efforts.
- **Commitment to staff support and development:** The district invests in professional learning, staff wellness, and leadership development to support employee morale, effectiveness, and retention.
- **Culture of continuous improvement:** Campus and district leaders regularly review climate and culture data to identify strengths, monitor areas of concern, and make adjustments to improve the experiences of students, staff, and families.
- **Commitment to equity and inclusivity:** The district actively monitors disproportionality and uses targeted professional learning, inclusive practices, and culturally responsive approaches to address identified needs and strengthen outcomes for diverse student populations.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement	Root Cause
1 Climate and stakeholder feedback indicate the need to continue identifying and addressing differences in belonging, connectedness, inclusivity, and support so that every student, staff member, and family experiences a safe, respectful, and welcoming school environment.	The district has strong systems and structures supporting a positive culture and climate; however, consistent implementation and use of stakeholder data to identify, address, and monitor differences in student and staff experiences remain areas for continued improvement.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Sanger ISD recognizes that highly effective educators and staff are essential to student success and is committed to recruiting, developing, recognizing, and retaining a high-quality workforce. The district has implemented strategies designed to strengthen employee satisfaction, support work-life balance, recognize professional excellence, and maintain a stable and experienced staff.

Sanger ISD provides a competitive compensation plan designed to attract and retain talented personnel. In addition, the district's four-day instructional week provides an intentional structure that supports employee work-life balance while maintaining a strong focus on instructional quality and student outcomes. The four-day week serves as an important component of the district's recruitment and retention efforts and contributes to Sanger ISD's goal of being a destination district for educators.

The district also utilizes the Teacher Incentive Allotment (TIA) to recognize and financially reward effective teachers for their impact on student achievement and instructional excellence. Through a locally developed TIA system, eligible teachers have opportunities to earn state-recognized designations based on multiple measures of teacher effectiveness and student growth. TIA provides an additional pathway for recognizing outstanding educators while supporting the district's efforts to retain highly effective teachers in the classroom.

Sanger ISD continues to pursue its vision of becoming a destination district for students, families, and educators. By combining competitive compensation, a four-day instructional week, opportunities for teacher recognition through TIA, professional learning, and a supportive workplace culture, the district seeks to create conditions in which talented educators want to join, grow, and build their careers in Sanger ISD.

Strengths

- **Strong commitment to recruiting and retaining high-quality educators:** Sanger ISD prioritizes the recruitment, development, recognition, and retention of effective educators and staff as a key component of student success.
- **Competitive compensation:** The district provides a competitive compensation plan designed to attract talented employees and support the retention of experienced and effective staff.
- **Four-day instructional week:** The four-day instructional week supports employee work-life balance while maintaining a strong focus on instructional quality and student outcomes. This structure serves as a distinguishing feature of the district's recruitment and retention efforts.
- **Teacher Incentive Allotment (TIA):** Sanger ISD provides opportunities to recognize and financially reward effective teachers through a locally developed TIA system. The system uses multiple measures of teacher effectiveness and student growth to identify and recognize outstanding educators.
- **Focus on teacher recognition and professional excellence:** TIA and other district efforts reinforce a culture that values instructional expertise, student impact, and continued professional growth.
- **Supportive workplace culture:** The district seeks to create working conditions in which educators feel valued, supported, and empowered to grow professionally and contribute to student success.
- **Commitment to becoming a destination district:** Sanger ISD is intentionally developing systems and structures that make the district an attractive place for educators to begin and build their careers.
- **Alignment of recruitment and retention strategies:** Compensation, work-life balance, professional recognition, professional learning, and workplace culture work together to create a comprehensive approach to attracting and retaining high-quality personnel.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Although Sanger ISD has established strong recruitment and retention strategies--including competitive compensation, a four-day instructional week, Teacher Incentive Allotment (TIA), professional learning, and a supportive workplace culture--the district must continue to strengthen systems that attract, retain, and develop highly effective educators and staff.	While the district has implemented several effective strategies, continued attention to employee engagement, recognition, professional growth, leadership development, compensation, and work-life balance is necessary to ensure that effective staff are retained and that the district remains competitive in attracting high-quality candidates.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Sanger ISD has established a district-wide instructional framework that promotes curriculum alignment, instructional consistency, and high-quality learning experiences for all students. District-created scopes and sequences are aligned to adopted content-area programs and the Texas Essential Knowledge and Skills (TEKS), providing teachers with a clear instructional progression and common expectations for learning. The district utilizes TEA-adopted High-Quality Instructional Materials (HQIM) to support intentional TEKS alignment and ensure access to standards-aligned instructional resources.

Professional Learning Communities (PLCs) provide a structured process for teachers to collaboratively plan, internalize curriculum, examine student learning, and align instruction to district expectations. Through collaborative planning and ongoing professional learning, teachers work to ensure consistency in the implementation of curriculum and instructional practices across classrooms. Campus and district leaders monitor implementation through classroom observations, review of curriculum documents, and other evidence of instructional practice.

District unit and nine-week assessments provide common measures of student learning and support alignment among curriculum, instruction, and assessment. Assessments are administered following the completion of instructional units or at the conclusion of each nine-week grading period and provide data that can be used to identify student learning needs, monitor progress, and inform instructional adjustments.

Sanger ISD also utilizes a consistent district-wide lesson structure based on the gradual release of responsibility model, providing a common framework for instruction across grade levels and content areas. Standards-based learning targets further clarify the intended learning for students and support teachers in designing instruction aligned to the TEKS. Together, these structures provide a foundation for consistent, standards-aligned instruction while allowing educators to respond to the diverse learning needs of students.

Strengths

- **District-wide curriculum alignment:** Sanger ISD provides district-created scopes and sequences aligned to adopted content-area programs, establishing a clear and coherent instructional progression across grade levels and campuses.
- **Use of TEA-adopted HQIM:** The district utilizes High-Quality Instructional Materials (HQIM) adopted by TEA to support intentional alignment to the TEKS and provide teachers with standards-aligned instructional resources.
- **Collaborative curriculum implementation:** Professional Learning Communities provide structures for teachers to collaboratively internalize curriculum, plan instruction, analyze student learning, and align instructional practices.
- **Consistent instructional expectations:** The district-wide lesson structure, grounded in the gradual release of responsibility model, establishes common expectations for effective instruction across grade levels and content areas.
- **Standards-based learning:** The use of standards-based learning targets provides clarity regarding what students are expected to learn and supports alignment among the TEKS, instruction, and assessment.
- **Aligned assessment practices:** District unit and nine-week assessments provide common measures of student learning and support alignment between curriculum, instruction, and assessment.
- **Data-informed instructional adjustments:** Assessment results provide teachers and leaders with evidence of student understanding that can be used to adjust instruction, provide targeted support, and monitor progress toward learning goals.
- **Ongoing monitoring of curriculum implementation:** Classroom observations, curriculum document reviews, and PLC structures provide multiple opportunities for campus and district leaders to monitor implementation and support instructional consistency.
- **Coherent instructional system:** The alignment of TEKS, HQIM, scope and sequence, PLC collaboration, lesson structure, learning targets, and common assessments provides Sanger ISD with a comprehensive framework for delivering consistent, standards-aligned instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Variability in the depth and fidelity of curriculum internalization, instructional practices, and use of assessment evidence may limit the district's ability to consistently ensure high-quality instruction and maximize student achievement.	Sanger ISD has strong curriculum and instructional systems in place; however, inconsistent depth of implementation and use of evidence to adjust instruction limits the district's ability to ensure consistently high-quality instruction and maximize student achievement.

★ = Priority

Family and Community Engagement

Summary

Sanger ISD values strong partnerships with families and the community as essential components of student success. The district and campuses work collaboratively with stakeholders to support high-quality educational experiences, strengthen student learning and engagement, and foster a strong sense of pride and belonging throughout the Sanger ISD community.

Stakeholder voice is incorporated into district and campus planning through the District Educational Improvement Committee (DEIC) and Campus Educational Improvement Committees. These structures provide opportunities for staff, families, community members, and other stakeholders to participate in meaningful dialogue, provide feedback, and contribute to the development and continuous improvement of district and campus initiatives. Stakeholder input helps ensure that educational priorities and strategies are responsive to student and community needs.

Sanger ISD has also expanded its one-way Dual Language program through 2nd grade, increasing access to bilingual educational opportunities for Spanish-speaking families. The program supports the linguistic and cultural diversity of the district while creating additional opportunities for families to engage in their children's education. By providing instruction and communication that support students and families across languages, the district strengthens the connection between home and school and promotes greater family participation in student learning.

Through ongoing collaboration with families, community partners, and stakeholders, Sanger ISD continues to strengthen a culture of shared responsibility for student success and ensure that families have meaningful opportunities to engage with and contribute to the educational experience.

Strengths

- **Strong district-community partnerships:** Sanger ISD recognizes families and community members as essential partners in supporting student success and works to build collaborative relationships that strengthen the educational experience.
- **Stakeholder voice in decision-making:** The District Educational Improvement Committee (DEIC) and Campus Educational Improvement Committees provide established structures for stakeholders to contribute feedback, participate in dialogue, and influence district and campus improvement efforts.
- **Commitment to inclusive participation:** The district provides opportunities for diverse stakeholder perspectives to be represented in planning and decision-making, supporting greater alignment between district priorities and community needs.
- **Strong sense of community and school pride:** Collaboration among students, staff, families, and community members contributes to a shared sense of belonging, pride, and ownership in Sanger ISD.
- **Expanded access to Dual Language programming:** The expansion of the one-way Dual Language program through 2nd grade provides additional educational opportunities for Spanish-speaking families and supports the linguistic and cultural diversity of the district.
- **Strengthened home-school connections:** Dual Language programming creates additional opportunities for Spanish-speaking families to engage with teachers, participate in school activities, and support their children's learning.
- **Commitment to linguistic and cultural inclusivity:** Providing bilingual educational opportunities demonstrates the district's commitment to ensuring that students and families have access to programs and supports that reflect the diversity of the Sanger ISD community.
- **Shared responsibility for student success:** The district's emphasis on collaboration reinforces the belief that student success is a shared responsibility among schools, families, and the broader community.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Ensuring that all families have meaningful opportunities to participate, provide input, access information, and support student learning remains an ongoing priority. The district must continue to strengthen systems that translate stakeholder feedback and engagement into actions that support student achievement, belonging, and overall success.	Sanger ISD has strong structures and relationships to support family and community engagement; however, inconsistent access, communication, and follow-through across campuses and student populations can limit the depth and impact of stakeholder participation.

 = Priority

District Organization

Summary

Sanger ISD is a student-centered district committed to academic excellence, equitable access, and continuous improvement. The district serves students across early childhood, elementary, middle, high school, and alternative education settings. Through collaborative leadership and established organizational systems, Sanger ISD works to ensure that students have access to the academic, social, and emotional supports necessary for success.

To promote instructional equity and effective use of instructional time, Sanger ISD has established a district-wide master schedule framework. This framework provides intentional instructional time for each content area while aligning schedules to student needs, state standards, and district priorities. Campuses also protect time for intervention, enrichment, and collaborative planning to ensure that students and teachers have access to the supports and structures necessary for learning.

Sanger ISD prioritizes teacher voice and distributed leadership through formal structures such as the Superintendent's Advisory Committee. These groups provide opportunities for educators to engage in meaningful dialogue regarding curriculum, instruction, policies, and district initiatives. Feedback from these structures informs district decision-making and supports alignment between district priorities and classroom practice.

The district emphasizes clear communication, shared goals, and collective accountability across departments and campuses. Leadership teams regularly review student and staff data, monitor implementation of district priorities, and make adjustments based on evidence and stakeholder feedback. These structures support coordinated decision-making and promote continuous improvement throughout the organization.

Sanger ISD's organizational structures are designed to build district capacity, strengthen collaboration, elevate educator voice, and maintain a clear focus on student outcomes. Through aligned systems, protected instructional time, distributed leadership, and ongoing data review, the district continues to strengthen its ability to provide high-quality instruction and supportive learning environments for all students.

Strengths

- **Clear student-centered focus:** Sanger ISD's organizational structures and decision-making processes are centered on student achievement, equitable access, and the academic, social, and emotional needs of students.
- **Aligned district-wide systems:** The district has established common structures and expectations across campuses that support consistency, coordination, and alignment toward shared goals.
- **Intentional use of instructional time:** The district-wide master schedule framework ensures that adequate time is dedicated to each content area while protecting opportunities for intervention, enrichment, and collaborative planning.
- **Collaborative decision-making:** District and campus leaders work collaboratively to review data, monitor implementation, and make adjustments based on evidence and stakeholder feedback.
- **Strong communication and alignment:** The district emphasizes clear communication and shared goals across departments and campuses, supporting coordinated implementation of district priorities.
- **Data-informed leadership:** Leadership teams regularly examine student and staff data to monitor progress, identify needs, and guide decisions and adjustments.
- **Culture of shared accountability:** Established leadership structures promote collective responsibility for implementing district priorities and improving outcomes for students.
- **Protected time for collaboration and intervention:** Master schedule structures intentionally preserve time for teachers to collaborate and for students to receive targeted intervention and enrichment.
- **Capacity for continuous improvement:** Sanger ISD has systems in place to monitor implementation, gather stakeholder feedback, evaluate outcomes, and refine practices over time.

Problem Statements Identifying District Organization Needs

Problem Statement	Root Cause
1 Variability in communication, follow-through, and monitoring of district priorities may limit the district's ability to consistently translate established systems and stakeholder input into sustained improvements in instructional practice and student outcomes.	Sanger ISD has strong organizational structures and leadership systems in place; however, variability in implementation, communication, and monitoring across the organization can limit the consistency and impact of district priorities and improvement efforts.

★ = Priority

Technology

Summary

Sanger ISD is committed to using instructional technology intentionally to enhance student engagement, strengthen learning outcomes, and prepare students with the digital literacy skills necessary for future academic and career success. The district recognizes technology as an important instructional tool while maintaining a balanced approach that prioritizes purposeful technology use alongside meaningful paper-pencil, hands-on, collaborative, and teacher-led learning experiences.

A key component of the district's approach is building teachers' capacity to select and use technology in ways that directly support instructional goals and student learning. Teachers are encouraged to integrate digital tools, online resources, and blended learning strategies when they add value to instruction, provide opportunities for student practice and feedback, support differentiation, or increase access to learning resources. Technology use is intended to complement—not replace—high-quality instruction and authentic learning experiences.

Sanger ISD is committed to maintaining an appropriate balance between digital and non-digital learning experiences. Paper-pencil tasks, printed instructional materials, hands-on learning, discussion, writing, problem-solving, and other active learning experiences remain important components of instruction. This balanced approach allows teachers to select the instructional method that best supports the intended learning and the needs of their students rather than relying on technology as an end in itself.

The district also prioritizes ongoing professional learning to strengthen teachers' ability to use instructional technology effectively and appropriately. Professional development supports educators in making informed decisions about when and how technology can enhance instruction, while also reinforcing expectations for purposeful and balanced technology use. Through sustained teacher development, Sanger ISD seeks to ensure that technology serves as a tool for improving instruction, increasing student engagement, and supporting personalized learning while preserving the value of high-quality, teacher-directed and hands-on learning experiences.

Strengths

- **Intentional use of technology:** Sanger ISD views technology as an instructional tool that should support clearly defined learning goals, student engagement, feedback, differentiation, and access to learning resources.
- **Commitment to digital literacy:** The district prioritizes developing students' technology literacy skills to prepare them for continued academic success, postsecondary opportunities, and future careers.
- **Balanced approach to instruction:** Sanger ISD recognizes the importance of balancing digital learning with paper-pencil, print-based, hands-on, collaborative, and teacher-led learning experiences. Technology is used to complement high-quality instruction rather than replace foundational instructional practices.
- **Teacher capacity building:** The district provides ongoing professional learning to help teachers make informed decisions about selecting and integrating technology into curriculum and instruction.
- **Support for personalized learning:** Digital tools and blended learning strategies provide opportunities for differentiated instruction, student practice, timely feedback, and learning experiences responsive to individual student needs.
- **Alignment between technology and instruction:** Technology integration is connected to curriculum and instructional goals rather than being implemented solely for the purpose of increasing technology use.
- **Blended learning opportunities:** Teachers have access to both digital and non-digital resources, allowing them to select instructional approaches based on the learning objective, student needs, and instructional context.
- **Focus on purposeful technology use:** The district emphasizes using technology when it adds instructional value, while recognizing that some learning objectives are better supported through print materials, direct instruction, discussion, writing, manipulatives, and hands-on experiences.
- **Commitment to continuous improvement:** Ongoing professional learning provides opportunities for educators to refine their use of technology and evaluate its effectiveness in supporting student learning.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 Continued growth is needed to ensure that technology use is intentionally aligned to instructional objectives and balanced with high-quality print-based, paper-pencil, hands-on, collaborative, and teacher-led learning experiences.	While professional learning and technology resources are available, continued development of teacher capacity is needed to ensure educators consistently make purposeful, standards-aligned decisions about when to use technology, when to use print and hands-on resources, and how to balance both approaches based on student learning needs.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus 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)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

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
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

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/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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 (Rtl) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services data
- ☒ Graduation plan types
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies



Technology and resource allocation data



Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

By June 2027, Sanger ISD will increase the percentage of students achieving Meets Grade Level or above on STAAR by at least 5 percentage points from the 2026 baseline in each tested grade level and content area identified for improvement, while maintaining or increasing the percentage of students achieving Approaches Grade Level or above.

Performance Objective 1 High Priority

By the end of each nine-week grading period, 100% of campuses and identified priority grade levels/content areas will implement district curriculum, HQIM, and standards-aligned instructional expectations, as evidenced by curriculum internalization, PLC documentation, learning targets, and instructional walkthrough data.

Evaluation Data Source: Walkthrough/Tribal Talks/curriculum evidence

Strategy 1

Provide consistent structures and expectations for teachers to internalize district curriculum and HQIM, identify the TEKS and intended learning, anticipate student needs, and plan standards-aligned instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate increased consistency in planning and delivering TEKS-aligned instruction using district curriculum and HQIM, resulting in stronger alignment among standards, learning targets, instruction, and assessment.

Staff Responsible for Monitoring: C & I Department, campus administrators

Formative Reviews

November

February

May

Strategy 2

Use campus PLCs to collaboratively analyze standards, learning targets, student work, and assessment evidence to ensure consistent implementation of the intended curriculum and instructional practices.

Strategy's Expected Result/Impact: PLCs will consistently use collaborative planning, student work, and assessment evidence to strengthen instructional alignment and identify adjustments that improve student learning.

Staff Responsible for Monitoring: Campus administrators, teachers

Formative Reviews

November

February

May

Strategy 3

Monitor curriculum and instructional implementation through walkthroughs, documentation, and feedback to ensure consistency and provide targeted support.

Strategy's Expected Result/Impact: District and campus leaders will have consistent evidence of curriculum and instructional implementation and will provide timely support to address implementation gaps.

Staff Responsible for Monitoring: C & I Department, campus administrators

Formative Reviews

November

February

May

Performance Objective 2 High Priority

By June 2027, 100% of identified priority grade levels/content areas will conduct structured data analysis following district and common assessments and document instructional adjustments based on identified student needs, with progress reviewed at least every nine weeks.

Evaluation Data Source: Assessment/data-analysis documentation

Strategy 1

Implement a district-wide data analysis protocol that requires PLCs to examine assessment results, identify specific standards and student groups requiring additional support, and determine the instructional response.

Strategy's Expected Result/Impact: Teachers and PLCs will consistently identify specific standards, skills, and student groups requiring additional support, resulting in more precise instructional decision-making.

Staff Responsible for Monitoring: C & I Department, campus administrators

Formative Reviews

November

February

May

Strategy 2

Require PLCs to translate assessment findings into specific, standards-aligned instructional adjustments and targeted supports for identified students.

Strategy's Expected Result/Impact: Assessment results will translate into documented instructional adjustments, including reteaching, intervention, differentiation, and enrichment that directly address identified learning needs.

Staff Responsible for Monitoring: Campus administrators, teachers

Formative Reviews

November

February

May

Strategy 3

Establish a nine-week progress-monitoring cycle to evaluate the impact of instructional adjustments, monitor student growth, and determine next steps based on evidence.

Strategy's Expected Result/Impact: Campuses will regularly evaluate the effectiveness of instructional adjustments and make timely changes that increase student growth toward grade-level expectations.

Staff Responsible for Monitoring: C & I Department, campus administrators

Formative Reviews

November

February

May

Performance Objective 3 High Priority

By June 2027, at least 80% of students identified as performing below Meets Grade Level on district assessments will demonstrate measurable growth toward Meets, as evidenced by common assessments, progress-monitoring data, and STAAR results.

Evaluation Data Source: STAAR Meets+

Strategy 1

Use district and common assessment data to identify students performing below Meets Grade Level and determine the specific TEKS and skills contributing to their performance.

Strategy's Expected Result/Impact: Students performing below Meets will be accurately identified and grouped according to specific learning needs, allowing resources and interventions to be directed toward students with the greatest need.

Staff Responsible for Monitoring: Teachers, campus administrators

Formative Reviews

November

February

May

Strategy 2

Provide targeted instructional support aligned to identified learning gaps through reteaching, intervention, differentiation, and acceleration during protected Tribe Time.

Strategy's Expected Result/Impact: Students below Meets will receive targeted instruction addressing identified TEKS and skill gaps, resulting in measurable academic growth toward grade-level performance.

Staff Responsible for Monitoring: Teachers, instructional coach, campus interventionists

Formative Reviews

November

February

May

Strategy 3

Establish a consistent progress-monitoring cycle to determine whether students are responding to targeted support and adjust instruction based on evidence.

Strategy's Expected Result/Impact: Teachers and leaders will identify students who are or are not responding to intervention and adjust support in a timely manner, increasing the percentage of students demonstrating expected growth.

Staff Responsible for Monitoring: Teachers, campus administrators, instructional coach, campus interventionists

Formative Reviews

November

February

May

Performance Objective 4

By June 2027, district and campus leadership teams will identify, share, and implement high-impact instructional practices demonstrated in Sanger ISD's highest-performing grade levels and content areas, with implementation monitored through PLCs, walkthroughs, and student achievement data.

Evaluation Data Source: Tribal Talks/Learning Walks/Walkthroughs/Student Achievement Data

Strategy 1

Analyze student achievement and instructional implementation data to identify specific practices contributing to strong performance in Sanger ISD's highest-performing grade levels and content areas.

Strategy's Expected Result/Impact: Sanger ISD will develop a clear understanding of instructional practices associated with strong student outcomes and establish common district-wide expectations for high-impact instruction.

Staff Responsible for Monitoring: C & I Department, campus administrators, teachers, instructional coach

Formative Reviews

November

February

May

Strategy 2

Create structured opportunities for campuses and PLCs to learn from and implement high-impact practices demonstrated within the district.

Strategy's Expected Result/Impact: Effective practices are intentionally implemented across campuses and PLCs.

Staff Responsible for Monitoring: C&I Department; Campus Administrators, Instructional Coach, Teachers

Formative Reviews

November

February

May

Strategy 3

Monitor the implementation and effectiveness of identified high-impact practices through walkthroughs, PLC evidence, and student achievement data and adjust support as needed.

Strategy's Expected Result/Impact: Leaders determine whether implementation is improving instructional practice and student achievement.

Staff Responsible for Monitoring: Campus administrators; C&I Department, Instructional Coach, Teachers

Formative Reviews

November

February

May

Strategy 4

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.

Strategy's Expected Result/Impact: Increase in students' understanding and their ability to take initiative for their own learning as they work toward goals.

Staff Responsible for Monitoring: C & I Department; Campus administrators

Formative Reviews

November

February

May

Goal 2

By June 2027, Sanger ISD will reduce the achievement gap between Economically Disadvantaged, Special Education, and Emergent Bilingual students and the district's all-student population by at least 50% from the 2026 STAAR baseline in identified priority content areas, as measured by the percentage of students achieving Meets Grade Level or above.

Performance Objective 1 High Priority

By October 2026 and at least every nine weeks thereafter, 100% of identified priority grade levels/content areas will analyze student achievement data by student group and identify specific TEKS and learning gaps contributing to the performance differences for Economically Disadvantaged, Special Education, and Emergent Bilingual students.

Evaluation Data Source: Subgroup/TEKS data analysis

Strategy 1

Implement a subgroup data-analysis protocol.

Strategy's Expected Result/Impact: Campuses have a clear understanding of achievement gaps and the TEKS contributing to those gaps.

Staff Responsible for Monitoring: Director of C&I; Campus Administrators

Formative Reviews

November	February	May
----------	----------	-----

Strategy 2

Establish subgroup-specific achievement targets.

Strategy's Expected Result/Impact: Priority teams have measurable growth targets for ED, EB, and SPED students.

Staff Responsible for Monitoring: C&I Department; Campus Administrators, District Testing/EB Coordinator, Special Education Director

Formative Reviews

November	February	May
----------	----------	-----

Strategy 3

Use PLCs to develop targeted action plans.

Strategy's Expected Result/Impact: PLCs implement intentional instructional responses based on subgroup data.

Staff Responsible for Monitoring: Campus administrators; teachers; instructional coach

Formative Reviews

November

February

May

Strategy 4

Continue Dual Language program in grades PreK - 2nd grade to support biliteracy among our qualifying emergent bilingual students.

Strategy's Expected Result/Impact: Students will continue to develop biliteracy skills for the future.

Staff Responsible for Monitoring: Dual language teachers; EB coordinator; C & I Department; Campus Administrators

Formative Reviews

November

February

May

Performance Objective 2 High Priority

By June 2027, 100% of identified priority grade levels/content areas will implement targeted, standards-aligned instructional supports for students in identified subgroups who are performing below Meets Grade Level, with implementation monitored through PLCs, walkthroughs, and intervention data.

Evaluation Data Source: Intervention & implementation data

Strategy 1

Strengthen differentiated and targeted instruction.

Strategy's Expected Result/Impact: Students receive increased access to grade-level instruction through appropriate scaffolds and differentiation.

Staff Responsible for Monitoring: Teachers; campus administrators

Formative Reviews

November

February

May

Strategy 2

Provide targeted intervention and acceleration.

Strategy's Expected Result/Impact: Students with learning gaps demonstrate accelerated growth toward Meets.

Staff Responsible for Monitoring: Campus administrators, campus interventionists, teachers, instructional coach

Formative Reviews

November

February

May

Strategy 3

Strengthen collaboration among instructional support personnel.

Strategy's Expected Result/Impact: Student supports are coordinated across general education, Special Education, EB, and intervention services.

Staff Responsible for Monitoring: Campus Administrators; Teachers; SPED Staff, EB Coordinator, Interventionists

Formative Reviews

November

February

May

Performance Objective 3 HB3 Goal

By June 2027, Sanger ISD will strengthen dyslexia identification, intervention, and progress monitoring systems so that 100% of identified students receive appropriate dyslexia-related instructional services and demonstrate measurable growth on district-approved progress-monitoring measures.

Evaluation Data Source: Special Education referrals, dyslexia screeners, dyslexia assessment data

Strategy 1

Implement consistent district procedures for dyslexia screening, data review, and referral to ensure students demonstrating characteristics of dyslexia are identified and evaluated in a

timely manner.

Strategy's Expected Result/Impact: Students demonstrating characteristics of dyslexia are identified and referred for appropriate support in a timely, consistent manner.

Staff Responsible for Monitoring: SpEd Director; campus administrators; teachers

Formative Reviews

November

February

May

Strategy 2

Provide consistent, evidence-based dyslexia instruction aligned with the Texas Dyslexia Handbook and delivered by appropriately trained personnel.

Strategy's Expected Result/Impact: Identified students receive appropriately designed, evidence-based instruction from trained personnel and demonstrate improved foundational reading skills.

Staff Responsible for Monitoring: Dyslexia teachers; SpEd Director; Campus administrators

Formative Reviews

November

February

May

Strategy 3

Establish a consistent progress-monitoring process to evaluate student response to dyslexia instruction and make timely instructional adjustments.

Strategy's Expected Result/Impact: Student response to dyslexia instruction is regularly evaluated and instruction is adjusted to accelerate reading growth.

Staff Responsible for Monitoring: Dyslexia teachers; teachers; campus administrators; SpEd Director

Formative Reviews

November

February

May

Goal 3

By August 2027, Sanger ISD will increase the percentage of graduates demonstrating College, Career, or Military Readiness (CCMR) by at least 5 percentage points from the 2026 baseline, as measured by the Texas Academic Performance Reports (TAPR) and applicable TEA CCMR accountability indicators.

Performance Objective 1 HB3 Goal

By June 2027, Sanger ISD will increase student participation and successful completion of qualifying CCMR pathways, including advanced coursework, dual credit, CTE programs, industry-based certifications, work-based learning, and other applicable CCMR indicators.

Evaluation Data Source: Graduation/CCMR plans

Strategy 1

Increase access to CCMR opportunities by offering TSIA2 testing opportunities beginning in 8th grade.

Strategy's Expected Result/Impact: Students have more opportunities to achieve their CCMR points.

Staff Responsible for Monitoring: CTE coordinator, campus administrators, District Testing Coordinator

Formative Reviews

November

February

May

Strategy 2

Develop and strengthen partnerships with colleges, universities, businesses, industry partners, military representatives, and community organizations to create meaningful postsecondary opportunities.

Strategy's Expected Result/Impact: Increased opportunities for students to prepare for post-secondary options.

Staff Responsible for Monitoring: Counselors, CTE coordinator, campus administrators, teachers

Formative Reviews

November

February

May

Strategy 3

Provide targeted academic, advising, and logistical support to help students successfully complete CCMR coursework, certifications, assessments, and other qualifying indicators.

Strategy's Expected Result/Impact: District CCMR rate will reach 69% by June 2027, with specific subgroup targets met (62% EcoDis, 57% EB/EL, 70% SpEd).

Staff Responsible for Monitoring: CTE Coordinator; counselors; CTE teachers; campus administrators

Formative Reviews

November

February

May

Strategy 4

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.

Strategy's Expected Result/Impact: A decrease in discipline referrals and suspensions by at least 10%, an increase in Tier 1 behavioral fidelity scores across elementary campuses, and improved student attendance and engagement through fully integrated MTSS, PBIS, and Conscious Discipline practices by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Director of Behavioral Health; campus administrators, counselors; teachers

Formative Reviews

November

February

May

Performance Objective 2 HB3 Goal

By June 2027, at least 80% of high school students identified as not currently on track to demonstrate CCMR will make measurable progress toward at least one qualifying CCMR indicator, as evidenced by district CCMR monitoring data.

Evaluation Data Source: CCMR indicators; CCMR progress data

Strategy 1

Review CCMR progress at least every nine weeks to identify students who have not yet met or are not on track to meet a qualifying indicator.

Strategy's Expected Result/Impact: Every 9th-12th grade student's CCMR status is actively monitored, ensuring non-qualifying students are identified early and paired with immediate interventions (e.g., TSIA2 re-testing, SAT/ACT registration, industry-based certification alignment, or dual credit support).

Staff Responsible for Monitoring: CTE Coordinator; counselors; campus administrators

Formative Reviews

November

February

May

Strategy 2

Develop individualized action plans for students who are not on track, including tutoring, test preparation, credit recovery, certification preparation, schedule adjustments, and additional advising as appropriate.

Strategy's Expected Result/Impact: High school CCMR completion increases to 69% (with Special Education reaching 70% and Economically Disadvantaged reaching 62%).

Staff Responsible for Monitoring: CTE Coordinator; counselors; campus administrators; teachers

Formative Reviews

November

February

May

Strategy 3

Disaggregate CCMR participation and completion data by student group to identify gaps in access, participation, and success and implement targeted strategies to ensure equitable opportunities for all students.

Strategy's Expected Result/Impact: Early identification and individual academic advising for high school seniors who are off-track for CCMR indicators.

Staff Responsible for Monitoring: CTE Coordinator; counselors; campus administrators

Formative Reviews

November

February

May

Goal 4

By May 2027, Sanger ISD will strengthen a positive, safe, and inclusive school culture by increasing the percentage of students and staff who report positive experiences with school safety, belonging, connectedness, and overall school climate by at least 5 percentage points from the 2026 baseline, while maintaining or improving staff retention from the previous year.

Performance Objective 1

By May 2027, 100% of campuses will implement and monitor at least three intentional strategies designed to strengthen student belonging, connectedness, and perceptions of safety, resulting in a minimum 5-percentage-point increase in identified student climate survey indicators from the 2026 baseline.

Evaluation Data Source: Student climate survey

Strategy 1

Implement intentional relationship-building practices, including advisory structures, student check-ins, mentoring, recognition, and opportunities for students to develop meaningful connections with trusted adults.

Strategy's Expected Result/Impact: Students report stronger relationships and increased belonging.

Staff Responsible for Monitoring: Campus administrators; Teachers, Counselors

Formative Reviews

November

February

May

Strategy 2

Implement consistent proactive behavior expectations, restorative/problem-solving practices, and campus safety procedures that promote predictable, respectful, and supportive learning environments.

Strategy's Expected Result/Impact: Students and staff experience more predictable, respectful, and safe environments.

Staff Responsible for Monitoring: Campus administrators; Teachers, Counselors

Formative Reviews

Strategy 3

Provide structured opportunities for students to share feedback about school climate, safety, belonging, and connectedness and use student input to identify and address campus-specific needs.

Strategy's Expected Result/Impact: Student feedback informs campus culture and climate improvements.

Staff Responsible for Monitoring: Campus administrators; Teachers, Counselors; student leaders

Formative Reviews

November

February

May

Strategy 4

Continue implementation of "StopIt", an anonymous reporting system for students to report unsafe or uncomfortable incidents including bullying.

Strategy's Expected Result/Impact: Increased student reporting leading to early intervention, resulting in a measurable increase in resolved campus safety/bullying concerns and a safer, more supportive climate as reflected in end-of-year climate survey data.

Staff Responsible for Monitoring: Campus administrators; teachers; students; parents

Formative Reviews

November

February

May

Strategy 5

All secondary campuses within Sanger ISD will implement strategies to address suicide prevention.

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.

Staff Responsible for Monitoring: Director of Behavioral Health; counselors; campus administrators

Formative Reviews

Strategy 6

All SISD campuses will address conflict resolution and positive social problem-solving through various strategies including peer mediation.

Strategy's Expected Result/Impact: Decrease in out-of-school suspensions (OSS) and in-school suspensions (ISS) tied to behavioral infractions.

Staff Responsible for Monitoring: Director of Behavioral Health; Counselors; campus administrators

Formative Reviews

November

February

May

Strategy 7

All campuses within Sanger ISD will implement strategies to address violence prevention.

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; teachers

Formative Reviews

November

February

May

Performance Objective 2

By May 2027, Sanger ISD will increase positive staff perceptions of support, engagement, recognition, and school culture by at least 5 percentage points from the 2026 baseline while maintaining or improving the district staff retention rate from the previous year.

Evaluation Data Source: Staff survey + retention

Strategy 1

Use structures such as the Superintendent's Advisory Committee and campus leadership teams to provide meaningful opportunities for staff to provide input and influence decisions affecting their work.

Strategy's Expected Result/Impact: Staff have meaningful opportunities to influence district and campus decisions.

Staff Responsible for Monitoring: Deputy Superintendent; C&I Department; Superintendent's Advisory Committee, Campus Leaders

Formative Reviews

November

February

May

Strategy 2

Implement consistent campus and district processes for recognizing employee contributions, instructional excellence, collaboration, and positive impact on students.

Strategy's Expected Result/Impact: Staff feel valued and recognized, supporting morale and engagement.

Staff Responsible for Monitoring: Campus administrators; HR department, Campus Leadership Teams

Formative Reviews

November

February

May

Strategy 3

Identify and address barriers affecting staff morale, workload, collaboration, and work-life balance while providing opportunities for professional growth, connection, and support.

Strategy's Expected Result/Impact: Staff experience increased support and work-life balance, contributing to retention.

Staff Responsible for Monitoring: HR department; Deputy Superintendent, Campus Administrators

Formative Reviews

November

February

May

Goal 5

By May 2027, Sanger ISD will increase meaningful parent, family, and community engagement by at least 5 percentage points from the 2026 baseline, as measured by family engagement survey results and participation data, with a focus on increasing two-way communication, stakeholder participation, and family involvement in supporting student learning.

Performance Objective 1

By May 2027, 100% of campuses will implement consistent two-way communication practices that provide families with accessible opportunities to receive information, provide feedback, and communicate with school staff, resulting in a minimum 5-percentage-point increase in positive family survey responses related to communication from the 2026 baseline.

Evaluation Data Source: Family survey + communication data

Strategy 1

Implement campus expectations for regular, timely, accessible communication that provides families with opportunities to ask questions, provide feedback, and communicate with teachers and campus leaders.

Strategy's Expected Result/Impact: Families have increased access to timely information and meaningful communication.

Staff Responsible for Monitoring: Campus administrators; teachers, Director of Communications

Formative Reviews

November

February

May

Strategy 2

Provide information in accessible formats and languages, as appropriate, and utilize multiple communication methods to increase access for families with different needs and preferences.

Strategy's Expected Result/Impact: More families can access and understand district/campus information.

Staff Responsible for Monitoring: Director of Communications; Campus Administrators, EB Coordinator, Teachers

Formative Reviews

November

February

May

Strategy 3

Regularly collect and analyze family feedback regarding the effectiveness, accessibility, and responsiveness of district and campus communication and use findings to make adjustments.

Strategy's Expected Result/Impact: Communication becomes more responsive to family needs and preferences.

Staff Responsible for Monitoring: Deputy Superintendent; Director of Communications; campus administrators

Formative Reviews

November

February

May

Performance Objective 2

By May 2027, Sanger ISD will increase family participation in district and campus engagement opportunities by at least 5 percentage points from the 2026 baseline, with a particular focus on increasing participation among families who are traditionally underrepresented in school activities and decision-making.

Evaluation Data Source: Participation + survey data

Strategy 1

Provide a variety of opportunities for families to participate in academic, social, cultural, and school improvement activities through flexible formats, schedules, and locations.

Strategy's Expected Result/Impact: More families participate in academic, social, cultural, and improvement activities.

Staff Responsible for Monitoring: Campus Principals; Teachers, PTO/Community Partners

Formative Reviews

November

February

May

Strategy 2

Increase family participation in DEIC, Campus Educational Improvement Committees, surveys, focus groups, and other feedback opportunities that allow families to influence district and campus priorities.

Strategy's Expected Result/Impact: Family perspectives increasingly inform district and campus decisions.

Staff Responsible for Monitoring: Deputy Superintendent;Director of C&I; DEIC, Campus Administrators, CEIC

Formative Reviews

November

February

May

Strategy 3

Identify barriers that may prevent families from participating--including scheduling, transportation, language, technology access, or lack of awareness--and develop targeted strategies to increase accessibility.

Strategy's Expected Result/Impact: Participation increases among traditionally underrepresented families.

Staff Responsible for Monitoring: Campus Administrators, EB Coordinator, Counselors, Community Partners

Formative Reviews

November

February

May

Goal 6

By June 2027, Sanger ISD will fulfill its 2026-2027 HB3 board targets by increasing the Meets and above performance levels in 3rd-grade STAAR Reading proficiency to 52% and 3rd-grade STAAR Math proficiency to 53%. Campus leadership will monitor instruction using frequent formative and summative data to ensure Closing the Gaps target student groups (specifically Economically Disadvantaged, Emergent Bilingual, and Special Education) reach their respective 2026-2027 growth targets.

Performance Objective 1 **High Priority** **HB3 Goal**

By June 2027, Sanger ISD will increase 3rd-grade STAAR Reading performance to at least 52% Meets Grade Level or above, while ensuring that Economically Disadvantaged, Emergent Bilingual, and Special Education students demonstrate measurable growth toward their respective 2026-2027 targets.

Evaluation Data Source: Literacy achievement & subgroup growth

Strategy 1

Implement consistent use of HQIM, TEKS-aligned instruction, standards-based learning targets, and evidence-based literacy practices to strengthen students' reading comprehension, vocabulary, and foundational reading skills.

Strategy's Expected Result/Impact:
100% of K-3 classrooms demonstrate consistent fidelity to High-Quality Instructional Materials (HQIM) and evidence-based literacy instruction as evaluated through district walk-throughs and lesson plan audits.

Staff Responsible for Monitoring: Deputy Superintendent
Director of C & I
Instructional Coach
Elementary Campus Principals and Assistant Principals
K-3 Grade-Level Reading / Language Arts Teachers

Formative Reviews

November

February

May

Strategy 2

Conduct ongoing analysis of formative, common, and district assessment data to identify specific reading TEKS and skills requiring reteaching, intervention, or acceleration, with particular attention to Closing the Gaps student groups.

Strategy's Expected Result/Impact: 100% of grade-level PLC teams complete data-analysis cycles after each district interim assessment, leading to documented reteach plans and targeted small-group intervention tracking for tier 2/3 students.

Staff Responsible for Monitoring: Deputy Superintendent
 EB Coordinator
 Instructional Services Coordinator
 Campus Principals, Assistant Principals, Instructional Coach
 Grade-Level Classroom Teachers

Formative Reviews

November	February	May
-----------------	-----------------	------------

Strategy 3

Use protected intervention time, small-group instruction, differentiated support, and targeted practice to accelerate students who are approaching grade-level expectations and move them toward Meets performance.

Strategy's Expected Result/Impact: Increased percentage of students transitioning from "Approaches" to "Meets Grade Level" on district assessments monitored throughout the 2026-2027 school year.

Staff Responsible for Monitoring: Campus administrators, campus interventionists; teachers; instructional coach

Formative Reviews

November	February	May
----------	----------	-----

Performance Objective 2 High Priority HB3 Goal

By June 2027, Sanger ISD will increase 3rd-grade STAAR Math performance to at least 53% Meets Grade Level or above, while ensuring that Economically Disadvantaged, Emergent Bilingual, and Special Education students demonstrate measurable growth toward their respective 2026-2027 targets.

Evaluation Data Source: Mathematics achievement & subgroup growth

Strategy 1

Strengthen implementation of Bluebonnet Learning and standards-aligned mathematics instruction.

Strategy's Expected Result/Impact: Students demonstrate stronger conceptual understanding and mathematical reasoning.

Staff Responsible for Monitoring: Director of C&I; Instructional Services Coordinator; Math Coach, Principals, Teachers

Formative Reviews

November

February

May

Strategy 2

Use assessment evidence to identify and respond to mathematical learning gaps.

Strategy's Expected Result/Impact: Teachers identify misconceptions and adjust instruction based on evidence.

Staff Responsible for Monitoring: Teachers; Math Coach, Principals, C & I Department

Formative Reviews

November

February

May

Strategy 3

Use small-group instruction, targeted reteaching, math intervention, and differentiated learning opportunities to accelerate students performing below Meets, with intentional monitoring of subgroup progress.

Strategy's Expected Result/Impact: Students below Meets demonstrate measurable growth in priority standards.

Staff Responsible for Monitoring: Teachers/Interventionists; Principals, Math Coach, SPED staff; EB Coordinator; C & I Department

Formative Reviews

November

February

May

Performance Objective 3 High Priority HB3 Goal

By June 2027, Sanger ISD will strengthen PreK-2 literacy and mathematics outcomes by ensuring that at least 80% of students demonstrate expected or above-expected growth on district-approved early literacy and mathematics assessments, establishing a strong foundation for successful transition to 3rd-grade STAAR Reading and Math.

Evaluation Data Source: Universal screeners, STAAR data

Strategy 1

Use universal screeners, classroom assessments, and progress-monitoring data to identify students who are not demonstrating expected growth and provide targeted intervention before learning gaps become more significant.

Strategy's Expected Result/Impact: A minimum 3-5% increase in proficiency levels on district assessments across targeted Closing the Gaps student groups (Economically Disadvantaged, EB/EL, and Special Education).

Staff Responsible for Monitoring: Deputy Superintendent
Director of Curriculum & Instruction
Instructional Services Coordinator
District Instructional Coach
Campus administrators
Classroom Teachers & Interventionists

Formative Reviews

November

February

May

Strategy 2

Establish vertical alignment among PreK-2 and Grade 3 teachers to identify essential prerequisite skills and ensure that instruction progressively builds the knowledge and skills students need for success in 3rd grade.

Strategy's Expected Result/Impact: Increased instructional coherence across campuses (Clear Creek and Butterfield Elementary), resulting in a reduced need for foundational remediation in Grade 3.

Staff Responsible for Monitoring: Deputy Superintendent
C & I Department
Campus administrators
Campus Interventionists
Instructional coach
Teachers

Formative Reviews

November

February

May

Strategy 3

Provide intentional opportunities for students to read, write, discuss, problem-solve, and explain their thinking.

Strategy's Expected Result/Impact: Increased Tier 1 instructional rigor, improved critical thinking, and higher student engagement, leading to elevated performance on STAAR Reading and Math assessments (meeting 2026-2027 HB3 targets of 52% in 3rd-grade Reading and 53% in 3rd-grade Math), along with deeper conceptual understanding across all demographic groups to close achievement gaps.

Staff Responsible for Monitoring: Deputy Superintendent
C & I Department
Campus administrators
Campus Interventionists
Instructional coach
Teachers

Formative Reviews

November

February

May



State Compensatory Education

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



Title I Summary

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

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.

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.

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

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
Katie Grant	Campus Interventionist	Butterfield Elementary School	1
Katy Richardson	Campus Interventionist	Clear Creek Elementary School	1
Mandy Shumate	Campus Interventionist	Butterfield Elementary School	1
Sara Mulkern	Campus Interventionist	Clear Creek Elementary 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