

Sanger Independent School District



Sanger Middle School

Accountability Rating: C

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

Board Approval Date:
September 14, 2026

Mission Statement

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

Vision

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

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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Comprehensive Needs Assessment

Demographics

Summary

Sanger Middle School serves 6th-8th grade students in Sanger ISD in Denton County. Sanger Middle School student enrollment is 719 students in 2026-2027.

Sanger Middle School enrollment has had minimal enrollment shifts in our student demographic groups. As of the 2026-2027 school year, the campus demographics were: African-American-2%, Multi-Racial-3 %, Hispanic-35 %, Asian-0.2 %, White-57 %, and American Indian-0.4 %.

Sanger Middle School student categories include 59% Emergent Bilinguals, 6% Gifted and Talented, and 20% Special Education. Additionally, 52% are Economically Disadvantaged, and 39% are identified as at-risk.

Strengths

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

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

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ The release of the latest STAAR accountability data indicates lower performance growth among our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas, is currently experiencing demographic shifts and a higher transient population due to community growth and societal trends away from urban living.

★ = Priority

Student Achievement

Summary

The 2026 STAAR results reflect a campus with clear strengths and clearly defined priorities. Reading/Language Arts remains a point of pride at Sanger Middle School, where 62%, 55%, and 64% of students in Grades 6, 7, and 8 met or exceeded grade level, outperforming the state at every grade tested. Mathematics is our most significant opportunity for growth: while the majority of students continue to reach the Approaches Grade Level standard, only 32%, 29%, and 45% of students in Grades 6, 7, and 8 reached Meets or above, with Grade 7 as the clearest area of need. Our newly reported eighth-grade assessments show a similar pattern, with 39% of students reaching Meets in Science (compared to 53% statewide) and 36% in Social Studies. Persistent achievement gaps remain our central equity concern: in mathematics, only 10% of special education students, 12% of emergent bilingual students, and 14% of at-risk students reached Meets, compared to 34% of all students with comparable gaps in reading, where these groups reached Meets at 17%, 26%, and 29% against a campus rate of 60%. STAAR Progress Measure data, which forms the foundation of our academic growth accountability, affirms strong year-over-year growth in Reading (61% of students met or exceeded expected growth) while identifying mathematics as an urgent priority, where just 43% met expected growth and roughly 60% of Grade 6 and 7 students grew less than a full year. While we celebrate our students' achievement and our educators' dedication, we recognize that ensuring every student—regardless of program or background—reaches Meets and Masters status will require sustained, targeted intervention, data-driven instruction, and personalized learning. Our commitment to academic excellence and equitable outcomes for all students remains steadfast.

Strengths

Reading/Language Arts is a clear, sustained strength at Sanger Middle School. In 2026, 62%, 55%, and 64% of students in Grades 6, 7, and 8 met or exceeded grade level in reading, outperforming the state at every grade tested, and 61% of students met or exceeded their expected year-over-year growth on the STAAR Progress Measure. This strong literacy performance — across both achievement and growth — demonstrates effective core reading instruction and provides a proven foundation to leverage in other content areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ Mathematics performance trails Reading and the state, with only 32%, 29%, and 45% of Grade 6-8 students reaching Meets or above and just 43% meeting expected growth. Gaps are widest for special education (10%), emergent bilingual (12%), and at-risk (14%) students, compared to 34% of all students.	Core (Tier 1) mathematics instruction has not consistently delivered the rigor, spiraled review of prerequisite number sense and computation skills, and embedded language and accessibility supports needed to move students, particularly special education, emergent bilingual, and at-risk learners, from Approaches to Meets and to accelerate year-over-year growth.
2★ Across all subjects, special education, emergent bilingual, at-risk, and economically disadvantaged students perform 25-40 percentage points below their peers. Special education students reached Meets at just 17% in reading and 10% in mathematics. The campus's widest and most persistent gaps.	Tier 1 instruction and intervention have not consistently included proactive scaffolds, language supports, and IEP accommodations, or aligned co-planning among general education, special education, and ESL staff, all required to accelerate learning for our most vulnerable student groups.
3★ Eighth-grade Science achievement is below the state average, with 39% of students reaching Meets compared to 53% statewide, and 29% of students not meeting grade level.	Science instruction has not consistently emphasized the academic vocabulary, hands-on investigative practice, and vertically aligned content knowledge across Grades 6-8 that students need to reach Meets and Masters.

★ = Priority

School Culture and Climate

Summary

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

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

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

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

Strengths

School Culture and Climate Strengths

Examples of ways we are growing our culture:

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1★ Year two in a new building and the introduction of an additional grade level have led to a period of adjustment for both staff and students. For students to feel safe taking educational risks, teachers must also feel secure taking instructional risks that promote growth. At the moment, staff members are still working on establishing a sense of safety and trust, which affects the c	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Sanger is a charming community located just north of Denton, known for its close-knit atmosphere and supportive environment. At the center of this community is Sanger Middle School, which serves students in grades 6 through 8 and currently has an enrollment of 719 students. The school is dedicated to providing a nurturing and educational environment, ensuring that each child receives the attention and resources they need to succeed.

Sanger Middle School is backed by a committed team of 80 staff members, including teachers, paraprofessionals, and administrative personnel. This diverse group collaborates to create a positive and effective learning environment, ensuring that the needs of all students are met with care and expertise.

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

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

Strengths

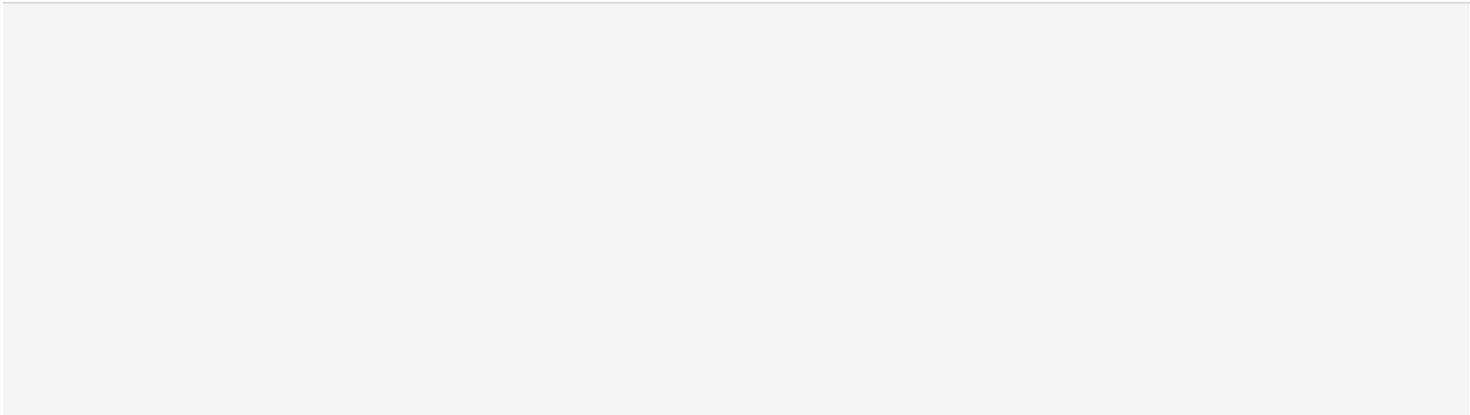
At Sanger Middle School, we take pride in offering a "small-school feel" within the vibrant atmosphere of a metropolitan area. This unique environment allows us to provide personalized attention and create a close-knit community experience, ensuring that each student feels valued and supported throughout their educational journey.

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

We have implemented a four-day workweek, which represents a progressive step that emphasizes our commitment to innovation and work-life balance. This schedule not only supports our staff's well-being but also creates opportunities for professional development and collaboration. By focusing on continuous growth, we aim to develop strong teacher leadership, which is essential for fostering a culture of excellence and ensuring that our students receive the highest quality education.

At our school, staff development is a priority. We integrate training into our calendar three weeks before the academic year begins and continue it throughout the year. This approach ensures that our educators are well-prepared and consistently supported in their professional growth. By dedicating time to professional development, we create an environment of lifelong learning and adaptability, equipping our teachers with the latest pedagogical strategies and tools to improve student learning outcomes.

As an iPad 1:1 Campus, we provide each student with access to an iPad, ensuring that technology is seamlessly integrated into their learning experience. Our teachers effectively utilize Canvas, a robust learning management system, to offer various educational tools and resources. This platform enables students to access learning materials anytime and anywhere, fostering a flexible and self-directed learning environment. By leveraging technology in this manner, we empower our students to take charge of their education and develop essential digital literacy skills.



Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1★ While Sanger Middle School benefits from strong staff retention and a stable, experienced faculty, recruiting and retaining highly qualified teachers is an ongoing challenge because several surrounding districts offer higher salaries. This compensation gap places the campus at a competitive disadvantage when filling hard-to-staff positions, particularly in mathematics, science, and special education	Teacher compensation is not competitive with neighboring districts, limiting the campus's ability to attract new applicants and creating an ongoing risk of losing experienced staff to higher-paying positions nearby.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

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

Strengths

Our school uses a systematic approach to monitor student progress in Reading and Math by conducting screeners at the beginning, middle, and end of the year. These annual assessments provide critical data on student performance, which is essential for creating and adjusting our Response to Intervention (RTI) strategies and intervention groups. This process ensures that each student receives the targeted support they need to succeed academically.

To prepare for state assessments in the spring, we implement STAAR benchmarks for practice and data collection. This practice not only familiarizes students with the format and content of the assessments, but also gives us valuable insights into their strengths and areas for improvement. The data gathered from these benchmarks is crucial in guiding our instructional strategies, helping ensure that our students are well-prepared for the state assessments.

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

★ = Priority

Family and Community Engagement

Summary

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

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

Strengths

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

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 ★ Family engagement decreases throughout the academic year.	Fewer family events are offered towards the end of the academic year.

★ = Priority

School Organization

Summary

Our school has implemented housing systems designed to foster a sense of belonging and community among students. These systems are essential in encouraging students to take ownership of their educational journey and actively participate in school life. By cultivating greater empathy among students, we aim to create a more resilient and self-reliant student body, better equipped to face challenges both inside and outside the classroom.

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

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

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

Strengths

Our school has established a comprehensive housing system alongside Positive Behavioral Interventions and Supports (PBIS) to promote a sense of community and belonging among students. This system not only encourages positive behavior but also fosters an environment where students feel supported and motivated to excel both academically and socially. By integrating PBIS, we can reinforce positive behaviors and maintain consistent expectations throughout the school, contributing to a more harmonious and productive learning environment.

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

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

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

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1★	Limited leadership opportunities for students hinder their development of essential skills and meaningful participation in school activities.	The lack of well-organized programs and initiatives impedes the development of student leadership..

★ = Priority

Technology

Summary

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

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

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

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

Strengths

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

Our technology strengths include:

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

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

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Although proficient with social media technology, students struggle to apply these skills effectively in academic settings.	Students at Sanger Middle School often lack a clear understanding of the relevance of educational technology and do not possess the necessary skills to effectively navigate tools like Canvas and Google Suite to support their learning.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

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

Sanger, Texas, is currently experiencing demographic shifts and a higher transient population due to community growth and societal trends away from urban living.

2★

Mathematics performance trails Reading and the state, with only 32%, 29%, and 45% of Grade 6-8 students reaching Meets or above and just 43% meeting expected growth. Gaps are widest for special education (10%), emergent bilingual (12%), and at-risk (14%) students, compared to 34% of all students.

Core (Tier 1) mathematics instruction has not consistently delivered the rigor, spiraled review of prerequisite number sense and computation skills, and embedded language and accessibility supports needed to move students, particularly special education, emergent bilingual, and at-risk learners, from Approaches to Meets and to accelerate year-over-year growth.

3★

Across all subjects, special education, emergent bilingual, at-risk, and economically disadvantaged students perform 25-40 percentage points below their peers. Special education students reached Meets at just 17% in reading and 10% in mathematics. The campus's widest and most persistent gaps.

Tier 1 instruction and intervention have not consistently included proactive scaffolds, language supports, and IEP accommodations, or aligned co-planning among general education, special education, and ESL staff, all required to accelerate learning for our most vulnerable student groups.

4★

Eighth-grade Science achievement is below the state average, with 39% of students reaching Meets compared to 53% statewide, and 29% of students not meeting grade level.

Science instruction has not consistently emphasized the academic vocabulary, hands-on investigative practice, and vertically aligned content knowledge across Grades 6-8 that students need to reach Meets and Masters.

5★

While Sanger Middle School benefits from strong staff retention and a stable, experienced faculty, recruiting and retaining highly qualified teachers is an ongoing challenge because several surrounding districts offer higher salaries. This compensation gap places the campus at a competitive disadvantage when filling hard-to-staff positions, particularly in mathematics, science, and special education

Teacher compensation is not competitive with neighboring districts, limiting the campus's ability to attract new applicants and creating an ongoing risk of losing experienced staff to higher-paying positions nearby.

6
★

Family engagement decreases throughout the academic year.

Fewer family events are offered towards the end of the academic year.

7
★

Limited leadership opportunities for students hinder their development of essential skills and meaningful participation in school activities.

The lack of well-organized programs and initiatives impedes the development of student leadership..

8
★

Teachers need continual training to effectively implement the new programs and resources introduced this school year.

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

9
★

Year two in a new building and the introduction of an additional grade level have led to a period of adjustment for both staff and students. For students to feel safe taking educational risks, teachers must also feel secure taking instructional risks that promote growth. At the moment, staff members are still working on establishing a sense of safety and trust, which affects the c

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

★ = Priority



Goals

Goal 1

Increase the percentage of Grade 6-8 students meeting or exceeding grade level (Meets or above) on the STAAR Mathematics assessment from 34% to 44% by the end of the 2026-2027 school year, with targeted support for special education and emergent bilingual students.

Performance Objective 1 High Priority

By June 2027, increase the percentage of special education, emergent bilingual, and at-risk students reaching Meets or above in mathematics from 10%, 12%, and 14% toward 20%, 24%, and 28%, respectively, and increase the percentage of students meeting or exceeding expected growth on the STAAR Progress Measure from 43% to 55%.

Evaluation Data Source: STAAR mathematics results; campus common and interim assessments; item analysis.

Strategy 1

Provide ongoing, job-embedded staff development in mathematics instruction, data analysis, and scaffolding and language supports for special education and emergent bilingual students through weekly PLCs and instructional coaching.

Strategy's Expected Result/Impact: Stronger, more consistent Tier 1 mathematics instruction and improved teacher capacity to support all learners.

Staff Responsible for Monitoring: Principal, Assistant Principal, Math Content Lead, Mathematics Teachers, Instructional Coach.

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 2

Monitor and support the performance of all student populations using disaggregated data, providing accommodations, scaffolds, and language supports so that special education and emergent bilingual students can access grade-level mathematics.

Strategy's Expected Result/Impact: Narrowed subgroup performance gaps and increased Meets rates for special education and emergent bilingual students.

Staff Responsible for Monitoring: Mathematics Teachers, Special Education Lead, ESL Coordinator.

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 3

Provide targeted small-group mathematics intervention for students not yet meeting grade level, prioritizing special education, emergent bilingual, and at-risk students.

Strategy's Expected Result/Impact: Increased percentage of identified students reaching Meets Grade Level in mathematics.

Staff Responsible for Monitoring: Principal and Mathematics Teachers.

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 4

Implement daily spiral review and number routines and structured reteach cycles targeting the lowest-performing strands and items identified in the STAAR item analysis (e.g., number sense, proportional reasoning, and computation).

Strategy's Expected Result/Impact: Improved mastery of prerequisite skills and the weakest reporting categories.

Staff Responsible for Monitoring: Mathematics Teachers, Instructional Coach, Math Content Lead.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Mathematics performance trails Reading and the state, with only 32%, 29%, and 45% of Grade 6-8 students reaching Meets or above and just 43% meeting expected growth. Gaps are widest for special education (10%), emergent bilingual (12%), and at-risk (14%) students, compared to 34% of all students.

Core (Tier 1) mathematics instruction has not consistently delivered the rigor, spiraled review of prerequisite number sense and computation skills, and embedded language and accessibility supports needed to move students, particularly special education, emergent bilingual, and at-risk learners, from Approaches to Meets and to accelerate year-over-year growth.

Goal 2

Increase the percentage of Grade 6-8 students meeting or exceeding grade level (Meets or above) on the STAAR Reading Language Arts assessment from 60% to 70% by the end of the 2026-2027 school year, with targeted support for special education and emergent bilingual students.

Performance Objective 1 High Priority

By June 2027, increase the percentage of special education, emergent bilingual, and at-risk students reaching Meets or above in reading from 17%, 26%, and 29% toward 30%, 36%, and 40%, respectively, and increase campus Writing-strand performance from 56% toward 65% of points earned.

Evaluation Data Source: STAAR reading results (all students and disaggregated by student group); reporting-category (Writing) data; campus reading and writing assessments; progress-monitoring data.

Strategy 1

Provide ongoing, job-embedded staff development in literacy and writing instruction, STAAR-rubric calibration, and supports for special education and emergent bilingual students through weekly PLCs and instructional coaching.

Strategy's Expected Result/Impact: Stronger core literacy instruction and consistent, calibrated writing instruction across ELA classes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ELA Content Lead.

Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 2

Monitor and support the performance of all student populations using disaggregated data, providing accommodations, scaffolds, and language supports so that special education and emergent bilingual students access grade-level reading and writing.

Strategy's Expected Result/Impact: Narrowed subgroup gaps and improved reading and writing performance for special education and emergent bilingual students.

Staff Responsible for Monitoring: ELA Teachers, Special Education Lead, ESL Coordinator.

Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 3

Employ a campus interventionist, funded through Title I, Part A, to provide targeted small-group reading intervention for students not yet meeting grade level, prioritizing special education, emergent bilingual, and at-risk students.

Strategy's Expected Result/Impact: Increased percentage of identified students reaching Meets Grade Level in reading.

Staff Responsible for Monitoring: Principal and ELA Teachers.

Problem Statements: Student Achievement 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 4

Implement a common weekly extended-writing and revision routine that targets the campus's weakest writing standards (6.W.10 / 7.W.10 / 8.W.10), using item and strand data to guide reteaching.

Strategy's Expected Result/Impact: Improved composition and editing/revising performance and a higher Writing-strand score.

Staff Responsible for Monitoring: ELA Teachers, ELA Content Lead, Instructional Coach.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Across all subjects, special education, emergent bilingual, at-risk, and economically disadvantaged students perform 25-40 percentage points below their peers. Special education students reached Meets at just 17% in reading and 10% in mathematics. The campus's widest and most persistent gaps.

Tier 1 instruction and intervention have not consistently included proactive scaffolds, language supports, and IEP accommodations, or aligned co-planning among general education, special education, and ESL staff, all required to accelerate learning for our most vulnerable student groups.

Goal 3

Strengthen school culture and climate through a coordinated, data-driven system of student health, safety, and positive behavior supports that improves fitness, attendance, and academic outcomes, especially for educationally disadvantaged students.

Performance Objective 1 High Priority

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

Evaluation Data Source: STAAR reading results; campus reading assessments.

Strategy 1

Implement the coordinated health program -- targeted physical activity, nutrition education, and health and attendance monitoring -- with emphasis on educationally disadvantaged students.

Strategy's Expected Result/Impact: Implement the coordinated health program -- targeted physical activity, nutrition education, and health and attendance monitoring -- with emphasis on educationally disadvantaged students.

Staff Responsible for Monitoring: Principal, Physical Education Teachers, Campus Nurse, Counselor.

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

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

Strategy's Expected Result/Impact: Faster identification and response to safety concerns and a stronger sense of student safety.

Staff Responsible for Monitoring: Administrators, Counselor.

Problem Statements: School Culture and Climate 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

The campus counselor and administrators will conduct threat and/or suicide assessments to ensure the safety and security of staff and students.

Strategy's Expected Result/Impact: Timely, consistent safety intervention and support for students in crisis.

Staff Responsible for Monitoring: Campus Counselor, Administrators.

Problem Statements: School Culture and Climate 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

The campus leadership team will implement a campus-wide PBIS (Positive Behavioral Interventions and Supports) plan.

Strategy's Expected Result/Impact: Improved school climate, consistent behavior expectations, and reduced disciplinary incidents.

Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Committee / Campus Leadership Team.

Problem Statements: School Culture and Climate 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Year two in a new building and the introduction of an additional grade level have led to a period of adjustment for both staff and students. For students to feel safe taking educational risks, teachers must also feel secure taking instructional risks that promote growth. At the moment, staff members are still working on establishing a sense of safety and trust, which affects the c	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Goal 4

Increase parent and community engagement by expanding structured, accessible opportunities for families to partner with teachers and administrators in support of every student's success.

Performance Objective 1 High Priority

Provide opportunities to increase parent involvement and to help parents build partnerships with teachers and administrators to ensure their child's success.

Evaluation Data Source: Parent participation and sign-in records; parent survey results; conference and volunteer logs; family engagement event attendance.

Strategy 1

Host pep rallies and house events. Also work alongside the PTO to provide opportunities for parents and host quarterly staff appreciation events.

Strategy's Expected Result/Impact: Increased parent involvement and stronger home support for student learning.

Staff Responsible for Monitoring: Principal, Teachers, Counselor and PTO.

Problem Statements: School Culture and Climate 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Strengthen two-way communication with families, including translated communication and interpretation for emergent bilingual families, through newsletters, the campus website, and messaging tools.

Strategy's Expected Result/Impact: More accessible, consistent communication and increased engagement of all families.

Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff.

Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Provide structured opportunities for parent-teacher partnership -- parent conferences, open houses, and parent input on campus decisions -- with flexible scheduling to maximize participation.

Strategy's Expected Result/Impact: Stronger home-school partnerships and greater parent voice in campus decisions.

Staff Responsible for Monitoring: Teachers, Administrators.

Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Implement the Title I parent and family engagement policy and school-parent compact, using Title I family engagement funds to support parent involvement activities.

Strategy's Expected Result/Impact: Full compliance with Title I family engagement requirements and expanded engagement opportunities.

Staff Responsible for Monitoring: Principal

Problem Statements: Family and Community Engagement 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Year two in a new building and the introduction of an additional grade level have led to a period of adjustment for both staff and students. For students to feel safe taking educational risks, teachers must also feel secure taking instructional risks that promote growth. At the moment, staff members are still working on establishing a sense of safety and trust, which affects the c	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 Family engagement decreases throughout the academic year.	Fewer family events are offered towards the end of the academic year.