

Sanger Independent School District
Sanger High School
2023-2024 Improvement Plan



Board Approval Date: November 13, 2023

Mission Statement

The mission of Sanger High School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

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

Educate - Inspire - Elevate

Values

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanger HS is a comprehensive four-year public high school enrolling 779 students in grades 9-12. This is a decrease of 51 students from the previous year (-6.0%). Sanger HS, like all campuses in Sanger ISD, is a Title I school. The percentage of students classified as economically disadvantaged is 41.8% (+4.7%). The mobility rate increased to 15.6% (+1.7%). The percentage of English Language Learners decreased to 5% (-1.0%). Currently, 10.9% of students are served by special education (-.7%), and 16.2% of students receive services under Section 504 which is an increase of (+1.5%). Ethnic groups represented at Sanger HS are African American (5%, +0.4%), Hispanic (26.7%, -.2%), white (63.2%, -1.0%), American Indian (.3%, -0.1%), Asian (1%, +0.1%), and two or more races (3.6%, +0.8%). Of our students, 36.5% (+12.5%) meet at least one of the thirteen state-identified at-risk indicators. The student attendance rate is 92.9 (-2.3%), and the four-year graduation rate is 98% (-.9%). Currently, we have 83.7 staff on campus, including teachers, paraprofessionals, and administration, who have an average of 13.5 years of teaching (+.4). To address our student population’s needs, SHS has adopted the school motto of “You Matter Here at SHS” for the 23-24 school year.

Enrollment	Count	% Enrollment
Grade 9	230	29.5
Grade 10	203	26.1%
Grade 11	182	23.4%
Grade 12	164	21.1%
Total	779	100%

Ethnicity	% of Students
African American	5
American Indian	.3
Asian	1
Hispanic	26.7
White	63.2
Two or More Races	3.6

Other Subpopulations	% of Students
Special Education	10.9
504	16.2
ESL	4.0
Economically Disadvantaged	41.8
At-Risk	36.5
CTE enrollment	87.7
Gifted and Talented	4.6
Military Enlistment	6.7

Demographics Strengths

- 36.9% of graduates meet college-ready benchmarks (-15.3% over previous year)
- 26.8% of graduates have earned 3+ college credit hours (-11.9% over previous year)
- 29.5% of graduates earned an Industry-Based Certification (+18.8% over previous year)
- 68.3% of annual graduates College, Career, Military Ready
- Four-year longitudinal dropout rate was 1.4% (+1.4%)
- 31.7% of teachers hold an advanced degree (+1.0%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SHS has decreased enrollment in AP and Dual Credit courses from previous years. **Root Cause:** Student self-evaluation and internal motivation for rigorous courses.

Student Achievement

Student Achievement Summary

Subject	2021	2022	State 2022
English I			
Approaches	75%	77%	65%
Meets	55%	59%	47%
Masters	6%	7%	11 %
English II			
Approaches	76%	80%	72%
Meets	65%	66%	55%
Masters	12%	6%	9%
Algebra I			
Approaches	76%	86%	76%
Meets	36%	40%	43%
Masters	13%	14%	27%
Biology			
Approaches	86%	90%	83%
Meets	60%	70%	55%
Masters	14%	24%	21%
US History			
Approaches	93%	94%	86%
Meets	79%	76%	68%
Masters	57%	52%	42%

Student Achievement Strengths

- English I STAAR EOC scores increased from 2021 to 2022 in Approaches, Meets, and Masters levels.
- English II STAAR EOC scores increased from 2021 to 2022 in Approaches and Meets
- Scores above state averages in several categories

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of Masters in our English and Algebra 1 are lower than state, while Algebra I Meets is also lower than the state. We feel this continues to be an area of concern. **Root Cause:** Students are not writing with fidelity across the curriculum. They are not able to apply inferencing to what they read. Classes lack differentiated instruction and engaging lessons with the ability to reach all student groups.

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Sanger High School derive from our mission and vision: Sanger High School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences. Sanger High School will be an exceptional campus focused on innovative learning where students are prepared to create their future in an ever-changing world. Sanger High School embodies values of Pride & Tradition, Trust & Integrity, Faith & Community, Exploration & Ownership, and Diversity & Uniqueness. We believe that students are our number one priority and building relationships in and outside of the classroom influences student success.

School Culture and Climate Strengths

- **Staff/Personnel Strengths**

- Affirmation Arrows
- Sanger Story
- Tomahawk Times
- Shout Outs
- Sunshine Committee
- Teacher Appreciation
- Teacher of the Month
- SOAR

- **Student/Staff Strengths**

- Tribal Cards
- Tomahawk Times
- Advisory Period (Tribe Time)
- Attendance Incentives
- Setting a new “norm” with discipline and dress code
- SOAR

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teacher and staff feedback indicates that not knowing one another on a more personal level impacts their abilities to identify with or support one another in times of need, as well as with the building of relationships with students. **Root Cause:** We don't put in the time or effort to do so, because of PD time being consumed with "outside" information. Though important, our campus needs to operate more like a family in order to best meet both student and personal needs.

Problem Statement 2 (Prioritized): Student reports and feedback indicate that there is inconsistency amongst the staff expectations at SHS. Students indicate that they feel they can identify teachers and staff that are invested in their education and those who are not simply through the involvement and support seen outside of the classroom. **Root Cause:** There are a couple of handfuls of teachers/staff that do more than teach their subjects. It appears to students that the same personnel are the ones that are involved and do every extracurricular event, sponsorship, and volunteering, while others are not expected to do more outside of their classroom duties.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a small community just north of Denton. Sanger High School is a comprehensive four-year public high school with 759 students in grades 9-12. Currently, we have 88 staff members including teachers, paraprofessionals, and administration. We have added a few new staff members to new programs this year. The teacher retention rate this past year was nearly 80% and the staff's average years of experience was over 14 years. Sanger ISD has a new teacher tribe academy two days before our returning staff reports to campus to onboard our new staff. New staff members are assigned mentors on their home campus to help support them as they become acclimated to their new positions. The district has continued to increase our pay scale to stay competitive with neighboring small districts. Due to our tax base, our pay scale is below the large nearby districts that have more industry.

Staff Quality, Recruitment, and Retention Strengths

- Teacher retention rate of 80%
- Staff has an average of 14 years of experience
- 31.7% of teachers hold an advanced degree (Masters and Doctorate)
- Staff Development built into the calendar three weeks before school and throughout the year.
- We are a Mac 1:1 Campus. Teachers utilize Canvas to provide tools to students so that resources are available 24/7.
- We are in close proximity to UNT and TWU

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Being a small district, Sanger has a smaller amount of funds available and is unable to match the pay scale of the larger districts to our south.

Root Cause: Sanger is a smaller town with a smaller tax base and is not as large as some of the larger towns to our south.

Problem Statement 2 (Prioritized): Being a smaller campus, there are a number of teachers that are the only one to teach a specific class. Teachers sometimes feel like an island unto themselves, and then it is more difficult to collaborate with their peers for continuous improvement. **Root Cause:** Based on course selection and the master schedule, certain courses may be offered only a few times a day.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sanger High School uses TEKS Resource System to access the scope and sequence which drives our curriculum and assessment of all students. This system is aligned with the standards of the State of Texas. Staff members are trained to utilize key components of the system.

Sanger High School uses 1:1 technology to put a MacBook Air into the hands of every student that will make his/her education more engaging, and positively transform the way teaching and learning take place.

Curriculum, Instruction, and Assessment Strengths

- Indian Walks
- Writer Spotlights
- Reading Class
- Indian Showcase
- Tribal Talks (PLC) opportunities are provided each day for departments to evaluate and refine collaborative teaching strategies
- Advisory time (Tribe Time) each day for 30 minutes to provide additional instruction to students who are struggling or needing additional support
- Collaboration with Denton ISD LaGrone Academy and North Central Texas College (NCTC) to meet CTE needs not available on the SHS campus
- Teachers use the Canvas Learning Management Platform as a technology tool to support their curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): A large number of students fail to achieve the Meets and Masters level on EOCs. **Root Cause:** This is due to a decrease in vertical alignment and an increase in assessment rigor.

Problem Statement 2 (Prioritized): Tough overall retention rates fall below the state average, this is still an area of concern for SHS. **Root Cause:** Research has shown that most students fail due to not turning in enough homework (which hurts their grades and reduces the amount of knowledge they learn).

Parent and Community Engagement

Parent and Community Engagement Summary

Our goal is to continue to develop a positive partnership with all stakeholders. We strive to provide several opportunities for parents/guardians to access important information, such as academic and social/emotional progress of their child, activities during the school day, evening parent information nights, and extracurricular events on campus.

Parent and Community Engagement Strengths

- Parents/guardians are provided with a written code of conduct, discipline procedures, and consequences. Copies are provided electronically or in print as requested during registration. Translation of documents in Spanish is also provided.
- Starting the third week of school, reports are run and students are pulled by teachers, who are monitoring progress, for extra tutoring help during Tribe Time.
- End-of-quarter parent/teacher conferences are held to provide parents with more information on the strengths and weaknesses of their students and provide support for success.
- Administration Care Team meets every three weeks to discuss immediate concerns of students due to attendance, social/emotional, discipline, and/or grades.
- Forms of communication:
 - Parent Square
 - Social media (Facebook)
 - Website
 - Email
 - Canvas communication
 - Parent Portal
 - Zoom (for face2face meetings despite previous COVID restrictions)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Evening parent information nights have historically low attendance numbers. **Root Cause:** Causes often come from parents not understanding the relevance of the information and additional services needed for attendance (child care, translation, transportation, time of day).

Problem Statement 2 (Prioritized): There is a need for a stronger partnership between home/school. **Root Cause:** Parent/Guardian perception of school can be negative, often parents are working and not able to be actively involved, and student's perception of parental role in education is often minimal.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Sanger High School take pride in their school and the school's reputation for success. SHS continues to strive to maintain a safe and positive environment with a strong focus on academic excellence. We believe in using the best instructional practices in the classroom and building strong relationships. Our focus goes far beyond just EOC scores and data. Our commitment is to keep students at the forefront when making decisions. When our students do not learn, we make the necessary adjustments to instruction and our organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value time devoted to Tribal Talks (Teaching Responsibly & Increasing the Bar for All Learners) and there is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

- Tribal Talks (Professional Learning Community)
- SHS staff truly believes all students can learn at high levels
- A continued mindset of "Tribe Over Me"
- 23-24 school year 75 students are taking 148 dual-credit courses
- 22-23 school year 70 students earned Industry-Based certifications
- 46 AP exams in 10 subjects (6 students achieved a 3 or higher on 12 exams)
- Tribe Time
- Academic calendar supporting yearly planning

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Being able to implement the accelerated learning for HB1416 with fidelity and review findings on a regular basis to ensure all students' needs are met. **Root Cause:** Implementing 1416 requirements while maintaining high rigor of instruction and providing instructional support is limited with time constraints.

Problem Statement 2 (Prioritized): A large portion of our students do not see the importance of today in their tomorrow nor do they understand the value of high rigor coursework. **Root Cause:** Students often only have a vision for making money and do not see the demands for higher education.

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. At SHS, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed.

Sanger High School is in its twelfth year of 1:1 MacBooks for each student. SHS is still a Mac-driven campus that utilizes the Google platform for education and the Canvas learning system. Classrooms include Apple TVs, projectors, document cameras, digital cameras, Swivel, and audiovisual equipment.

Technology Strengths

- Superior internet connectivity
- Weekly onsite support from the Instructional Technology Coordinator
- Wide variety of technology options
- 1:1 devices for students and faculty
- Online textbooks and ancillary materials
- Canvas Learning Management Platform
- Streamlined learning template
- Ascender: Parent portal for grade tracking
- ParentSquare: Student Data Analytics and Communication
- MacShack: Student Technology Support Center

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): While adept at social media technology use, students lack the ability to transfer their technology skills to the educational environment. **Root Cause:** Sanger High School students often lack the ability to relate to the importance and integration of educational technology and/or the skills to enhance their understanding of utilizing Canvas and Google Suite, for instance.

Priority Problem Statements

Problem Statement 1: SHS has decreased enrollment in AP and Dual Credit courses from previous years.

Root Cause 1: Student self-evaluation and internal motivation for rigorous courses.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of Masters in our English and Algebra 1 are lower than state, while Algebra I Meets is also lower than the state. We feel this continues to be an area of concern.

Root Cause 2: Students are not writing with fidelity across the curriculum. They are not able to apply inferencing to what they read. Classes lack differentiated instruction and engaging lessons with the ability to reach all student groups.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teacher and staff feedback indicates that not knowing one another on a more personal level impacts their abilities to identify with or support one another in times of need, as well as with the building of relationships with students.

Root Cause 3: We don't put in the time or effort to do so, because of PD time being consumed with "outside" information. Though important, our campus needs to operate more like a family in order to best meet both student and personal needs.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Student reports and feedback indicate that there is inconsistency amongst the staff expectations at SHS. Students indicate that they feel they can identify teachers and staff that are invested in their education and those who are not simply through the involvement and support seen outside of the classroom.

Root Cause 4: There are a couple of handfuls of teachers/staff that do more than teach their subjects. It appears to students that the same personnel are the ones that are involved and do every extracurricular event, sponsorship, and volunteering, while others are not expected to do more outside of their classroom duties.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Being a small district, Sanger has a smaller amount of funds available and is unable to match the pay scale of the larger districts to our south.

Root Cause 5: Sanger is a smaller town with a smaller tax base and is not as large as some of the larger towns to our south.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Being a smaller campus, there are a number of teachers that are the only one to teach a specific class. Teachers sometimes feel like an island unto themselves, and then it is more difficult to collaborate with their peers for continuous improvement.

Root Cause 6: Based on course selection and the master schedule, certain courses may be offered only a few times a day.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: A large number of students fail to achieve the Meets and Masters level on EOCs.

Root Cause 7: This is due to a decrease in vertical alignment and an increase in assessment rigor.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Tough overall retention rates fall below the state average, this is still an area of concern for SHS.

Root Cause 8: Research has shown that most students fail due to not turning in enough homework (which hurts their grades and reduces the amount of knowledge they learn).

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Evening parent information nights have historically low attendance numbers.

Root Cause 9: Causes often come from parents not understanding the relevance of the information and additional services needed for attendance (child care, translation, transportation, time of day).

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: There is a need for a stronger partnership between home/school.

Root Cause 10: Parent/Guardian perception of school can be negative, often parents are working and not able to be actively involved, and student's perception of parental role in education is often minimal.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Being able to implement the accelerated learning for HB1416 with fidelity and review findings on a regular basis to ensure all students' needs are met.

Root Cause 11: Implementing 1416 requirements while maintaining high rigor of instruction and providing instructional support is limited with time constraints.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: A large portion of our students do not see the importance of today in their tomorrow nor do they understand the value of high rigor coursework.

Root Cause 12: Students often only have a vision for making money and do not see the demands for higher education.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: While adept at social media technology use, students lack the ability to transfer their technology skills to the educational environment.

Root Cause 13: Sanger High School students often lack the ability to relate to the importance and integration of educational technology and/or the skills to enhance their understanding of utilizing Canvas and Google Suite, for instance.

Problem Statement 13 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline 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

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

Parent/Community Data

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





Support Systems and Other Data

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

Goals





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

Performance Objective 1: Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote a college going culture. Educator Wall Plate indicating the name of their university and highest degree earned posted outside class and promote College T-shirt days on Tuesdays.</p> <p>Staff Responsible for Monitoring: Administrators monitor that Wall Plates are posted and encourage College Tuesdays.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide all students with career exploration opportunities throughout the school year.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p>	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide college entrance placement exams during the school day and on weekends and provide mock exam opportunities to help improve scores.</p> <p>Staff Responsible for Monitoring: Testing Coordinator and Weekend Testing Coordinator</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





Performance Objective 2: Improve student performance of all student subgroups as measured by state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will evaluate student results from assessments during PLC time. Staff Responsible for Monitoring: Teachers, Administrators	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of meaningful writing across the curriculum through Indian Walks as well as writing conferences in the writing classroom. Staff Responsible for Monitoring: Teachers	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Students unsuccessful on STAAR will receive remediation through Accelerated Learning Groups as required by HB 1416. Staff Responsible for Monitoring: Teachers, Administration	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





Performance Objective 1: Improve student performance of all student subgroups as measured by state, district, and classroom assessments.

Evaluation Data Sources: State, district, and classroom assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will evaluate student results from assessments during PLC time. Staff Responsible for Monitoring: Teachers	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of meaningful writing across the curriculum through Indian Walks as well as writing conferences in the writing classroom. Staff Responsible for Monitoring: Teachers	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Students unsuccessful on STAAR will receive remediation through Accelerated Learning Groups as required by HB 1416. Staff Responsible for Monitoring: Teachers	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Provide opportunities for all students to develop character and soft-skills.





Strategy 1 Details	Formative Reviews		
Strategy 1: Continue Sanger Outstanding Achievement Recognition (SOAR) Program to encourage academic achievement, attendance, positive attitudes and superior behaviors through a system of rewards and recognition every grading period. Staff Responsible for Monitoring: Student Support Coordinator, Administrators	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on monthly character skills one Monday each month during Tribe Time. Staff Responsible for Monitoring: Counselors, Administrators	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Classrooms teach the use of soft-skills embedded in their curriculum. They are taught to all freshmen during Indian Academy and re-taught during other classes. Staff Responsible for Monitoring: Teachers, Administrators, Support Staff	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Sanger High School will provide professional development opportunities to support the development of new teachers.

High Priority





Evaluation Data Sources: T-TESS evaluations done periodically will indicate growth of new teacher skills and abilities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through the use of the T-TESS observation, evaluators will provide growth opportunities for new teachers based on their need.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sanger High School will provide mentor teachers for each new teacher.</p> <p>Strategy's Expected Result/Impact: Mentor teachers will help develop new teachers by addressing the needs as the year progresses.</p> <p>Staff Responsible for Monitoring: Veteran teachers will mentor new teachers and new teachers to the district.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: SHS will implement strategies to support the enrollment, attendance, and success of all students including homeless children and youth.

Evaluation Data Sources: Individual counseling meetings to ensure all services are met and resources provided for enrolling students along with documented attendance notification and support for requirements.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain an inclusive learning environment for all students through activities and modeling by students and staff.</p> <p>Staff Responsible for Monitoring: Staff Administration Student Leaders</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: SHS will provide a physically safe learning environment for all students.

HB3 Goal





Evaluation Data Sources: Promotion of use of the StopIt App, installation of Greenwatt lighting, Defensify filming, and the addition of law enforcement officers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly door exterior door sweeps to ensure secure entries and exits within the building</p> <p>Strategy's Expected Result/Impact: Implement repairs where door safety and security is not complete.</p> <p>Staff Responsible for Monitoring: Administration and SISD Police</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

Evaluation Data Sources: Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assistant Principals and Counselors will meet with Assistant Principal and Counselor at the Junior High to help students with transition to the high school.</p> <p>Strategy's Expected Result/Impact: Improved transition to high school and exposed student to positive high school experiences.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will conference (e.g., face-to-face conference, telephone conference, Zoom, or email) with parents at least once a semester to provide a variety of information that will include:</p> <ol style="list-style-type: none"> 1. What the school will do to help students meet performance standards; 2. What the parent can do to help student performance; 3. Additional assistance available at the school (Title I). <p>Strategy's Expected Result/Impact: Increased parental involvement and increased student achievement.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: We will align professional development opportunities for staff that align with the needs of students.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will select individualized professional development opportunities based on the T-TESS goals in collaboration with campus administration.</p> <p>Strategy's Expected Result/Impact: Increase in teacher growth and student achievement.</p> <p>Staff Responsible for Monitoring: Teacher Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Promote a college going culture. Educator Wall Plate indicating the name of their university and highest degree earned posted outside class and promote College T-shirt days on Tuesdays.
4	1	1	Through the use of the T-TESS observation, evaluators will provide growth opportunities for new teachers based on their need.
4	1	2	Sanger High School will provide mentor teachers for each new teacher.
7	1	1	Teachers will select individualized professional development opportunities based on the T-TESS goals in collaboration with campus administration.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Promote a college going culture. Educator Wall Plate indicating the name of their university and highest degree earned posted outside class and promote College T-shirt days on Tuesdays.
4	1	1	Through the use of the T-TESS observation, evaluators will provide growth opportunities for new teachers based on their need.
4	1	2	Sanger High School will provide mentor teachers for each new teacher.
7	1	1	Teachers will select individualized professional development opportunities based on the T-TESS goals in collaboration with campus administration.