

Sanger Independent School District
Sanger Middle School
2024-2025 Campus Improvement Plan



Board Approval Date: November 11, 2024

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

Demographics Summary

Sanger Middle School serves 7th and 8th grade students in Sanger ISD in Denton County. Sanger Middle School student enrollment is 425 students in 2024-2025.

Sanger Middle School enrollment has had minimal enrollment shifts in our student demographic groups. As of the 2024 - 2025 school year, the campus demographics were: African-American-9%, Hispanic- 27%, Asian Pacific Islander- 2%, White- 88% and American Indian 8%.

Sanger Middle School student categories include 9% Emergent Bilinguals, 6% Gifted and Talented, and 18.4% Special Education. Additionally, 45% are Economically Disadvantaged, and 16% are identified as at-risk.

Demographics Strengths

- Demographically, Sanger Middle School's population is relatively stable from year to year.
- The teacher-student ratio is currently lower than that of comparable surrounding districts.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 66% of our EB students did not pass the math STAAR in 23-24. **Root Cause:** Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences

Problem Statement 2 (Prioritized): The lack of awareness and understanding among our staff regarding our students' academic, social, and emotional needs based on our large economically disadvantaged percentage. **Root Cause:** Our demographics show that 45% of our campus is economically disadvantaged and 16% are considered at-risk.

Student Achievement

Student Achievement Summary

2024 STAAR Testing indicates a positive trend in all areas of academics despite the change in STAAR testing and accountability. While approach categories in testing indicate that a majority of students are achieving State expectations, there is a clear need for additional support to help students reach Mastery status.

Student Achievement Strengths

Sanger Middle School staff is committed to growing every student this school year. We are using the data we receive from the IXL diagnostic BOY/MOY/EOY summative assessments and CBAs to drive our decisions and plans to meet our students' needs best. We have implemented Learning Walks and Totem Time to improve tier 1 instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 84% of our SPED students did not pass the math STAAR **Root Cause:** This deficiency in Tier 1 instruction affects the overall academic achievement of SPED students, contributing to their high failure rate. Instructional strategies must be differentiated to meet the diverse needs of all students, including those with special needs.

School Culture and Climate

School Culture and Climate Summary

At Sanger Middle School, we prioritize nurturing and celebrating the growth of every student and staff member. Our commitment lies in fostering leadership skills in all students while creating a safe environment where they feel empowered to take educational risks. Every day, our students and staff strive to be the best versions of themselves, embracing and celebrating our collective growth.

School Culture and Climate Strengths

School Culture and Climate Strengths

Examples of ways we are growing our culture:

- * Mini School Night
- *School Dances
- *Pep Rallies
- *Student/Staff basketball game
- * Student Leadership roles on campus
- * Positive Phone Calls, Emails
- * Weekly Challenges for staff - with some working towards creating relationships with students
- *Tribal Talks

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Families at Sanger Middle School encounter challenges in partnering with the school due to the demanding work schedules of both parents, which limit their availability for school-related activities. **Root Cause:** The primary barrier to family engagement at Sanger Middle School is the demanding work schedules of both parents, which limit their availability for participating in school-related activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger, a small community located just north of Denton, is home to Sanger Middle School, which serves approximately 425 students in 7th and 8th grades.

During the 2024-2025 academic year, Sanger Middle School experienced a notable turnover rate, leading to the hiring of a substantial number of locally certified staff members to better address the needs of its students.

Staff Quality, Recruitment, and Retention Strengths

Sanger Middle School offers a "small-school feel" within the dynamic environment of a thriving metropolitan area. The campus benefits from a dedicated core group of veteran teachers and staff members, many of whom have been with the school for over five years, contributing to a strong foundation of experience and continuity. With the implementation of a four-day workweek and a focus on continuous growth, there is significant potential for developing robust teacher leadership and fostering a culture of excellence.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Sanger Middle School faces a challenge in attracting and retaining highly qualified teachers, which is crucial for maintaining and enhancing the quality of education. Despite the presence of a dedicated core of veteran educators, the school has experienced a notable turnover rate, partly due to the limited incentives currently offered. **Root Cause:** The district is competing with higher-paying districts in the area during a teacher shortage.

Problem Statement 2 (Prioritized): The lack of sufficient professional development opportunities has limited staff and paraprofessionals' ability to meet the student body's diverse needs. **Root Cause:** This is due to limited funding and resources for ongoing training and inadequate time built into the school schedule for staff and paraprofessional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sanger Middle School utilizes the following for Curriculum and Instruction:

1. **TEKS Resource System:** This system provides access to a scope and sequence, instructional focus documents, and year-at-a-glance materials, which guide our instruction and assessments. It is aligned directly with Texas State Standards.
2. **Intervention Time:** Sanger Middle School has a dedicated intervention period (Tribe Time) that addresses students' academic needs. This time is used to enrich high-achieving students and to provide intervention support to struggling students.
3. **Technology:** Sanger Middle School equips each student with an iPad. Teachers use this technology to engage students, provide differentiation, and track academic progress.
4. **Progress Monitoring:** Sanger Middle School uses IXL diagnostics three times a year to monitor progress in Reading and Math.
5. **Assessment Tools:** Sanger Middle School tracks and practices state TEKS and standards using STAAR benchmarks, unit assessments, TEKS Checks, and formative assessments.
6. **Professional Learning Communities (PLC):** Tribal Talks (PLCs) are conducted weekly for each grade level, providing opportunities for teachers to collaborate on instruction and monitor student growth.

Curriculum, Instruction, and Assessment Strengths

Sanger Middle School has strong teacher leadership within its departments, supported by well-established Professional Learning Community (PLC) meetings. These dedicated PLC sessions allow teachers to collaboratively address academic needs, share best practices, and develop strategies to enhance student outcomes. Our educators are deeply committed to providing every student with opportunities to meet high academic and behavioral expectations. They work diligently to create an inclusive learning environment, offering tailored support and enrichment to ensure all students excel and thrive.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are not consistently provided with opportunities to write across different content areas, which hinders their ability to develop and apply writing skills in various contexts. **Root Cause:** With the lack of professional development focused on writing strategies and integration, teachers may not have the necessary skills or confidence to incorporate writing activities into their subject areas.

Problem Statement 2 (Prioritized): There is a limited implementation of project-based learning (PBL) opportunities, which restricts students' engagement in hands-on, interdisciplinary activities that promote deeper understanding and practical application of knowledge. **Root Cause:** Insufficient time was allocated to the curriculum for PBL activities, and more explicit guidance and support were needed to integrate these approaches effectively.

Parent and Community Engagement

Parent and Community Engagement Summary

Sanger Middle School recognizes the critical role of close collaboration with families in effectively meeting our students' needs. We are committed to enhancing and strengthening our communication with parents and providing diverse opportunities for all stakeholders to engage with our school community actively.

Parent and Community Engagement Strengths

Many veteran staff members have been in the Sanger community for years. Parents have consistently supported the campus, actively inquiring about its needs and engaging through various channels, including parent newsletters and ParentSquare communication. The Stronger Connections grant has also enhanced our efforts to strengthen these relationships. These combined efforts and resources have positioned us well to support staff and students effectively through robust community partnerships.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There has been a lack of parent engagement at Sanger Middle School. **Root Cause:** Our parents at Sanger Middle School are working parents. They have multiple jobs and students on multiple campuses.

School Context and Organization

School Context and Organization Summary

At Sanger Middle School, our teacher-led campus is committed to implementing PBIS (Positive Behavioral Interventions and Supports), which helps build strong relationships between students and staff. This year, our master schedule has been a work in progress. While we have a solid schedule, we plan to adjust for the next academic year. These changes will be guided by our Campus Leadership Team (CLT), which will be informed by feedback and surveys from both parents and staff that will be collected.

School Context and Organization Strengths

The culture at Sanger Middle School is centered on continuous improvement to enhance student learning. New teachers benefit from ongoing support through our new teacher mentoring program, which aims to ensure that all students achieve mastery. Each week, staff participate in collaborative Tribal Talks, where student data is reviewed, and instructional strategies are developed to address the needs of all students. Additionally, our staff actively contributes to shaping the school's atmosphere, with their voices being heard through surveys and open communication, fostering a positive and inclusive environment.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): There is a lack of student leadership opportunities, which limits students' ability to develop essential leadership skills and engage meaningfully in school activities. **Root Cause:** This is primarily due to insufficient structured programs and initiatives to foster student leadership.

Technology

Technology Summary

Technology is a key component in shaping and enhancing student learning experiences. At Sanger Middle School, teachers are both encouraged and supported in leveraging technology to implement more engaging, effective, and efficient teaching methods compared to previous practices and resources.

Sanger Middle School provides each student with a 1:1 iPad program and maintains a Mac-driven campus that integrates the Google platform for education. Our classrooms have TVs and Apple TVs to further support and enhance the learning environment.

Technology Strengths

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

Our technology strengths include:

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

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

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology is predominantly used for consumption rather than creation. **Root Cause:** This is due to a lack of training and support for educators in implementing technology-driven projects and creative activities. Additionally, there may be insufficient resources and structured opportunities for students to engage in hands-on, project-based learning.

Priority Problem Statements

Problem Statement 1: 66% of our EB students did not pass the math STAAR in 23-24.

Root Cause 1: Challenges of learning a new language; Various levels of literacy; Difficulty with academic vocabulary; Cultural differences

Problem Statement 1 Areas: Demographics

Problem Statement 2: 84% of our SPED students did not pass the math STAAR

Root Cause 2: This deficiency in Tier 1 instruction affects the overall academic achievement of SPED students, contributing to their high failure rate. Instructional strategies must be differentiated to meet the diverse needs of all students, including those with special needs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The lack of sufficient professional development opportunities has limited staff and paraprofessionals' ability to meet the student body's diverse needs.

Root Cause 3: This is due to limited funding and resources for ongoing training and inadequate time built into the school schedule for staff and paraprofessional development.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: There is a lack of student leadership opportunities, which limits students' ability to develop essential leadership skills and engage meaningfully in school activities.

Root Cause 4: This is primarily due to insufficient structured programs and initiatives to foster student leadership.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: Technology is predominantly used for consumption rather than creation.

Root Cause 5: This is due to a lack of training and support for educators in implementing technology-driven projects and creative activities. Additionally, there may be insufficient resources and structured opportunities for students to engage in hands-on, project-based learning.

Problem Statement 5 Areas: Technology

Problem Statement 6: There is a limited implementation of project-based learning (PBL) opportunities, which restricts students' engagement in hands-on, interdisciplinary activities that promote deeper understanding and practical application of knowledge.

Root Cause 6: Insufficient time was allocated to the curriculum for PBL activities, and more explicit guidance and support were needed to integrate these approaches effectively.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Students are not consistently provided with opportunities to write across different content areas, which hinders their ability to develop and apply writing skills in various contexts.

Root Cause 7: With the lack of professional development focused on writing strategies and integration, teachers may not have the necessary skills or confidence to incorporate writing activities into their subject areas.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Sanger Middle School faces a challenge in attracting and retaining highly qualified teachers, which is crucial for maintaining and enhancing the quality of education. Despite the presence of a dedicated core of veteran educators, the school has experienced a notable turnover rate, partly due to the limited incentives currently offered.

Root Cause 8: The district is competing with higher-paying districts in the area during a teacher shortage.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: The lack of awareness and understanding among our staff regarding our students' academic, social, and emotional needs based on our large economically disadvantaged percentage.

Root Cause 9: Our demographics show that 45% of our campus is economically disadvantaged and 16% are considered at-risk.

Problem Statement 9 Areas: Demographics

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: Establish a leadership development program at Sanger Middle School that restructures the organizational model and incorporates additional teacher leadership.

Evaluation Data Sources: Staff Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a campus peer visitation program that is facilitated by an instructional staff member which promotes best instructional practices across campus.</p> <p>Strategy's Expected Result/Impact: This will be a low-stakes/high-yield strategy encouraging collaboration and trust among campus peers.</p> <p>Staff Responsible for Monitoring: Campus Principal and assigned staff members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish an admin-on-duty program allowing vetted individuals to experience and apply leadership as principals.</p> <p>Strategy's Expected Result/Impact: This will increase leadership development and interest in career development.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 1: Sanger Middle School will restructure Tribe Time intervention to differentiate for students between intervention and enrichment.

High Priority

Evaluation Data Sources: Intervention time in DMAC





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A set schedule will be established to promote enrichment and intervention for identified students.</p> <p>Strategy's Expected Result/Impact: By evaluating individual student needs, we will be able to foster an environment that supports student learning and achievement.</p> <p>Staff Responsible for Monitoring: Administration and campus teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
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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 social-emotional skills.

High Priority

Evaluation Data Sources: Documentation will be monitored through the campus counselor's schedule and activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a comprehensive career exploration program for students. Strategy's Expected Result/Impact: 100% of the program established and implemented Staff Responsible for Monitoring: Principal and counselor</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The counselor will use the Why Try? and Ripple Effects curriculum Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	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: Staff will indicate a greater than 70% positive indication of feeling safe and secure at Sanger Middle School when 2024-2025 staff surveys are averaged.

High Priority

Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: An administrator will visit every classroom at Sanger Middle School a minimum of one time per day during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Staff members will experience the presence of an administrator in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Admin and Campus Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Discipline referrals will be responded to within 24 hours of submission.</p> <p>Strategy's Expected Result/Impact: Staff members will experience that classroom concerns are a priority.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</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</p>	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Sanger Middle School administrators will complete a walkthrough per teaching staff every two weeks, excluding days pre/post holiday and the months of April and May.</p> <p>Strategy's Expected Result/Impact: Teachers will receive recognition for achievements and coaching for growth.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Ensure that all district facilities are safe and maintained.

High Priority

Evaluation Data Sources: Evidence will be documented in the security audit.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Safety audits will be conducted throughout the year, and updates will be completed as necessary. Strategy's Expected Result/Impact: Evidence of Safety Audit documentation Staff Responsible for Monitoring: Principal Deputy Superintendent</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SMS will utilize the Navigate 360 program for safety information. Strategy's Expected Result/Impact: Evidence of completed Safety Plans within Navigate 360. Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: A SISD Police Department officer will monitor and patrol the campus. Strategy's Expected Result/Impact: SISD police presence will deter unwanted behavior. Staff Responsible for Monitoring: Chief of SISD Police Department Officers of SISD Police Department</p>	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Principal and Assistant Principal will conduct weekly door audits. Strategy's Expected Result/Impact: Ensuring all doors are secure during times that the school has children in the building Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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


Performance Objective 1: Sanger Middle School will host four Campus Education Improvement Committee meetings with representation from all stakeholders to discuss various aspects of campus improvement.


High Priority

Evaluation Data Sources: Agendas, Sign-sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide applications for CEIC via ParentSquare. Strategy's Expected Result/Impact: Gain buy-in from parents/community members interested in providing targeted feedback to campus needs assessment. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Schedule meetings using input from CEIC to support all members' attendance. Strategy's Expected Result/Impact: Increase participation in CEIC and targeted feedback. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6, 4.1, 4.2</p>	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Sanger Middle School will establish and schedule "Parent Walkthrough" days, which will be a program intentionally designed to allow vetted parents to view in-class instruction Strategy's Expected Result/Impact: By allowing parents to view classroom instruction, the community will be provided with a greater image of what occurs in the classroom. Staff Responsible for Monitoring: Campus</p> <p>Title I: 2.5, 2.6, 4.1</p>	Formative		
	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 1: Sanger Middle School students will demonstrate a 5% increase in Mastery status in all STAAR test

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SMS Administration will meet regularly as a Senior Leadership Team, Campus Leadership Team, and in PLCs to discuss staff and student performance.</p> <p>Strategy's Expected Result/Impact: Ensuring multiple data sources are utilized to identify areas of need will improve targeted focus for instructional leadership.</p> <p>Staff Responsible for Monitoring: Administration, Campus Leadership Team, Senior Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			