Sanger Independent School District

Sanger High School

2025-2026 Campus Improvement Plan

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

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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Demographics

Demographics Summary

Sanger High School serves 9th-12th grade students in Sanger ISD in Denton County. Sanger High School student enrollment is 873 for the 2025-2026.

Sanger High School enrollment has had slightly elevated enrollment, causing shifts in our student demographic groups. As of the 2025 - 2026 school year, the campus demographics were: African-American-3%, Multi-Racial-4% , Hispanic-34% , Asian-<1%, White-57% and American Indian <1% .

Sanger High School student categories include: 6.7% Emergent Bilinguals, 6.7% Gifted and Talented, and 13.8% Special Education. Additionally, 39.8% are Economically Disadvantaged, and 33.7% are identified as at-risk.

Demographics Strengths

Gifted & Talented Enrollment	Close to the state average, reflecting strong service to GT students
At-Risk & Economically Disadvantaged	Lower proportions indicate a stronger socio-economic status overall
Emergent Bilingual (ELL)	A lower percentage allows for more targeted and impactful support
Racial/Ethnic Balance	Represents a thoughtfully diverse environment, reflecting the broader community
Graduation & Dropout Rates	Exceptional performance solidifies the school's ability to support student success

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sanger High School serves a diverse student population that includes a growing number of economically disadvantaged students, emergent bilingual learners, and students receiving special education services. Demographic trends reveal that these populations continue to face achievement gaps in academic performance, graduation readiness, and participation in advanced learning opportunities.
Root Cause: Instructional practices, intervention systems, and resource allocation are not consistently adapted to meet the needs of a changing and diverse student population. Gaps in differentiation, culturally responsive practices, and targeted support structures limit the school's ability to close achievement gaps and ensure equitable success for all students.

Student Achievement

Student Achievement Summary

Sanger High School demonstrates strong student achievement outcomes, especially in science proficiency, graduation rates, and career/college readiness. While most students meet foundational academic standards, there remains an opportunity to boost rates of students achieving Meets and Masters levels, especially in mathematics and English.

Category	Performance Highlight
Accountability Ratings	Overall and Student Achievement rated **B**
STAAR EOC—Mathematics	89% approach, 44% meet, 16% master grades
STAAR EOC—Science	93% approach, 55% meet, 15% master
STAAR EOC—Social Studies	97% approach, 76% meet, 45% master
Annual Growth (Progress)	English I: ~61%; Math (all grades): ~65% growth
College Readiness (CCMR)	~62% college-ready, ~36% career/military ready, ~45% industry certification rate
Statewide Standing	Science in top 10%; Reading top 30%; Graduation top 20%; Overall test performance top 50%

Student Achievement Strengths

Sanger High School's greatest student achievement strengths lie in its high graduation rates, low dropout rates, and above-average STAAR performance in science and social studies, paired with strong CCMR readiness through certifications and dual credit opportunities. These strengths highlight a well-rounded academic foundation and a strong culture of persistence and postsecondary preparation.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student performance data reveal gaps in academic achievement among various subgroups, including special education, emergent bilingual, and economically disadvantaged students. Additionally, while many students demonstrate success in meeting state standards, fewer students are reaching levels of advanced proficiency or excelling in higher-order skills necessary for postsecondary readiness.
Root Cause: Curriculum is not fully aligned across all grade levels and departments to exceed state/national standards, leading to uneven rigor and gaps in student readiness.

Problem Statement 2 (Prioritized): Sanger High School's academic performance data reveal persistent achievement gaps across student populations, particularly among special education and emergent bilingual students. While overall performance trends show progress, many students in these populations are not meeting grade-level expectations or demonstrating consistent growth.
Root Cause: Teachers have limited access to sustained, targeted professional development and lack consistent support in effectively using student data to guide instruction and differentiate learning.

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

    ◦ Tomahawk Times

    ◦ SISD Shout Outs

    ◦ Sunshine Committee

    ◦ Teacher Appreciation

    ◦ Employee 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): Sanger High School continues to face challenges in maintaining consistent student well-being, attendance, and academic engagement, particularly among educationally disadvantaged populations. Data trends indicate higher rates of chronic absenteeism, increased social-emotional needs, and lower academic outcomes within these groups.
Root Cause: Support systems for student wellness, safety, and engagement are fragmented and inconsistently implemented. Limited coordination between academic, behavioral, and social-emotional supports, coupled with resource gaps, prevents the school from fully addressing the needs of educationally disadvantaged students and ensuring equitable access to a safe and supportive learning environment.

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 873 students in grades 9-12. Currently, we have 100 staff members including teachers, paraprofessionals, and administration. We have added a new staff member to a new programs this year. The teacher retention rate this past year was nearly 97% and the staff's average years of experience was over 13 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 acclimate 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 that of the large nearby districts that have more industry.

Staff Quality, Recruitment, and Retention Strengths

- Teacher retention rate of 97%

- Staff has an average of 13 years of experience

- 40.0% of teachers hold an advanced degree (Masters and Doctorate)

- Staff Development built into the calendar two 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

- We adopted a 4 Day School Calendar beginning the 24-25 school year

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Sanger High School faces challenges in attracting and retaining highly qualified teachers in critical subject areas. Teacher turnover, coupled with increasing demands on instructional staff, impacts the consistency and quality of instruction. While many teachers demonstrate strong commitment and skill, gaps remain in ensuring that every classroom has an experienced, well-prepared educator.
Root Cause: Limited availability of qualified teacher candidates, especially in high-need areas, combined with competitive recruitment pressures from surrounding districts, reduces the school's ability to consistently hire and retain high-quality staff.

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 in most content areas. We also use our district adopted text books for ELA, Science, and Social Studies. The TEKS Resource 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

- Indian Showcase

- Tribal Talks (PLC) opportunities are provided 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: Sanger High School strives to provide rigorous, aligned instruction; however, inconsistencies remain in curriculum implementation, instructional delivery, and assessment practices across content areas. These inconsistencies contribute to gaps in student mastery, limited opportunities for higher-order thinking, and uneven progress toward college and career readiness.
Root Cause: Curriculum frameworks, instructional practices, and assessment systems are not fully aligned or consistently implemented campus-wide. Teachers need more targeted support and professional development in using assessment data to drive instruction, applying differentiation strategies, and ensuring curriculum rigor and coherence across grade levels and content areas.

Family and Community Engagement

Family 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.

Family 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 monitor 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.

- Care Team meets every month to discuss immediate concerns of students due to attendance, social/emotional, discipline, and grades.

- Forms of communication:

    - Parent Square

    - Social media (Facebook)

    - Website

    - Email

    - Canvas communication

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Although Sanger High School has established communication channels and outreach efforts, parent and community engagement remain inconsistent. Data from parent participation, feedback, and event attendance show that many families--particularly those from educationally disadvantaged backgrounds--are not fully engaged in collaborative partnerships with the school.
Root Cause: Current engagement practices are not systematically designed to provide inclusive, accessible, and ongoing opportunities for parents and community members to participate in decision-making, communication, and school activities. Barriers such as scheduling, language, and limited proactive outreach contribute to inconsistent collaboration and reduced impact on student achievement.

School Organization

School 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. We have PRIDE because we are Personally Responsible In Delivering Excellence!

School 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"

- 25-26 school year 66 students are taking dual-credit courses

- 114 students enrolled in OnRamps across 4 courses

- Tribe Time

- Academic calendar supporting yearly planning

Problem Statements Identifying School Organization Needs

Problem Statement 1: Sanger High School has established organizational structures to support student learning and staff collaboration; however, gaps remain in ensuring that systems, schedules, and processes are fully aligned to maximize instructional time, streamline communication, and provide equitable access to resources.
Root Cause: Campus organizational systems are not consistently structured or monitored to ensure alignment with instructional priorities and student needs. Limited time for structured collaboration, overlapping responsibilities, and communication gaps reduce the efficiency of school operations and hinder the ability to fully support teaching and learning.

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

- Instruction Technology Specialist x 2 on campus daily

- 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: Sanger High School is a 1:1 campus and has made significant investments in technology to support teaching and learning. However, the integration of technology into instruction is inconsistent across classrooms. While devices are available to every student, not all students are using them in ways that enhance critical thinking, collaboration, and problem-solving.
Root Cause: Although devices are readily accessible, teachers and students lack consistent training, support, and accountability structures for effectively leveraging technology as a tool for instruction, differentiation, and engagement. Professional development has not been fully aligned since COVID-19 to build teacher capacity for meaningful tech integration.

Priority Problem Statements

Problem Statement 1: Student performance data reveal gaps in academic achievement among various subgroups, including special education, emergent bilingual, and economically disadvantaged students. Additionally, while many students demonstrate success in meeting state standards, fewer students are reaching levels of advanced proficiency or excelling in higher-order skills necessary for postsecondary readiness.

Root Cause 1: Curriculum is not fully aligned across all grade levels and departments to exceed state/national standards, leading to uneven rigor and gaps in student readiness.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Sanger High School's academic performance data reveal persistent achievement gaps across student populations, particularly among special education and emergent bilingual students. While overall performance trends show progress, many students in these populations are not meeting grade-level expectations or demonstrating consistent growth.

Root Cause 2: Teachers have limited access to sustained, targeted professional development and lack consistent support in effectively using student data to guide instruction and differentiate learning.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Sanger High School continues to face challenges in maintaining consistent student well-being, attendance, and academic engagement, particularly among educationally disadvantaged populations. Data trends indicate higher rates of chronic absenteeism, increased social-emotional needs, and lower academic outcomes within these groups.

Root Cause 3: Support systems for student wellness, safety, and engagement are fragmented and inconsistently implemented. Limited coordination between academic, behavioral, and social-emotional supports, coupled with resource gaps, prevents the school from fully addressing the needs of educationally disadvantaged students and ensuring equitable access to a safe and supportive learning environment.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Although Sanger High School has established communication channels and outreach efforts, parent and community engagement remain inconsistent. Data from parent participation, feedback, and event attendance show that many families--particularly those from educationally disadvantaged backgrounds--are not fully engaged in collaborative partnerships with the school.

Root Cause 4: Current engagement practices are not systematically designed to provide inclusive, accessible, and ongoing opportunities for parents and community members to participate in decision-making, communication, and school activities. Barriers such as scheduling, language, and limited proactive outreach contribute to inconsistent collaboration and reduced impact on student achievement.

Problem Statement 4 Areas: Family and Community Engagement

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Sanger High School 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: By May 2026, Sanger High School will increase the percentage of students meeting or exceeding grade-level expectations on state assessments in all tested subjects by 8%, while also increasing student participation in advanced academic and career/technical programs by 3%.

Evaluation Data Sources: STAAR/EOC assessment results (meets and masters grade level)

ACT/SAT and TSIA2 scores

AP and Dual Credit course completion rates and exam scores

Industry-Based Certifications Completed

Strategy 1 Details	Formative Reviews		
Strategy 1: At Sanger High School, we will enhance instructional practices.	**Formative**		
Strategy's Expected Result/Impact: Implement district/campus-wide professional development focused on lesson structure, problem-based learning, and real-world application of content.	**Nov**	**Feb**	**May**
Provide instructional coaching and peer observation opportunities to promote consistent use of rigorous teaching strategies. **Staff Responsible for Monitoring:** Team leaders and Administration **TEA Priorities:** Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will expand access to advanced learning opportunities	**Formative**		
Strategy's Expected Result/Impact: Increase enrollment in AP, OnRamps, Dual Credit, Honors, and Career & Technical Education pathways through targeted student outreach and parent information sessions.	**Nov**	**Feb**	**May**
Provide academic supports such as Tribe Time tutoring, mentoring, and study skills sessions to ensure all students can succeed in advanced courses. **Staff Responsible for Monitoring:** Advanced Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will differentiate learning to meet individual needs	**Formative**		
Strategy's Expected Result/Impact: Use frequent formative assessments and data analysis to adjust instruction and provide targeted interventions.	**Nov**	**Feb**	**May**
Implement flexible grouping, scaffolded assignments, and personalized learning plans to challenge advanced learners and support struggling students. **Staff Responsible for Monitoring:** Teachers and Administration			

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Sanger High School will improve academic performance for all student populations, including special education and emergent bilingual students, by strengthening instructional practices through targeted staff development and data-driven support systems.

Performance Objective 1: By May 2026, the percentage of students in each accountability subgroup, including special education and emergent bilingual students, meeting or exceeding grade-level expectations on STAAR/EOC exams will increase by at least 5% from the 2025 baseline.

Evaluation Data Sources: STAAR/EOC assessment results disaggregated by subgroup (special education, emergent bilingual, economically disadvantaged, etc.)

TELPAS composite scores and domain growth for emergent bilingual students

Progress toward IEP goals for special education students

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide continuous staff development targeted to sub populations.	**Formative**		
Strategy's Expected Result/Impact: Provide ongoing professional development in learning cycles, differentiated learning, and inclusive classroom practices to meet diverse student needs.	**Nov**	**Feb**	**May**
Support teachers on progress monitoring tools and data analysis for identifying gaps and adjusting instruction. **Staff Responsible for Monitoring:** Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide data-driven instruction and intervention.	**Formative**		
Strategy's Expected Result/Impact: Conduct regular data meetings by department/PLC (Tribal Talks) to review performance of all student subgroups and plan targeted interventions.	**Nov**	**Feb**	**May**
Implement timely, tiered interventions (e.g., small-group instruction, push-in/pull-out support) for students not meeting benchmarks, review IEP goals and progress. **Staff Responsible for Monitoring:** Admin			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will support learning language integration.	**Formative**		
Strategy's Expected Result/Impact: Expand the use of academic language scaffolds and visual supports in all core content areas for emergent bilingual students.	**Nov**	**Feb**	**May**
Provide co-teaching and collaborative planning time for general education and ESL staff to align strategies and supports. **Staff Responsible for Monitoring:** ESL staff and General Ed teachers.			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Sanger High School will foster a safe, healthy, and supportive learning environment that promotes student well-being, attendance, and academic success for all students, with particular focus on educationally disadvantaged populations.

Performance Objective 1: Implement a data-driven, coordinated health program aimed at improving student fitness, attendance, and academic outcomes, especially for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Sources: StopIt usage reports (number and type of reports submitted)

Incident and discipline referral data disaggregated by type and student subgroup

Climate and safety survey results from students, staff, and parents

FitnessGram results and student health screenings

Attendance rates, especially for educationally disadvantaged students

Participation records in physical activity programs and nutrition education sessions

PBIS (MINGA) implementation fidelity checklists and recognition records

Reduction in repeated behavioral infractions and office referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementation of "StopIt," an anonymous reporting system for students to report unsafe or uncomfortable incidents, including bullying, harassment, and threats.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase climate and decrease safety concerns on SHS campus. **Staff Responsible for Monitoring:** Teachers. Counselors, Admin			

Strategy 2 Details	Formative Reviews		
Strategy 2: SHS Counselors, Admin, Police, Nurse, and Teachers will use a Safe Care Team Program to ensure safe and student supportive practices	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Campus counselors and administrators will conduct threat assessments and suicide risk assessments, following district protocol, to ensure the safety and security of staff and students. **Staff Responsible for Monitoring:** Counselors and Admin with support from other stakeholders when needed.			

Strategy 3 Details	Formative Reviews		
Strategy 3: Use MINGA as a part of our Positive Behavioral Interventions and Supports (PBIS).	**Formative**		
Strategy's Expected Result/Impact: Foster a positive learning environment for students and staff on the SHS campus. **Staff Responsible for Monitoring:** Admin and MINGA Team	**Nov**	**Feb**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the Threat Assessment Team To Conduct Threat Assessments and Suicide Risk Assessments	**Formative**		
Strategy's Expected Result/Impact: Promote a safe and supportive learning environment for all students **Staff Responsible for Monitoring:** Admin and Counselors, along with the Threat Assessment Team when needed.	**Nov**	**Feb**	**May**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Sanger High School will strengthen relationships with parents and the community by providing meaningful opportunities for engagement, communication, and collaboration to support student success.

Performance Objective 1: Provide opportunities to increase parent involvement and allow parents to build partnerships with teachers and administrators in order to ensure their child's success.

Evaluation Data Sources: Parent Participation Data:

Attendance logs for parent events and workshops

Sign-in sheets and feedback forms from parent conferences and engagement activities

Communication Effectiveness Data:

Parent survey results on communication quality and frequency

Website and social media engagement metrics

Partnership & Support Data:

Records of community partnership activities and contributions

Volunteer logs and mentorship program participation numbers

Strategy 1 Details	Formative Reviews		
Strategy 1: Host regular parent engagement events, such as academic nights, CTE informational nights, and Q&A sessions with administrators, to promote collaboration and transparency.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase parent engagement at SHS. **Staff Responsible for Monitoring:** Admin with the support of all stakeholders.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize multiple communication platforms (ParentSquare, school website, newsletters, social media) to share timely information and solicit parent feedback.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase two-way communication with families of SHS. **Staff Responsible for Monitoring:** Admin and Teachers			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		

Strategy 3: Partner with local businesses, organizations, and the Sanger Education Foundation to provide resources, mentorship opportunities, and career connections for students.
    Strategy's Expected Result/Impact: Strengthen community partnerships
    Staff Responsible for Monitoring: Admin and CTE Coordinator
	Formative		

	Nov	**Feb**	**May**

No Progress   Accomplished   Continue/Modify   Discontinue