

Sanger Independent School District



Sanger High School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Board Approval Date:
September 14, 2026

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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Comprehensive Needs Assessment

Demographics

Summary

Sanger High School serves 9th-12th grade students in Sanger ISD in Denton County. Sanger High School student enrollment is 850 for the 2026-2027.

Sanger High School enrollment has had slightly declined 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.

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	Root Cause
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 services. Demographic trends reveal that these populations continue to face achievement gaps in academic performance, graduation readiness, and participation in advanced learning opportunities.	Tier 1 Instructional practices and vertical alignment implementation are not consistent. A lack of culturally responsive consumable materials and targeted support structures hinders the campus's ability to close achievement gaps and ensure equitable success for all students.

★ = Priority

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%

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	Root Cause
1★ Student performance data reveal gaps in academic achievement among various subgroups, including special populations. Additionally, while many students demonstrate success in meeting state approaching standards, fewer students are reaching levels of advanced proficiency or excelling in higher-order skills necessary for postsecondary readiness.	Time constraints and day-to-day operational needs limit specialized support for individual planning to advance beyond the state minimum.
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.	Teachers are meeting student needs by over-accommodating, which creates gaps in academic expectations and growth.

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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.

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	Root Cause
1★ Sanger High School continues to face challenges in maintaining consistent student well-being, attendance, and academic engagement, particularly among economically disadvantaged populations. Data trends indicate higher rates of chronic absenteeism, increased social-emotional needs, and lower academic outcomes within these groups.	Educational supports and services have increased in the past two years, while outside of school/ environmental restraints have continued to provide barriers to academic and social/emotional growth.

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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.

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	Root Cause
1 Sanger High School faces few challenges with teacher turnover, but increasing demands on instructional staff impact the consistency and quality of instruction.	Our district is in an area of significant growth without the ability to add positions. Larger nearby districts have extra staff to balance the workload, while we, as a smaller district, have to take on additional tasks to get the work done.

 = Priority

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.

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	Root Cause
1 Sanger High School strives to provide rigorous, aligned instruction; A few inconsistencies remain in curriculum implementation. These inconsistencies contribute to gaps in student mastery, limited opportunities for higher-order thinking, and uneven progress toward college and career readiness.	Teachers struggle with keeping instruction at a high rigor for fear of not meeting student needs.

★ = Priority

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.

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	Root Cause
1★ Sanger High School has increased communication and outreach efforts; however, parent and community engagement remain inconsistent. Data from parent participation, feedback, and event attendance show that many families--particularly those from economically disadvantaged and English-limited backgrounds- are not fully engaged in collaborative partnerships with the school.	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. Inconsistency in district expectations makes parents frustrated, and in turn, parents become disengaged.

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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!

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	Root Cause
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.	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.

 = Priority

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.

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	Root Cause
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.	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. Technology professional development is not fully aligned to build teacher capacity for meaningful tech integration.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

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.

Teachers are meeting student needs by over-accommodating, which creates gaps in academic expectations and growth.

2★

Student performance data reveal gaps in academic achievement among various subgroups, including special populations. Additionally, while many students demonstrate success in meeting state approaching standards, fewer students are reaching levels of advanced proficiency or excelling in higher-order skills necessary for postsecondary readiness.

Time constraints and day-to-day operational needs limit specialized support for individual planning to advance beyond the state minimum.

3★

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

Educational supports and services have increased in the past two years, while outside of school/ environmental restraints have continued to provide barriers to academic and social/emotional growth.

4★

Sanger High School has increased communication and outreach efforts; however, parent and community engagement remain inconsistent. Data from parent participation, feedback, and event attendance show that many families--particularly those from economically disadvantaged and English-limited backgrounds- are not fully engaged in collaborative partnerships with the school.

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. Inconsistency in district expectations makes parents frustrated, and in turn, parents become disengaged.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 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
- ☒ 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 academic achievement while supporting the unique linguistic and academic needs of Emergent Bilingual (EB) students.

Performance Objective 1

By May 2027, Sanger High School will increase the percentage of Emergent Bilingual (EB) students meeting or exceeding grade-level expectations on STAAR/EOC assessments by 5%, while increasing EB student enrollment and successful completion in advanced academic and CTE pathways by 3%.

Evaluation Data Source: STAAR/EOC assessment results disaggregated by EB status, TELPAS composite scores, AP/OnRamps/Dual Credit/CTE course completion rates, and Industry-Based Certification completion data.

Strategy 1

At Sanger High School, general education core teachers and ESL-certified specialists will co-plan and utilize a push-in inclusion model to deliver scaffolded, high-rigor Tier 1 instruction. Push-in support will focus on pre-teaching essential academic vocabulary, embedding graphic organizers, and providing real-time language clarification during advanced problem-solving activities rather than lowering task complexity or removing EB students from core learning.

Strategy's Expected Result/Impact: Increased access to grade-level core curriculum, higher student engagement, and improved performance on rigorous STAAR/EOC state standards.

Staff Responsible for Monitoring: Campus Administration, Department Heads, and ESL Specialists.

TEA Priorities: Connect high school to career and college

Formative Reviews

November

February

May

Strategy 2

We will conduct targeted academic counseling and parent outreach sessions (offered in English and Spanish) to identify EB students demonstrating readiness for Honors, AP, Dual Credit, and CTE pathway courses. Push-in ESL support and peer-mentoring groups will be paired with advanced courses to ensure ongoing language acquisition and academic success.

Strategy's Expected Result/Impact: Higher participation and completion rates for EB/ESL students in advanced academics and CTE certification tracks.

Staff Responsible for Monitoring: School Counselors, CTE Coordinator, and Advanced Academics Teachers.

Formative Reviews

November

February

May

Goal 2

Sanger High School will improve academic performance for all student populations, with an intentional focus on Emergent Bilingual (EB) students, by strengthening push-in inclusion practices and data-driven language integration.

Performance Objective 1

By May 2027, at least 60% of Emergent Bilingual (EB) students will demonstrate a minimum of one composite level of growth on the TELPAS exam, and EB subgroup performance on STAAR/EOC content exams will increase by at least 5% from the 2026 baseline.

Evaluation Data Source: TELPAS domain (Listening, Speaking, Reading, Writing) and composite growth scores, STAAR/EOC performance data, and Tribal Talk language monitoring.

Strategy 1

We will allocate weekly, dedicated co-planning periods for general education core teachers and ESL push-in staff to align language objectives with TEKS content standards. General education and ESL teachers will co-teach using station teaching, alternative teaching, and small-group push-in strategies to model academic language and scaffold complex reading and writing tasks directly in the general education classroom setting.

Strategy's Expected Result/Impact: Direct alignment between language acquisition goals and core content, resulting in measurable TELPAS domain growth and improved STAAR scores.

Staff Responsible for Monitoring: Administration, ESL Coordinator, and Core Content Teachers.

Formative Reviews

November

February

May

Strategy 2

During regular PLC data meetings (Tribal Talks), core content and ESL push-in teachers will jointly analyze formative assessment results, writing samples, and interim benchmarks for EB students. These data cycles will identify specific linguistic gaps (such as syntax or specialized vocabulary) and guide immediate, targeted small-group push-in interventions within core classrooms.

Strategy's Expected Result/Impact: Early identification of linguistic gaps, timely instructional adjustments, and increased student mastery of academic vocabulary.

Staff Responsible for Monitoring: Campus Administration, ESL Support Staff, and PLC Lead Teachers.

Formative Reviews

November

February

May

Goal 3

Sanger High School will foster a safe, healthy, and supportive learning environment that promotes student well-being, attendance, and belonging, with focused wrap-around support for all students.

Performance Objective 1

By May 2027, attendance rates for Emergent Bilingual and educationally disadvantaged students will improve by 3%, and office discipline referrals will decrease by 10% through culturally responsive PBIS practices and targeted support systems.

Evaluation Data Source: Daily attendance and chronic absenteeism reports, MINGA/PBIS fidelity checklists and reward tracking, discipline referral logs disaggregated by subgroup, and climate survey results.

Strategy 1

We will integrate multilingual resources into campus-wide PBIS systems (MINGA) and anonymous reporting platforms (StopIt) to ensure Emergent Bilingual students can fully participate in reward systems and safely report concerns in their native languages. Push-in staff and counselors will explicitly teach campus expectations and safety protocols using visual and language-scaffolding tools.

Strategy's Expected Result/Impact: Reduced behavioral infractions, higher campus connection, and increased reporting of safety or climate concerns among EB students.

Staff Responsible for Monitoring: Administration, Counselors, and MINGA/PBIS Team.

Formative Reviews

November

February

May

Strategy 2

The Safe Care Team (comprising Counselors, Admin, Nurse, Police, and ESL staff) will conduct threat and/or suicide assessments to ensure the safety and security of staff and students along with MTSS evaluations and supports for students.

Strategy's Expected Result/Impact: Improved attendance rates, reduced truancy, and stronger student well-being for all students including EB and disadvantaged student groups.

Staff Responsible for Monitoring: Safe Care Team, Counselors, and ESL Staff.

Formative Reviews

November

February

May

Goal 4

Sanger High School will strengthen relationships with parents and the community by providing accessible, meaningful opportunities for engagement, native-language communication, and collaborative partnerships.

Performance Objective 1

By May 2027, parent participation at campus academic and career events will increase by 20%, with at least 40% representation from families of Emergent Bilingual (EB) students, facilitated by two-way native-language communication platforms.

Evaluation Data Source: Parent event sign-in sheets disaggregated by language preference, ParentSquare translation analytics and engagement rates, and biannual parent feedback surveys.

Strategy 1

Host dedicated parent engagement events (e.g., District ESL Parent Academies, CTE/College Information Nights, and Administrator Q&A Sessions) equipped with real-time translation services and led jointly by administration and ESL staff.

Strategy's Expected Result/Impact: Increased parent self-efficacy, higher event attendance among non-English speaking families, and stronger home-school collaboration.

Staff Responsible for Monitoring: Administration, ESL Specialists, and Counselors.

Formative Reviews

November

February

May

Strategy 2

Utilize multi-channel platforms (ParentSquare, translated newsletters, and social media) to send timely communication to families in their home language. Concurrently, partner with local community organizations, businesses, and possibly the Sanger Education Foundation to provide adult ESL resources, mentoring, and localized family support services.

Strategy's Expected Result/Impact: Enhanced two-way communication with non-English speaking households and expanded community resource networks for EB families.

Staff Responsible for Monitoring: Campus Administration, ESL Coordinator, and teachers

Formative Reviews

