

# Sanger Independent School District



## Linda Tutt High School

## 2026-2027 Campus Improvement Plan

Board Approval Date:  
September 14, 2026

# Mission Statement

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

# Vision

Linda Tutt 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

# Table of Contents

|                                                                                           |    |
|-------------------------------------------------------------------------------------------|----|
| <b>Comprehensive Needs Assessment</b>                                                     | 4  |
| Demographics                                                                              | 5  |
| Student Achievement                                                                       | 8  |
| School Culture and Climate                                                                | 11 |
| Staff Quality, Recruitment, and Retention                                                 | 13 |
| Curriculum, Instruction, and Assessment                                                   | 16 |
| Family and Community Engagement                                                           | 18 |
| School Organization                                                                       | 20 |
| Technology                                                                                | 22 |
| <b>Goals</b>                                                                              | 24 |
| Goal 1 : We will provide rigorous learning opportunities and curricula that will meet ... | 25 |
| Goal 2 : We will provide rigorous learning opportunities and curricula that will meet ... | 27 |
| Goal 3 : We will provide a learning environment that is physically safe and emotion...    | 29 |
| Goal 4 : We will develop and implement an active parent and community engagem...          | 31 |



# Comprehensive Needs Assessment

# Demographics

## Summary

**Linda Tutt High School** is a public alternative school that serves a very small, tightly knit student body of typically approximately 20 students annually. Because of its specialized nature, the campus maintains a distinct demographic makeup and has approximately a **6:1 student-teacher ratio**.

## Race & Ethnicity (2025-2026)

- **White:** 76.2%
- **Hispanic or Latino:** 14.3%
- **Black or African American:** 4.8%
- **Two or More Races:** 4.8%
- **Asian / Pacific Islander / Native American:** 0%

## Gender Distribution (2026-2027)

- **Female:** 17%
- **Male:** 83%

## Grade Level Breakdown (2026-2027)

- **9th Grade:** 0 students
- **10th Grade:** ~2 students
- **11th Grade:** ~2 students
- **12th Grade:** ~2 students
- **Special Education:** Approximately 33% of the student body consists of students served under the Individuals with Disabilities Education Act (IDEA).

## Strengths

### 1. Low Student-to-Teacher Ratio

- **Personalized Instruction:** The school maintains an exceptional **6:1 student-to-teacher ratio**, far below the Texas state median of 13.8:1.

### 2. High Concentration of Specialized Support

- **Targeted Special Education:** With **33%** of its student body served under the Individuals with

Disabilities Education Act (IDEA), the campus structure allows for highly concentrated, customized accommodations that are difficult to replicate in larger general-education settings.

### 3. Favorable Graduation and Proficiency Outcomes

- **Strong Accountability:** For an alternative campus, Linda Tutt outperforms state averages for its demographic profile, ranking in the **top 50% of Texas schools for overall test scores**. Both its math and reading proficiency rates outpace the baseline state expectations for alternative programs.
- **Successful Completion:** LTHS maintains an impressive **89% to 90% four-year high school graduation rate**.

### 4. Close-Knit Community Environment

- **Family-Like Dynamics:** Because the enrollment hovers between **16 and 21 students**, the campus mitigates the anonymity of larger high schools. Staff at LTHS get to build strong relationships with their students and parents.

# Problem Statements Identifying Demographics Needs

|   | Problem Statement                                                                                                                              | Root Cause                                           |
|---|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1 | Student population at LTHS maintains a high percent of students receiving special education services, high SOS, and students who are At-Risk . | Students lack appropriate supports early on in life. |

★ = Priority

# Student Achievement

## Summary

**Linda Tutt High School** is evaluated as an Alternative Education Accountability (AEA) campus. Because the school primarily serves credit-deficient students, its performance ratings focus heavily on graduation completion and student growth rather than traditional test scores.

## State Accountability Rating

- **TEA Performance Score:** The school holds a **"C" Rating** with an overall score of **73**.
- **Alternative Standards:** Under the state's AEA system, the school is judged on modified criteria that reward the campus for recovering students at risk of dropping out and successfully guiding them toward graduation.

## Graduation & Completion Success

- **Graduation Rate:** Despite serving a historically at-risk student population, the school achieves a high four-year graduation rate ranging between **86% and 89%**.
- **Postsecondary Tracking:** Roughly **17% of graduates** enroll in an in-state college or vocational program within 12 months of finishing high school.

## Academic Testing & College Readiness

- **Advanced Coursework:** Because the primary focus is core credit recovery and immediate graduation, college preparatory metrics are naturally low. The school sees an **SAT participation rate of 5%** and an Advanced Placement (AP) course participation rate of **less than 1%**.

## Strengths

### High Graduation Rate Post-Recovery

- **Strong Longitudinal Graduation:** The school maintains an impressive **86% to 89% four-year graduation rate**.
- **Overcoming Hurdles:** Achieving this rate is a notable accomplishment, considering that a significant percentage of the student population enters the campus classified as academically at-risk or credit-deficient.

### Outperforming Alternative Group Averages

- **Relative Academic Proficiency:** State data profile matrices compiled by [Public School Review](#) indicate that Linda Tutt High School ranks in the **top 50% of all alternative schools in Texas** for

its overall standardized testing baseline.

- **State Comparisons:** the school's average math and reading proficiency rates consistently track slightly higher than the state averages strictly compiled for alternative and remedial learning cohorts.

# Problem Statements Identifying Student Achievement Needs

|   | Problem Statement                                                                                                                                                                                                                                        | Root Cause                                                 |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 1 | Students attending Linda Tutt High School face a critical gap in standardized academic proficiency, with only approximately 25% hitting state benchmarks in core subjects like reading, which severely limits their traditional postsecondary readiness. | Students, and their families, do not prioritize education. |

★ = Priority

# School Culture and Climate

## Summary

Students and staff at LTHS describe the school climate as safe, less overstimulating, caring, individualized, students increase but not support, behavior has improved, and the number of students reintegrating from the Challenge program has increased. Students feel respect and there is individualized supports for each student. The point sheets in the Challenge program show the success students are having behaviorally.

## Strengths

LTHS is a place of deeply empathetic, resilience, and maintains a family-type atmosphere in an ever changing dynamic school setting.

# Problem Statements Identifying School Culture and Climate Needs

|   | Problem Statement                                                                           | Root Cause                                                             |
|---|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1 | The changes to teaching staff has created some anxiety and concern regarding job stability. | LTHS has gone from 15 teachers to 7 total teachers because of the RIF. |

★ = Priority

# Staff Quality, Recruitment, and Retention

## Summary

At **Linda Tutt High School** the staff quality, recruitment, and retention profiles reflect a highly specialized, stable, and credentialed team tailored to alternative education.

## Staff Quality & Credentials

- **Advanced Degrees:** The teaching staff is highly educated, with **55.2% holding Bachelor's degrees and 44.8% holding Master's degrees**.
- **Specialized Skill sets:** The faculty possesses specific training in crisis intervention, mental health, and safety care. This preparation ensures they can support credit-deficient students and those displaying challenging behavior.
- **Wrap-Around Support:** The instructional team is supplemented daily by Licensed Specialists in School Psychology (LSSP), Behavioral Specialists, a dedicated counselor, community outreach professional, and a district social workers.

## Recruitment Strategies

- **The Four-Day School Week:** To combat the lower salary scales compared to larger surrounding North Texas districts, Sanger ISD utilizes a [4-Day Instructional Workweek](#) as a primary recruitment incentive. This innovative system targets high-quality, certified applicants seeking a better work-life balance.
- **Childcare Assistance:** The district operates the internal *Tenderfoot Daycare* specifically for employees, heavily enhancing its recruitment appeal for teachers with young families.

## Staff Retention & Turnover

- **Exceptionally Low Turnover:** Unlike many alternative education programs that experience high burnout, Linda Tutt High School reports **very little staff turnover** and exceptionally strong daily staff attendance.
- **Collaborative Culture:** High retention is driven by a heavily resourced peer environment, where campus administrators, teachers, and behavioral support staff provide immediate, ongoing workspace support.

## Strengths

### Highly level of Credentials & Specialized Faculty

- **Advanced Academic Training:** An impressive **44.8% of the teaching staff holds a Master's degree**, equipping the faculty with advanced research-backed methodologies to tackle complex learning needs.

- **Specialized Support Network:** Staff members are heavily certified in trauma-informed care and crisis prevention. They work alongside an integrated wrap-around team of behavioral specialists, social worker, and school psychologists to prevent individual teacher burnout.

# Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

| Problem Statement                                                                                                                                          | Root Cause                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>86% of the teaching staff is being asked to teach in different areas and/or with different student populations from previous year.</div> | <div>With the RIF occurring because of the dissolving of the DCSEC, teachers are being required to take on new teaching responsibilities.</div> |

★ = Priority

# Curriculum, Instruction, and Assessment

## Summary

### 1. Curriculum Model

- **Blended Digital Coursework:** The academic foundation relies heavily on **Edmentum**, an online learning curriculum that allows credit-deficient students to progress rapidly through missing graduation requirements.
- **Supplemental Programs:** Digital tools like **IXL** are fully integrated to address individual skill deficiencies, alongside **Learning Ally** to support student reading development.

### 2. Instructional Delivery

- **Highly Individualized Focus:** Instruction is distinctively tailored, interactive, and consistent, benefiting from the campus's characteristically low student-to-teacher ratio.
- **Multi-Tiered Support:** Class structures utilize specialized teachers and paraprofessionals to maintain small, manageable groups.

## Strengths

### Personalized Academic Acceleration

- **Adaptive Digital Curriculum:** Through the computer platform **Edmentum**, students can work rapidly to recover missing high school credits.
- **Targeted Skill Interventions:** By integrating software like **IXL** and **Learning Ally**, educators instantly pinpoint specific reading and math deficits, tailoring remediation directly to the individual student's baseline.

### Data-Driven STAAR Support

- **Continuous Progress Monitoring:** Despite being an alternative campus with highly fluid student needs, administration uses rigorous student progress data to closely monitor state testing benchmarks.
- **Targeted EOC Tutorials:** Faculty members successfully use this diagnostic data to place students into mandatory, small-group State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) tutorials, ensuring students efficiently clear state testing hurdles required for graduation.

| Problem Statements Identifying Curriculum, Instruction, and Assessment Needs                                                                                                                                                                                |                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem Statement                                                                                                                                                                                                                                           | Root Cause                                                                                                                                                           |
| <div>1</div> <p>Students at Linda Tutt High School experience a persistent gap between rapid digital credit completion and actual mastery of rigorous state standards, resulting in low raw proficiency rates on STAAR End-of-Course (EOC) assessments.</p> | <p>Because students are behind on their credits, their focus is more on catching up on credits to graduate rather than actually learning to master the material.</p> |
| <div>★ = Priority</div>                                                                                                                                                                                                                                     |                                                                                                                                                                      |

# Family and Community Engagement

## Summary

LTHS engages their families and community through clothes drives, Christmas Toys-4-Tots toy drive, angel trees, LTHS grocery store, SISD community out-reach program, school sponsored field trips, and by getting community business representatives to speak to our students about career opportunities. Strong community partnerships continue with local churches, Tarrant Area Food Bank, and parents/community member volunteers.

## Strengths

LTHS provides numerous opportunities for students and their families to give back to their community, emphasizing on servant leadership.

# Problem Statements Identifying Family and Community Engagement Needs

|   | Problem Statement                                               | Root Cause                                                                               |
|---|-----------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1 | There is low parent involvement in student's education at LTHS. | Many of our students are older, closer to graduation, and want to be independent adults. |

★ = Priority

# School Organization

## Summary

Linda Tutt High School is uniquely structured to isolate or blend five specialized student programs depending on need:

- **The Choice Program:** A standalone, self-paced academic high school track that allows credit-recovery for students to work flexibly toward their high school diploma.
- **Disciplinary Alternative Education Program (DAEP):** A separate, highly structured behavioral intervention track. It relies on a mandatory dress code and an incremental points system where students must serve a minimum assignment (typically 30 days) before returning to their home campus.
- **Behavioral Programs:** The campus explicitly hosts three multi-district cooperative tracks—an Elementary behavior class, a Secondary behavioral classroom, and Adaptive Behaviors programs—designed for high-needs special education placement.
- **Hope 18+ Program:** This educational program, made up of typically life skill students, targets students that have completed their 4 years of high school, but they are not quite ready for the next step in their lives. Job skills training and functional life skills are the targeted goals for this student population.

## Strengths

The primary school organization strength of **Linda Tutt High School** is its **highly agile, multi-program design** that allows the campus to successfully operate five distinct educational tracks simultaneously while maintaining a unified, supportive environment [vzuncxm1peiq2vgs3xtv].

Managing multiple alternative and specialized programs on a single campus usually risks organizational chaos, but Linda Tutt High School thrives by leveraging several structural strengths:

## Specialized Programs

- **Distinct Pathways:** The school expertly organizes and integrates five distinct educational pathways. It balances the Choice program (self-paced credit recovery) alongside the Disciplinary Alternative Education Program (DAEP), three distinct behavioral classrooms tracks along with an 18+ Program.
- LTHS is able to meet the needs of students that do not typically fit the mold of a general education setting.

# Problem Statements Identifying School Organization Needs

| Problem Statement                                                                                                                                                                                                                   | Root Cause                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1 LTHS has a complex multi-program structure that forces school staff to constantly juggle physical space, separate scheduling blocks, and distinct behavioral intake rules, which strains the campus's shared staffing resources . | LTHS staff struggle to maintain a consistent structure because of the fluid student population. |

★ = Priority

# Technology

## Summary

LTHS students have access to iPads and Chromebooks. LTHS staff have access to Apple MacBooks, Smart TVs, and projectors. Mrs. Emily Landers is the campus IT staff to help assist teachers with educational computer software.

## Strengths

LTHS has a variety of technology programs (Edmentum, IXL, etc.) that can meet the various student needs for each program.

# Problem Statements Identifying Technology Needs

|   | Problem Statement                              | Root Cause                                                                           |
|---|------------------------------------------------|--------------------------------------------------------------------------------------|
| 1 | Students are being asked to use older devices. | Student devices are out dated and struggle to meet the newer technological programs. |

★ = Priority



# Goals

# Goal 1

We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the STAAR Math scores of each student while meeting their individualized needs and aspirations.

## Performance Objective 1 High Priority

All students, as appropriate, will attend and participate in an extensive individualized STAAR math tutorials, along with IXL practice, prior to taking their STAAR EOC test.

**Evaluation Data Source:** Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the Algebra 1 EOC are attending and participating.

### Strategy 1

All LTHS teachers will participate in a professional development training, and utilize supports from the campus interventionist, throughout the school year to help improve the STAAR scores targeting one or more student sub group populations such as students receiving special education services and/or emergent bilingual students.

**Strategy's Expected Result/Impact:** Meeting or exceeding state and national standards for the Algebra 1 STAAR EOC exam.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

November

February

May

### Strategy 2

LTHS will provide an educational program that meets the educational and reading needs of all students through Edmentum, Learning Ally, IXL program, and through use of the campus library.

**Strategy's Expected Result/Impact:** Students will utilize supplemental classroom supports to meeting or exceeding state and national standards for the Algebra 1 STAAR EOC exam.

**Staff Responsible for Monitoring:** Principal and Counselor

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 3

LTHS will create a dedicated 30-to-45-minute intervention block, as appropriate, within the existing daily school schedule for students to work on a STAAR preparation program in Edmentum, IXL, or through an intensive individualized tutorials provided by a teacher.

**Strategy's Expected Result/Impact:** LTHS students needing to take/retake the Algebra 1 STAAR exam will successful complete 30 hours in a STAAR prep course/class.

**Staff Responsible for Monitoring:** Principal and Counselor

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November

February

May

# Goal 2

We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the STAAR English scores of each student while meeting their individualized needs and aspirations.

## Performance Objective 1 High Priority

All students, as appropriate, will be provided an opportunity to attend and participate in an extensive individualized STAAR English tutorials, along with IXL practice, prior to taking their STAAR EOC test

**Evaluation Data Source:** Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the English EOC are attending and participating.

### Strategy 1

LTHS teachers will participate in a professional development training, and utilize supports from the campus interventionist, throughout the school year to help improve the STAAR scores targeting one or more student sub group populations such as students receiving special education services and/or emergent bilingual students.

**Strategy's Expected Result/Impact:** Meeting or exceeding state and national standards for the English 1 and English 2 STAAR EOC exam(s).

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

November

February

May

### Strategy 2

LTHS will provide an educational program that meets the educational and reading needs of all students through Edmentum, Learning Ally, IXL program, and through use of the campus library.

**Strategy's Expected Result/Impact:** Students will utilize supplemental classroom supports to meeting or exceeding state and national standards for the English 1 and English 2 STAAR EOC exam(s).

**Staff Responsible for Monitoring:** Principal and Counselor

**TEA Priorities:** Build a foundation of reading and math

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

**Formative Reviews**

**November**

**February**

**May**

**Strategy 3**

LTHS will create an incentive program to incentivize and motivate students to be success while attending and progressing through the STAAR prep course.

**Strategy's Expected Result/Impact:** Students will successfully complete 30 hours of a STAAR prep course prior to taking/retaking their STAAR English 1 or English 2 exam.

**Staff Responsible for Monitoring:** Principal or Counselor

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing

**Formative Reviews**

**November**

**February**

**May**

# Goal 3

We will provide a learning environment that is physically safe and emotionally secure for all students, faculty, and staff.

## Performance Objective 1 High Priority

LTHS will 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 or dedicated time for social opportunities.

**Evaluation Data Source:** Provide a physical break for Choice students daily.

### Strategy 1

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

**Strategy's Expected Result/Impact:** Students will utilize the "Stopit" app throughout the school year to report student concerns.

**Staff Responsible for Monitoring:** Principal and Counselor.

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

November

February

May

### Strategy 2

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

**Strategy's Expected Result/Impact:** Students that express safety concerns regarding themselves or others, will be evaluated by a school counselor through a threat/suicide assessment.

**Staff Responsible for Monitoring:** Principal

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

November

February

May

### Strategy 3

LTHS leadership and staff will execute a comprehensive, campus-wide PBIS framework designed to cultivate positive student behavior, boost academic achievement, and improve attendance rates.

**Strategy's Expected Result/Impact:** Student behavioral referrals will decrease, success course completion rates will increase, and student attendance will increase from last school year.

**Staff Responsible for Monitoring:** Principal and Counselor.

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

November

February

May

# Goal 4

We will develop and implement an active parent and community engagement program to achieve the district mission and objectives.

## Performance Objective 1

LTHS will provide opportunities to increase parent involvement and allow parents to build partnerships with teachers and administrators in order to ensure their child's success.

### Strategy 1

LTHS will implement a Parent and Family engagement compact, with parent involvement, continuing to build a strong relationship with parents and LTHS.

**Strategy's Expected Result/Impact:** Increased support from LTHS families by improving the number of school volunteers and improve parents attending Title 1 meeting as well as school functions throughout the year.

**Staff Responsible for Monitoring:** Principal and Counselor

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

November

February

May

### Strategy 2

LTHS will send out a parent survey, targeting areas for school improvement, at the beginning of the year, middle of the year, and end of the year.

**Strategy's Expected Result/Impact:** LTHS families will respond to surveys and communication will be sent out to parents on how concerns will be addresses, as appropriate.

**Staff Responsible for Monitoring:** Principal and Counselor.

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

November

February

May

### Strategy 3

LTHS will send out a monthly newsletter to school families with upcoming important dates/ events for students and families to attend.

**Strategy's Expected Result/Impact:** Our numbers of LTHS family volunteers will improve from previous years.

**Staff Responsible for Monitoring:** Principal and Counselor

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

| November | February | May |
|----------|----------|-----|
|----------|----------|-----|