

Sanger Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Public Presentation Date: November 2, 2017

Mission Statement

The mission of the Sanger Independent School District is to create a learning community that engages, challenges, and inspires all students. We will educate our diverse population in an atmosphere that encourages academic, physical and creative achievement and promotes strong character.

Vision

Our Students develop into responsible, productive citizens, and life-long learners.

Our Schools attract and retain the most qualified and dedicated personnel, and have facilities that are safe, clean, pleasant and equipped.

Our Schools hold high learning standards for learning in all subject areas and challenge all students to achieve at the highest possible level.

Our Community provides an environment of trust, respect, and pride. The Community supports our educators and provides resources and support for students to achieve.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanger ISD is located in north Denton County and serves the city of Sanger and the surrounding areas. The area is a mixture of rural/agricultural farm and ranch land and suburban neighborhoods for individuals who work in the Dallas/Ft. Worth metro area.

Sanger ISD has 2730 students in seven campuses: Butterfield Elementary grades PK - 5, Chisholm Trail Elementary grades K-2, Clear Creek Intermediate grades 3-5, Sanger Sixth Grade Campus, Sanger Middle School grades 7-8, Sanger High School-a comprehensive high school grades 9-12, and Linda Tutt High School-an alternative high school. The school district has seen a steady growth rate of between one and two percent annually. Each campus in Sanger ISD is a School Wide Title I school. Economically disadvantaged students comprise 43% of the total district population; special education students constitute 11%, and English Learners make up 9% of the total. No discrepancy was found in the experience level of teachers assigned to low-income/high minority campuses.

Sanger ISD employs a staff of 387 employees with 284 assigned to the campuses and 103 serving in district support roles. The greatest percentage of the teachers have 11 or more years of experience and hold a Bachelor's degree.

Sanger ISD chose to become a District of Innovation and has a written Innovation Plan that addresses school start date, CTE teacher certification, K-4 class size, and Site-Based Decision Making.

Demographics Strengths

The greatest percentage of the teaching staff has 11 or more years of experience.

The school district has seen a steady growth rate of between one and two percent annually.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education, minority, and Limited English Proficient students have a lower percentage of students who Meet Grade Level Expectations. **Root Cause:** Teachers need training in strategies to meet the needs of diverse learners.

Student Academic Achievement

Student Academic Achievement Summary

3 rd Grade	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
Reading	81	50	30
Math	78	39	18
4 th Grade	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
Reading	78	47	33
Math	76	45	23
Writing	67	38	15
5 th Grade	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
Reading	87	47	22
Math	86	40	15
Science	76	33	14
6 th Grade	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
Reading	76	46	26
Math	86	51	18
7 th Grade	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
Reading	76	41	18
Math	69	31	5
Writing	73	34	6
8 th Grade	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
Reading	86	49	19
Math	80	38	10
Science	70	36	10
Social Studies	58	28	17

EOC	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
English 1	66	48	5
English 2	70	52	6
Algebra 1	77	40	17
Biology	89	67	17
US History	96	78	48

% Met Standard	Reading	Math	Writing	Science	Social Studies	EOC ELA	EOC Math	EOC Science	EOC Social Studies
Special Education	38.5	48.9	27.5	58.5	30.0	24.6	40.0	58.4	75.0
Limited English Proficient	54.5	63.6	40.3	50.7	10.0	23.5	71.4	75.0	60.0

Secondary teachers have identified a need of a group of secondary students, particularly those students who have a high mobility rate, for reading instruction. This group of students struggles to access the curriculum due to limited reading ability. Limited support systems are in place on the secondary level. Elementary campuses have more support systems in place.

Student Academic Achievement Strengths

US History EOC Scores: 96% Approaches, 78% Meets, 48% Masters

3rd, 5th, and 8th Grade Reading scores are above 80% for Approaches Grade Level.

5th and 6th grade math scores are above 80% for Approaches Grade Level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ESL and special education students score below the remaining student populations in 4th and 7th grade writing and ELA EOC. **Root Cause:** Teachers need training in strategies to meet the needs of diverse learners.

District Processes & Programs

District Processes & Programs Summary

Sanger ISD utilizes TEKS Resource System as the curriculum management system. All teachers are expected to follow the Year-at-a-Glance document (YAG). Additionally, Sanger ISD utilizes DMAC which allows teachers to build formative assessments that directly mirror the content, level, and specificity of the TEKS. DMAC also provides for data disaggregation of STAAR data as well as locally created assessments.

At the end of each six weeks grading period, a district wide professional development day is in place to allow teachers to work in vertical and horizontal teams to plan instruction and assessment.

All students in 7th and 8th grade are issued an iPad, and all students in 9th - 12th grades are issued a Mac Book. Sanger High School has a dedicated staff member who is assisted by students to support the use of MacBooks. Sanger ISD employs an Instructional Technology Coordinator who works directly with teachers to integrate technology.

District Processes & Programs Strengths

TEKS Resource System is in place.

Structures are in place to implement formative assessments and to disaggregate the data.

1:1 Technology Plan is in place for students in 7th - 12th grades.

Instructional Technology Coordinator is employed by Sanger ISD.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: TEKS Resource System and formative assessment processes are not implemented with fidelity. **Root Cause:** Teachers need training in the use of TEKS Resource System and formative assessment creation and data use.

Perceptions

Perceptions Summary

Sanger ISD has a Community Outreach program that works directly with students and families to overcome hardships (clothing, school supplies, weekend food backpacks, transportation, community resources). Sanger ISD enjoys a robust partnership with the Sanger Education Foundation. The Foundation provides multiple grants each year to teachers, campuses, and the district to support educational programs. The Community Outreach program also sponsors the Purple Bus, a retro-fitted school bus that visits different neighborhoods in the evenings and summer carrying books and a certified teacher to provide homework help and tutoring.

Sanger ISD has many community partners that help with the provision of supplies for Community Outreach, teacher support, and staff development.

Sanger ISD has a strong partnership with the University of North Texas and North Central Texas College. We participate in the UNT Eagle Advantage Program that encourages college attendance.

Sanger ISD undertook a bond program in spring 2017 and hired a new superintendent in August 2017. During these processes the community was given the opportunity to provide input. One theme that was heard throughout was the need for more and better communication from the school district to the community. Stakeholders expressed the belief that district administration made decisions based on limited data and without community input.

Perceptions Strengths

The Community Outreach program provides multiple ways to meet the needs of students and families.

Sanger ISD has multiple community partnerships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community perceives that there is disparity among programs and a lack of transparency in decision making. **Root Cause:** Sanger ISD has limited communication strategies in place.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

Employee Data

- Professional learning communities (PLC) data

- Highly qualified staff data

Support Systems and Other Data

- Communications data

Goals

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 1: Increase the number of students who achieve Meets Grade Level Expectations and Masters Grade Level Expectations in all areas by 5%

Evaluation Data Source(s) 1: STAAR Scores, Formative Assessments, Accountability reports

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Review formative assessments data each six weeks to monitor student learning.	Director of Special Programs, Asst. Superintendent	5% increase in the number of students who achieve Meets Grade Level Expectations and Masters Grade Level Expectations				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
System Safeguard Strategy PBMAS 2) Design, align, and implement a comprehensive, rigorous, K-12 curriculum.	Asst. Superintendent, Director of Special Programs	5% increase in the number of students who achieve Meets Grade Level Expectations and Masters Grade Level Expectations				
System Safeguard Strategy PBMAS 3) Provide relevant, effective, and ongoing opportunities for teachers to collaborate regarding the teaching and learning process.	Asst. Superintendent, Director of Special Programs	5% teachers will use research based instructional strategies.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
System Safeguard Strategy PBMAS 4) Provide support for the use of the TEKS Resource System.	Asst. Superintendent, Director of Special Programs, Principals	100% teachers will use the YAG from TEKS Resource System.				
Problem Statements: School Processes & Programs 1						
5) Investigate bilingual dual language programs for the purpose of teaching English to Limited-English students.	Asst. Superintendent, BL Coordinator	Dual Language program selected				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Special Education, minority, and Limited English Proficient students have a lower percentage of students who Meet Grade Level Expectations. **Root Cause 1:** Teachers need training in strategies to meet the needs of diverse learners.

Student Academic Achievement

Problem Statement 1: ESL and special education students score below the remaining student populations in 4th and 7th grade writing and ELA EOC. **Root Cause 1:** Teachers need training in strategies to meet the needs of diverse learners.

School Processes & Programs

Problem Statement 1: TEKS Resource System and formative assessment processes are not implemented with fidelity. **Root Cause 1:** Teachers need training in the use of TEKS Resource System and formative assessment creation and data use.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 2: Monitor the technology integration in classrooms to promote student engagement and maximize learning

Evaluation Data Source(s) 2: Teacher lesson plans, Walk-through data

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Embed instructional technology in the curriculum across all subjects and grade levels.	Instructional Technology Coordinator, Director of Technology,	100% integration of technology in classrooms				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
2) Increase the capacity for the availability of internet access to students, staff, and guests.	Director of Technology	100% plan developed to increase access				
3) Implement a comprehensive technology obsolescence plan.	Director of Technology	100% obsolescence plan developed				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education, minority, and Limited English Proficient students have a lower percentage of students who Meet Grade Level Expectations. Root Cause 1: Teachers need training in strategies to meet the needs of diverse learners.
Student Academic Achievement
Problem Statement 1: ESL and special education students score below the remaining student populations in 4th and 7th grade writing and ELA EOC. Root Cause 1: Teachers need training in strategies to meet the needs of diverse learners.






Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.







Performance Objective 3: Provide opportunities for students to demonstrate college and career readiness

Evaluation Data Source(s) 3: TSI Scores, SAT scores, ACT Scores, dual credit courses completed, industry certifications earned, military enlistment numbers

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a committee to investigate SHS becoming a TSI testing site	Asst. Superintendent, High School Principal, High School Asst. Principals, High School Counselors	Sanger High School will become a TSI testing site.				
2) Assist SHS in conducting a survey of current year graduates to determine post-high school plans	Asst. Superintendent, High School Principal, High School Asst. Principals, High School Counselors	100% students will complete an exit survey.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Sanger ISD will recruit, hire, develop, and retain high quality instructional and support staff.

Performance Objective 1: Recruit, develop, and retain highly effective teachers to maintain equity

Evaluation Data Source(s) 1: Teacher certifications, Equity Plan

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Actively seek to hire teachers to fill high need areas (Languages Other than English, Bilingual, Math, Science)	Asst. Superintendent, Principals	Teachers hired to fill high need areas.				
2) Update staff job descriptions	Superintendent, Asst. Superintendent	Job descriptions will be updated.				
System Safeguard Strategy PBMAS 3) Provide staff development at the end of each six weeks to allow teachers to work collaboratively in vertical and horizontal teams	Asst. Superintendent, Director of Special Programs, Instructional Technology Coordinator, Principals	100% teachers will work collaboratively in vertical and horizontal teams.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Education, minority, and Limited English Proficient students have a lower percentage of students who Meet Grade Level Expectations. Root Cause 1: Teachers need training in strategies to meet the needs of diverse learners.
Student Academic Achievement
Problem Statement 1: ESL and special education students score below the remaining student populations in 4th and 7th grade writing and ELA EOC. Root Cause 1: Teachers need training in strategies to meet the needs of diverse learners.
School Processes & Programs
Problem Statement 1: TEKS Resource System and formative assessment processes are not implemented with fidelity. Root Cause 1: Teachers need training in the use of TEKS Resource System and formative assessment creation and data use.

Goal 3: Sanger ISD will ensure active and appropriate involvement with district stakeholders through exceptional communication.

Performance Objective 1: Communicate with community stakeholders using a variety of media

Evaluation Data Source(s) 1: District website, local newspaper, social media, campus websites

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop an ADA compliant website	Director of Technology, Principals, Instructional Technology Coordinator	District and campus websites will provide current information in an ADA compliant format.				
2) Inform the SISD Community Stakeholders of current district news through the local newspaper, campus websites, and various social media	Superintendent, Deputy Superintendent, Asst. Superintendent, Director of Technology, Principals	Community stakeholders will have 3 options for current district news.				
Problem Statements: Perceptions 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The community perceives that there is disparity among programs and a lack of transparency in decision making. Root Cause 1: Sanger ISD has limited communication strategies in place.

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 1: Ensure 100% of SISD campuses have effective emergency response procedures consistent with best practices

Evaluation Data Source(s) 1: Emergency Operations Plans, emergency drill logs, emergency protocols

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Update the District Emergency Operations Plan	Deputy Superintendent, Director of Maintenance	SISD will have a 100% updated Emergency Operations Plan.				
2) Provide written protocols for decision making and communication regarding campus safety and health issues	Superintendent, Deputy Superintendent, Assistant Superintendent, Principals	100% Written protocols and procedures				
3) Complete safety audit recommendations	Deputy Superintendent	100% safety audit recommendations will be implemented.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 1: Students identified as special ed, homeless, limited English proficient, and minorities will have equal access to all resources and curriculum.

Evaluation Data Source(s) 1: TEXSHEP six weeks, quarterly, and annual reports, Equity Plan, PBMAS, Accountability reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Provide support and resources for homeless students	Homeless liaison, Community Outreach Administrative Assistant	100% homeless identified students will have needed resources.				
System Safeguard Strategy PBMAS 2) Special Education, Limited English Proficient, and minority students will have equitable access to highly effective teachers	Asst. Superintendent, Director of Special Programs, Principals	Students will have equitable access to highly effective teachers.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Education, minority, and Limited English Proficient students have a lower percentage of students who Meet Grade Level Expectations. Root Cause 1: Teachers need training in strategies to meet the needs of diverse learners.
Student Academic Achievement
Problem Statement 1: ESL and special education students score below the remaining student populations in 4th and 7th grade writing and ELA EOC. Root Cause 1: Teachers need training in strategies to meet the needs of diverse learners.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Review formative assessments data each six weeks to monitor student learning.
1	1	2	Design, align, and implement a comprehensive, rigorous, K-12 curriculum.
1	1	3	Provide relevant, effective, and ongoing opportunities for teachers to collaborate regarding the teaching and learning process.
1	1	4	Provide support for the use of the TEKS Resource System.
2	1	3	Provide staff development at the end of each six weeks to allow teachers to work collaboratively in vertical and horizontal teams
5	1	1	Provide support and resources for homeless students
5	1	2	Special Education, Limited English Proficient, and minority students will have equitable access to highly effective teachers

District Leadership Team

Committee Role	Name	Position
Administrator	Sandra McCoy-Jackson	Superintendent
Administrator	Eric Beam	Deputy Superintendent
Administrator	Diana Freeman	Assistant Superintendent
Administrator	Jennifer Mulkey	Director of Special Programs
Administrator	Leon Elsbecker	Director of Technology
Non-classroom Professional	Larry Beam	Non-Teaching Professional
Classroom Teacher	Mandy Stephens	Teaching Professional
Classroom Teacher	Laurie Boydston	Teaching Professional
Non-classroom Professional	Alice Ford	Non-Teaching Professional
Classroom Teacher	Sabrina Ritzel	Teaching Professional
Classroom Teacher	Lauren Luetchford	Teaching Professional
Non-classroom Professional	Larry Shuman	Non-Teaching Professional
Classroom Teacher	Joely Beam	Teaching Professional
Non-classroom Professional	Tiffany Wilson	Non-Teaching Professional
Classroom Teacher	Nancy Carsten	Teaching Professional
Classroom Teacher	Brandie Kitchens	Teaching Professional
Non-classroom Professional	Sally Herrell	Non-Teaching Professional
Classroom Teacher	Sulynn Husbands	Teaching Professional
Classroom Teacher	Janna Hamilton	Teaching Professional
Non-classroom Professional	Jona Gillum	Non-Teaching Professional
Classroom Teacher	Clint Hahn	Teaching Professional
Classroom Teacher	Sonny Martinez	Teaching Professional
Non-classroom Professional	Anthony Love	Non-Teaching Professional
Classroom Teacher	Joe Price	Teaching Professional
Parent	Lillie Davis-James	Parent

Business Representative	Victor Gann	Business Representative
Business Representative	Melanie Jacobs	Business Representative