

**Sanger Independent School District**  
**Sixth Grade Campus**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of Sanger Sixth Grade, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

## Vision

Sanger Sixth Grade 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 and Tradition

Trust and Integrity

Faith and Community

Exploration and Ownership

Diversity and Uniqueness

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	5
Parent and Community Engagement	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.	11
Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.	18
Goal 3: We will enhance the character and personal soft-skills development of each student.	19
Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.	20
Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.	21
Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.	23
Goal 7: We will align professional development opportunities with the needs of students.	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Sanger Sixth Grade Campus is one of seven campuses in the Sanger Independent School District. The Sanger Sixth Grade Campus has 213 students and 25 staff members, including 13 certified teachers. We have two administrators, one counselor, two secretaries, and one nurse. We also have six paraprofessionals who work on our campus.

We are a single-grade campus to which two feeder schools send students.

Current data indicates that 11.8% of our students receive Special Education services and 11.3 % of our students are classified as English Language Learners. The most recent mobility rate is listed as 16.0%.

On our campus, 53% of students are classified as economically disadvantaged.

### Demographics Strengths

- Demographically, Sanger Sixth Grade Campus population is relatively stable from year to year.
- Teacher student ratio is currently low at 15:1. This allows for the students to build relationships with their teachers and have their diverse learning needs met.
- The average years of experience of our staff is 12 years, above the state average of 11.1 years

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** More resources are needed for ESL students. Root Cause **Root Cause:** Our campus and district have not prioritized the needs of this special group of students.

**Problem Statement 2:** Based on current assessment data, students in certain sub-population groups continue to struggle on the STAAR test in ELAR and math. **Root Cause:** Lack of differentiation of instruction and support staff to meet the needs of these diverse groups.

# Student Achievement

## Student Achievement Summary

Overall campus rating-- A

Student Achievement-- 85

STAAR Performance--85

School Progress--88

Academic Growth--84

Relative Performance--88

Closing the Gaps--94

Distinction Designations:

ELA/Reading

Comparative Academic Growth

Postsecondary Readiness

Comparative Closing the Gaps

## Student Achievement Strengths

Overall strong academic performance.

The ability to close gaps between population groups.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Based on current assessment data, students in certain sub-population groups continue to struggle on the STAAR test in ELAR and math. **Root Cause:** Lack of differentiation of instruction and support staff to meet the needs of these diverse groups.

**Problem Statement 2 (Prioritized):** The amount of classroom instruction time for math is limited. **Root Cause:** Due to block scheduling for ELAR, and co-curricular subjects, extended time for math is not available.

**Problem Statement 3:** Block scheduling in ELAR reduces the # of classes and increases the size of classes for instruction. **Root Cause:** Limited opportunities to revise the schedule to reduce class size.

# School Culture and Climate

## School Culture and Climate Summary

### Surveys (students)

### Values

### Beliefs

### Equity-Opportunity and Equal Access

#### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Team teaching could help address multiple needs for a variety of purposes. **Root Cause:** School size and curriculum requirements do not allow for teaming.

**Problem Statement 2:** A better selection of elective classes is needed. **Root Cause:** Having a single-grade campus, and full-time elective teachers are not feasible.

# Parent and Community Engagement

## Parent 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.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** One grade-level campus reduces the amount of engagement between parents and the school. **Root Cause:** A large percentage of parents are not connected to the school.

# Priority Problem Statements

**Problem Statement 1:** More resources are needed for ESL students. Root Cause

**Root Cause 1:** Our campus and district have not prioritized the needs of this special group of students.

**Problem Statement 1 Areas:** Demographics - Staff Quality, Recruitment, and Retention - School Context and Organization

**Problem Statement 3:** The amount of classroom instruction time for math is limited.

**Root Cause 3:** Due to block scheduling for ELAR, and co-curricular subjects, extended time for math is not available.

**Problem Statement 3 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization

**Problem Statement 2:** Sanger ISD needs to be competitive with area districts in salary for teachers to attract quality candidates to our district.

**Root Cause 2:** Small district competing with neighboring big and small districts with more attractive teacher salaries.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention - School Context and Organization



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

## **Student Data: Behavior and Other Indicators**

- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**





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

- Communications data
- Budgets/entitlements and expenditures data

# Goals





**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 1:** Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide all students with career exploration and readiness lessons twice a year. <b>Strategy's Expected Result/Impact:</b> Increased awareness of differing career opportunities and soft skills necessary for a successful career. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Teachers	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 2:** Improve the reading/ELA student performance of all students and student sub-groups as measured by state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide small-group dyslexia classes 30 minutes or more daily for students identified as needing this service. <b>Strategy's Expected Result/Impact:</b> Students will finish the program either by the end of the 1st semester or by the end of the year. Increased scores on state, local, and campus assessments. <b>Staff Responsible for Monitoring:</b> Principal, Interventionist, Dyslexia coordinator, Dyslexia therapist	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide targeted intervention classes for 30 minutes at least twice per week for students identified as having Reading deficiencies. <b>Strategy's Expected Result/Impact:</b> 5% increase in Reading scores as measured by progress monitoring / universal screener. Students who were unsuccessful on last year's STAAR will receive a minimum of 30 hours of intervention throughout the year. <b>Staff Responsible for Monitoring:</b> Principal, Interventionist, Asst. Principal, ELA teachers	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide Guided Study time with ELA teachers daily for students who are struggling in the classroom. <b>Strategy's Expected Result/Impact:</b> Students will master units of study as the class proceeds through them. <b>Staff Responsible for Monitoring:</b> Asst. Principal, Interventionist , ELA teachers	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 3:** Improve the math student performance of all students and student sub-groups as measured by state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted intervention classes 30 minutes at least twice per week for students identified as having Math deficiencies. <b>Strategy's Expected Result/Impact:</b> 5% increase in Math scores as measured by progress monitoring / universal screener. Students who were unsuccessful on last year's STAAR will receive a minimum of 30 hours of intervention throughout the year. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Interventionist, Teachers	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a Guided Study time with Math teachers daily for students who are struggling in the classroom. <b>Strategy's Expected Result/Impact:</b> Students will master concepts and skills while class proceeds through units of study. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Interventionist, Math Teachers	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 4:** Improve the science student performance of all students and student sub-groups as measured by district and classroom assessments.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a variety of engaging learning experiences including technology, blended learning, and other teacher-selected methods. <b>Strategy's Expected Result/Impact:</b> Observable increase in authentic student engagement <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.5, 2.6	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 5:** Improve the social studies student performance of all students and student sub-groups as measured by district and classroom assessments.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a variety of engaging learning experiences including technology, blended learning, and other teacher selected methods. <b>Strategy's Expected Result/Impact:</b> Observable increase in authentic student engagement <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.5, 2.6	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.





**Performance Objective 6:** Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement identified instructional strategies that will be used to address all students identified as LEP. (such as utilizing the Imagine Language and Literacy individualized program) <b>Strategy's Expected Result/Impact:</b> Increase number of students achieving High and Advanced High on TELPAS <b>Staff Responsible for Monitoring:</b> District ESL coordinator, Principal, Staff development coordinator, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement identified instructional strategies that will be used to address all students identified as At-Risk due to STAAR failure. <b>Strategy's Expected Result/Impact:</b> Increase success of At-Risk students on STAAR assessment at all three passing levels. <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilization and implementation of enrichment classes through tribe time and Friday clubs, to engage and enhance classroom instruction <b>Strategy's Expected Result/Impact:</b> Increase in the % of students at the meets and masters category of STAAR exams. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

**Performance Objective 7:** All schools will implement strategies to support the enrollment, attendance, and success of homeless children and youth.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement positive incentive program for good attendance. <b>Strategy's Expected Result/Impact:</b> 96.5% attendance rate or higher for 2021-2022 school year. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Interventionist, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide homeless students with school supplies as needed, as well as other resources as applicable. <b>Strategy's Expected Result/Impact:</b> Enrolled students will be in attendance and show success. <b>Staff Responsible for Monitoring:</b> Counselor, District Homeless liaison  <b>Title I:</b> 2.4, 2.6	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.





**Performance Objective 8:** Provide students identified as needing Special Education services with research-based strategies, interventions, programs, and services that are designed to improve their academic achievement.

**Evaluation Data Sources:** Evidence of improved achievement through formative and summative assessments, including Ren 360 screeners.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement identified instructional strategies that will be used to address each student identified as Special Education. <b>Strategy's Expected Result/Impact:</b> Increased achievement for Sp. Ed. students as measured in periodic screeners. <b>Staff Responsible for Monitoring:</b> Sp. Ed. teachers, administration, campus staff	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





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

**Performance Objective 1:** Base all resource allocations on thorough analysis of student performance data annually

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide district-endorsed strategies for intense, accelerated instruction including designated intervention time within the school day, pull-out intervention, small group, and/or summer interventions. <b>Strategy's Expected Result/Impact:</b> Available resources will be utilized in documented high-needs areas <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 3:** We will enhance the character and personal soft-skills development of each student.

**Performance Objective 1:** Provide opportunities for all students to develop character and soft-skills.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will practice the principles of PBIS in classrooms and on campus. <b>Strategy's Expected Result/Impact:</b> PBIS procedures will be practiced regularly <b>Staff Responsible for Monitoring:</b> Principal and Teachers	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselor will provide in-class lessons on various topics throughout the 9-week grading period, as well as school-wide monthly character themes. <b>Strategy's Expected Result/Impact:</b> Observation of students practicing skills regularly. <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Once per nine weeks, we will recognize selected students who have been nominated by staff for showing character, dependability, and/or responsibility. "Consistently cool kids" will receive gift bags donated by a community business partner. <b>Strategy's Expected Result/Impact:</b> Students will strive to demonstrate positive characteristics identified. Students will be honored for high character attributes. <b>Staff Responsible for Monitoring:</b> Counselor, Teacher, Community business partner - Sanger Insurance	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.





**Performance Objective 1:** Ensure that all teachers are certified in the areas they are teaching to meet ESSA requirements.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Interview committees will be developed to select highly qualified teachers for any job openings. <b>Strategy's Expected Result/Impact:</b> Teacher's input will be valued, quality candidates will be selected. <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff members will be treated respectfully and their input will be valued. <b>Strategy's Expected Result/Impact:</b> High staff morale, contentment in job, low teacher turnover. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Employees of the Month will be nominated by peers for monthly recognition. <b>Strategy's Expected Result/Impact:</b> Teachers will feel valued and appreciated. <b>Staff Responsible for Monitoring:</b> Campus staff members.	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Ensure that all facilities are safe and secure.





**Evaluation Data Sources:** Security audit, regular walk-throughs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> District maintenance request program will be utilized regularly to insure campus is maintained to the best degree possible. <b>Strategy's Expected Result/Impact:</b> Improved learning and teaching environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Staff, EFI contracted services	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> An exterior door safety audit will occur on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Maintain the safety and security of the building. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 2:** Implement programs that enhance student safety and student relationships.

**Evaluation Data Sources:** Evidence of programs in place.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Counselor will provide suicide and self-harm prevention lessons in classrooms and will provide appropriate counseling for students who are identified or identify themselves as at-risk. <b>Strategy's Expected Result/Impact:</b> Students who are thinking of suicide will be provided support and resources through the counselor, in conjunction with parents. <b>Staff Responsible for Monitoring:</b> Counselor, All campus staff	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselor will provide bullying prevention and conflict resolution lesson in classrooms to all students and will provide appropriate counseling for students who are experiencing bullying or are in conflict. <b>Strategy's Expected Result/Impact:</b> Students will better understand the difference between bullying and conflict and will be provided with strategies to handle both.	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Counselor will provide personal safety and healthy relationship lesson in classrooms to participating students. Personal counseling in this area will be provided as needed. <b>Strategy's Expected Result/Impact:</b> Participating students will have a better understanding of what healthy relationships look like with both peers and adults. In addition, students who are in dangerous situations will feel empowered to report to appropriate authorities. <b>Staff Responsible for Monitoring:</b> Counselor and staff	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





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

**Performance Objective 1:** Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

**Evaluation Data Sources:** Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> School Status program will be used to communicate regularly with parents. <b>Strategy's Expected Result/Impact:</b> Open communication between school and parents. <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Campus staff	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will regularly send information about our school out through electronic means using school webpage and social media. <b>Strategy's Expected Result/Impact:</b> Parent satisfaction in school-home communication. <b>Staff Responsible for Monitoring:</b> Asst. Principal, Principal	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Active PTO participation will be encouraged. <b>Strategy's Expected Result/Impact:</b> Increased number of parents attending meetings and participating in school activities. <b>Staff Responsible for Monitoring:</b> Principal, PTO president	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Meetings will be held at various times to communicate with parents about Title I and other campus programs. <b>Strategy's Expected Result/Impact:</b> Parents will be informed, engaged, and involved in the school more frequently. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 4.1, 4.2	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Electronic parent newsletters will be developed and distributed on a regular basis. <b>Strategy's Expected Result/Impact:</b> Increase communication and knowledge of campus life for parents. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Jan	Mar	May



Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> A parent meeting will be held in the Spring for incoming 5th-grade parents to help communicate SGC procedures and expectations. <b>Strategy's Expected Result/Impact:</b> Parents of upcoming students will feel informed and comfortable with the transition from elementary school. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Teachers	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative Teams (departments) will meet regularly to analyze student data and adjust teaching methods. <b>Strategy's Expected Result/Impact:</b> Students needs will be identified and appropriate plans put into place to better meet student needs. <b>Staff Responsible for Monitoring:</b> Asst. Principal, Interventionist, Principal, Core Teachers  <b>Title I:</b> 2.4, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> District Coordinator of Instructional Technology and campus Instructional Technology Specialist will be utilized to provide technology strategies and skills that will enhance classroom instruction. <b>Strategy's Expected Result/Impact:</b> Instructional skills of teachers will develop, resulting in increased student engagement and success. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			