

Sanger Independent School District
Sanger Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The Mission of Sanger ISD, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

Sanger Middle School will be an exceptional district 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

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Curriculum, Instruction, and Assessment	7
Parent and Community Engagement	8
School Context and Organization	9
Technology	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards improve the achievement of each student while meeting their individual needs and aspirations.	15
Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.	28
Goal 3: We will enhance the character and personal soft-skills development of each student.	29
Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.	31
Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.	33
Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.	37
Goal 7: We will align professional development opportunities with the needs of students.	39
Goal 8: Student Growth and Progress	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanger middle school serves 7th and 8th grade students in Sanger ISD in Denton County. Although this improvement plan focuses on 2022-2023 school year, the demographic information comes from 2021 -2022 available information unless otherwise noted. Sanger Middle School student enrollment is 391 students in 2022-2023.

Sanger Middle School enrollment has had minimal enrollment shifts in our student demographic groups. As of the 2021 - 2022 school year, the campus demographics were: African American- 4.37%, Hispanic- 33.79%, Asian Pacific Islander- .69%, White- 56.09% and American Indian .46%. There are 4.6% of students classified as Two-or-More Races.

Sanger Middle School student categories (2021-2022) also include 7.13% Emergent Bilinguals, 8.28% Gifted and Talented, and 13.56% Special Education. Additionally 47.36% are Economically Disadvantaged, 44.37% are identified as at-risk.

Demographics Strengths

- Demographically, Sanger Middle School's population is relatively stable from year to year.
- Teacher student ratio is currently low at 15:1.
- The average years of experience of our staff was 12 years, above the state average of 11.1 years.
- Annual dropout rate at 0%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The staff at Sanger Middle School does not reflect the diversity of the student body. **Root Cause:** Currently it is extremely competitive to secure highly qualified teachers.

Student Achievement

Student Achievement Summary

2022 STAAR Testing Data			
	% Approaches	% Meets	% Masters
7th Grade Math	61%	18%	5%
8th Grade Math	75%	32%	7%
Algebra 1	100%	100%	97%
7th Grade Reading	81%	56%	38%
8th Grade Reading	82%	63%	41%
8th Grade Science	72%	40%	16%
8th Grade Social Studies	61%	28%	17%

Student Achievement Strengths

The following are the strengths from the 2022 STAAR data:

- All 8th grade algebra students met the algebra 1 standards; 97 % mastered the standards
- Over 80% of reading students achieved approaching grade level standards.
- About 60% of reading students met the grade level standard in reading.
- About 40% of reading students mastered the grade level standards.
- About 70% of science students achieved approaching grade level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Overall, about 73% of students achieved approaching grade level standards and 34% of students met grade level standards in math. **Root Cause:** Students continue to demonstrate gaps in math. There has also not been a consistent curriculum implemented vertically in math.

School Culture and Climate

School Culture and Climate Summary

The school culture of Sanger Middle School is a community of learning by engaging, challenging and inspiring all students through innovative learning experiences. The culture and climate of Sanger Middle School derives from our mission and vision statement below:

Campus Mission -- Our mission is to know every student's name and need.

Campus Vision

The vision at Sanger Middle School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of integrity, being excellent, and being respectful.

Campus Motto

P.R.I.D.E.

Prepared-Respectful-Integrity-Dependable-Excellent

School Culture and Climate Strengths

Staff are working towards establishing high, consistent behavior expectations across the campus. The staff is committed to building relationships with our students. Students have multiple opportunities to receive recognition for academics and behavior. The staff is committed to student success.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is an increased need to align expectations across campus to achieve students' feeling of emotional and physical safety at school. **Root Cause:** Differences in expectations across campus make it difficult for some students to feel successful at school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a small community just north of Denton. Sanger Middle school is a campus with about 420 students (7th & 8th grade). Currently, we have 51 staff members including teachers, paraprofessionals, and administration. The teacher retention rate this past year was about 80% and the staff's average years of experience are over 13 years.

Staff Quality, Recruitment, and Retention Strengths

The staff at Sanger Middle School has an average of 12 years of experience. Each year teachers new to the district attend an orientation through the district. New staff with less than three years of teaching are partnered with an experienced teacher. Throughout the year, professional development is provided to sharpen teaching skills.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It is a challenge to recruit and retain staff and provide all that is needed to support the learning of all students with limited resources. **Root Cause:** Resources to support public education are limited.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sanger ISD provides many instructional resources that support teachers in providing successful learning environments for all students. The teachers implement common assessments across each content and participate in weekly Tribal Talks to collaborate on student data.

Curriculum, Instruction, and Assessment Strengths

Some strengths identified on the Campus Needs Assessment are Positive Behavioral Intervention and Supports, collaboration during Tribal Talks, intervention and student engagement in math and reading lab classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers have requested to continue to receive additional training on new programs that are being implemented. **Root Cause:** The district is providing new resources to support student learning which leads to staff needing additional learning opportunities to support effective implementation.

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.

Parent and Community Engagement Strengths

Each Sanger Middle School parents/guardians are provided with a written code of conduct, discipline procedures, and consequences. Teachers initiate positive first contacts within the first nine weeks of school. Starting the third week of school, reports are run and students are pulled by teachers, who are monitoring progress, for extra tutoring help during Tribe Time. Parents receive different forms of communication each week using School Status, social media (Facebook and Twitter), the campus website and email.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a perception of low parent engagement at the middle school. **Root Cause:** Parents may not know how to get involved, feel needed or have time during the school day to be involved at the middle school.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Sanger Middle School take pride in student learning. SMS strives 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 STAAR 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 value time devoted to Tribal Talks and there is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

The culture at Sanger Middle School is focused on continuous improvement to support student learning. New teachers receive ongoing support through the new teacher mentoring program to ensure all students are mastering learning. The staff engages in the collaborative Tribal Talks each week where student data is discussed and methods of instruction are developed to meet the needs of all students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The master schedule limits the instructional time in the classroom and the amount of time available for intervention during the school day. **Root Cause:** When the schedule was created this year to incorporate a double block of Reading Language Arts, there was limited time added into the schedule for intervention. Other schedule options that include continuing the double block of RLA need to be considered for next year.

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. At SMS 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 Middle School has 1:1 iPads for each student. SMS is still a Mac driven campus that utilizes the Google platform for education. Classrooms include TV's, and Apple TV's'.

Technology Strengths

The following strengths were highlighted in our Campus Needs Assessment:

- new WiFi hubs
- new iPads for students
- new Mac Books for teachers
- Classlink streamlines logins
- excellent district tech support
- TVs and Apple TVs in the classrooms

Problem Statements Identifying Technology Needs

Problem Statement 1: Last year there was more than \$8,000 in damage to student iPads. **Root Cause:** There needs to be a more systematic approach in monitoring iPad care and iPad damage throughout the year.

Priority Problem Statements

Problem Statement 1: Overall, about 73% of students achieved approaching grade level standards and 34% of students met grade level standards in math.

Root Cause 1: Students continue to demonstrate gaps in math. There has also not been a consistent curriculum implemented vertically in math.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: There is an increased need to align expectations across campus to achieve students' feeling of emotional and physical safety at school.

Root Cause 3: Differences in expectations across campus make it difficult for some students to feel successful at school.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 2: There is a perception of low parent engagement at the middle school.

Root Cause 2: Parents may not know how to get involved, feel needed or have time during the school day to be involved at the middle school.

Problem Statement 2 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards 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.

Evaluation Data Sources: Student Schedules

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide all 7th grade students with one semester of a career exploration class. Strategy's Expected Result/Impact: Students will be exposed to post HS and post college careers. Staff Responsible for Monitoring: Principal, Counselor Title I: 2.4 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 8th graders will have an opportunity to take Agricultural Science, Principles of Business or an AV course. Strategy's Expected Result/Impact: Students will be exposed to the college culture Staff Responsible for Monitoring: Principal Office Receptionist TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in a meeting with Career Connections through UNT to discuss possible career interests. Strategy's Expected Result/Impact: 8th grade students will have the opportunity to discuss their interests and get some information about possible future careers. Staff Responsible for Monitoring: Counselor Title I: 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Renaissance Learning intervention strategies during Tribe to scaffold learning so that all students master the learning goals. Strategy's Expected Result/Impact: Improved student achievement as measured by CBA's , benchmarks, STAAR practice. Improve % of students achieving Approaches, Meets and Masters levels on reading STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement strategies of "Blended Learning" to facilitate small group instruction. Strategy's Expected Result/Impact: Teachers will be using differentiation everyday in their lessons. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Reading language arts teachers will use the following resources: TEKS Resource System Universal Screener Education Galaxy Formative Assessments CBA Unit Test Tribe Time Tutorials PLCs Interactive Textbooks Strategy's Expected Result/Impact: In 7th and 8th grade reading this year, the students achieving Approaches, Meets and Masters level on STAAR will increase by 5%. Staff Responsible for Monitoring: Principal Assistant Principal ELA teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Enhance instruction through the use technology (iPads 1 to 1) Strategy's Expected Result/Impact: Improved student achievement as measured by CBA scores. Staff Responsible for Monitoring: Principal Assistant Principal Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	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 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.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize Maneuvering the Middle Intervention curriculum during Tribe to scaffold and reinforce math skills. Strategy's Expected Result/Impact: Improved student achievement as measured by CBA and STAAR scores. Improve % of students achieving Approaches, Meets and Masters levels in Math by 5% in each category. Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement strategies of "Blended Learning" to facilitate small group instruction. Strategy's Expected Result/Impact: Teachers will be using differentiation strategies in classroom to reach all students. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: During math instruction the following resources will be used: Use TEKS Resource System Universal Screener Education Galaxy Formative Assessments Unit Test Tribe Time Tutorials PLCs Strategy's Expected Result/Impact: In 7th and 8th grade math this year, we will increase the percentage of students achieving Meets and Masters on the STAAR assessment by 5%. Staff Responsible for Monitoring: Principal Assistant Principal Teacher Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Enhance instruction through the use technology (iPads 1 to 1) Strategy's Expected Result/Impact: Improved student achievement as measured by CBA scores. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement the Maneuvering the Middle curriculum in 7th grade math, 8th grade math, and algebra 1. Strategy's Expected Result/Impact: The systematic approach of this curriculum will improve vertical alignment of math instruction. Staff Responsible for Monitoring: Math teachers Interventionists Administration Teaching and Learning Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Mar	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards 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 state, district and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: The science teachers will use the following resources for instruction: TEKS Resource System Formative Assessments Unit Test Tribe Time Tutorials PLCs Interactive Notebooks Strategy's Expected Result/Impact: In 8th grade science this year, we will increase the percentage of students at the Approaching, Meets and Master levels of STAAR by 5%. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance instruction through the use technology (iPads 1 to 1) Strategy's Expected Result/Impact: Improved student achievement as measured by CBA scores. Staff Responsible for Monitoring: Principal Assistant Principal Teacher Title I: 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 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 state, district and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Social studies instruction will include the use of the following resources: TEKS Resource System Formative Assessments CBA Unit Test Tribe Time Tutorials PLCs Strategy's Expected Result/Impact: In 8th grade social studies this year, we will increase the percentage of students at all three STAAR achievement levels Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance instruction through the use technology (iPads 1 to 1) Strategy's Expected Result/Impact: Improved student achievement as measured by CBA scores. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Implement strategies of "Blended Learning" to facilitate small group instruction. Strategy's Expected Result/Impact: Teachers will be using differentiating strategies everyday in their lessons Staff Responsible for Monitoring: Principal Assistant Principal Teacher Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 6: Provide Emergent Bilingual, at-risk and gifted and talented students with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

Evaluation Data Sources: Student performance in the aforementioned special populations will improve in all four core areas.





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide content- based instruction for Emergent Bilinguals that will promote proficiency in reading, writing and comprehension by using Imagine Learning Strategy's Expected Result/Impact: Increased scores on CBA's, STAAR, and TELPAS as well as meeting or exceeding the necessary growth in STAAR tested areas. Staff Responsible for Monitoring: ESL Coordinator, Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use of ELA and Math teachers to provide small group instruction in reading and math for at-risk students with targeted intervention strategies. Strategy's Expected Result/Impact: Increased student's performance on TEKS areas not mastered and increase expected growth. Staff Responsible for Monitoring: Principal Assistant Principal Interventionist Dyslexia Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Interventionist will ensure that Tier 2 and Tier 3 students are receiving appropriate intervention Strategy's Expected Result/Impact: Increased achievement of Tier 2 and Tier 3 students on state assessments Staff Responsible for Monitoring: Principal Assistant Principal CSI Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards 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.

Evaluation Data Sources: Counselor will identify homeless students and provide them with school supplies and backpack. She will help locate resources that would be helpful.

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will identify and provide homeless students with school supplies and a backpack. The counselor will also assist in connecting parents with needed resources. Strategy's Expected Result/Impact: Homeless students will be provided additional resources to meet their academic and social/emotional needs. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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 improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 8: Sanger Middle School will improve STAAR performance levels of students receiving special education services.





Evaluation Data Sources: Evaluation will be viewed through formal and informal assessments during students intervention as well as mastery of IEP goals addressing areas of weakness demonstrated on STAAR assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Inclusion paraprofessionals will receive monthly professional development on strategies and how to effectively implement accommodations to support the learning of special education students. Strategy's Expected Result/Impact: The number of special education students achieving a passing score on the STAAR test will increase by 5%. Staff Responsible for Monitoring: Principal Assistant Principal Special Education Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</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 through analysis of student performance data annually.

Evaluation Data Sources: Evidence documented through classroom observations and local and state assessment results.





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide intervention and extension supports through the use of Tribe Time. Strategy's Expected Result/Impact: Increase success for economically disadvantaged, at risk and hispanic students. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Interventionist Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: In addition to the annual Title 1 evaluation, the CEIC will analyze all resources allocations in an annual review and report the student achievement results of learning opportunities such as the Tribe Time intervention to determine whether the program should be continued, modified, or discontinued. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal CEIC committee Director of Federal Programs. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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

Evaluation Data Sources: Documentation will be monitored through campus counselor schedules and activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide positive reinforcement to students who exhibit positive behavior by giving our good behavior tickets. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in overall school culture; increase in student achievement; improvement in school attendance. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Paras Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: A core group of teachers will attend PBIS training and train the staff on implementing Positive Behavioral Interventions and Strategies in the classroom, including establishing consistent routines and procedures. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in overall school culture; increase in student achievement; improvement in school attendance. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Restorative practices will be used for students in ISS using the Ripple Effects program. Strategy's Expected Result/Impact: Students will be taught restorative techniques while in ISS. Students will not be repeating ISS days because of the restorative practices used in ISS. Staff Responsible for Monitoring: Principal, AP, Counselor; ISS teacher. Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: The PBIS team will meet 3 times throughout the year to analyze student behavior data and provide refresher training to the staff based on the data. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in overall school culture; increase in student achievement; improvement in school attendance. Staff Responsible for Monitoring: Principal Assistant Principal PBIS Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	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 area they are teaching to meet ESSA required.

Evaluation Data Sources: Evidence will be documented through certification records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the mentor program for all new staff and all staff new to Sanger ISD. Strategy's Expected Result/Impact: 100% of new teachers and new to Sanger Middle School will partner with a mentor teacher. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use a committee process for hiring and requiring quality staff. Strategy's Expected Result/Impact: Create a process for hiring quality staff utilizing teachers and administrators. Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: SMS will utilize the Sunshine Committee to enhance a positive school climate for all campus employees. Strategy's Expected Result/Impact: Increased teacher retention and increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Sunshine Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 1: Ensures that all district facilities are safe and maintained.

Evaluation Data Sources: Evidence will be documented in the security audit.





Strategy 1 Details	Formative Reviews		
Strategy 1: The Campus Safety Committee will meet each semester and after any critical incidents to discuss campus safety. Strategy's Expected Result/Impact: All campus safety concerns will be debriefed and addressed. Staff Responsible for Monitoring: Principal Assistant Principal Campus Safety Committee Title I: 2.5	Formative		
	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></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.

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS is a strategy to address response to intervention for behavior. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in overall school culture; increase in student achievement; improvement in school attendance. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will sponsor a bullying prevention assembly for the whole school Strategy's Expected Result/Impact: Decrease in incidents of bullying. Staff Responsible for Monitoring: Counselor Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will conduct campus safety drills to include evacuation, lockdown, shelter in place drills. Strategy's Expected Result/Impact: Documentation of safety drills; students are safer. Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Red Ribbon week is a strategy to ensure safe and drug free schools Strategy's Expected Result/Impact: Schools will be drug free; fewer students drug related offenses. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement a bully reporting protocol to allow students an avenue for reporting bullying Strategy's Expected Result/Impact: Decrease in bullying reports. Staff Responsible for Monitoring: Assistant Principal Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement self-harm/suicide protocol and counseling self-referral. Strategy's Expected Result/Impact: Education of student on self-harm and decrease in the number of students self harming. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Reduce the over use of discipline practices that remove students from the classroom. Strategy's Expected Result/Impact: Students will stay in the classroom and not miss direct instruction. The impact will be that students will score better on benchmark tests and on the STAAR test. Staff Responsible for Monitoring: Administrators; Teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Assistant Principal will monitor students time in ISS. Strategy's Expected Result/Impact: Students that are assigned ISS will spend less time in ISS Staff Responsible for Monitoring: Administrators; ISS teacher. Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	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		
Strategy 1: Teachers will conference (e.g. , face-to-face, telephone, school status email and text) with parents at least once a semester to provide information, that will include: a) What the school will do to help students meet performance standards. b) What the parent can do to help the student performance. Strategy's Expected Result/Impact: Increased parental involvement in increased student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: SMS will ensure that the campus and teacher websites are active tools for communicating timely information and are updated regularly with current subjects that allow parent interaction. Strategy's Expected Result/Impact: All teacher websites are up to date; parent are informed. Staff Responsible for Monitoring: Principal Assistant Principal Web Master Teachers Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Principal, assistant principal and counselor will meet with the principal, assistant principal and counselor at the 6th grade campus to create a successful transition to the middle school. Strategy's Expected Result/Impact: The move from the 6th grade campus to middle school will be a smooth transition. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: A weekly campus newsletter will be sent to parents via School Status to provide families with information about upcoming events and highlighting what is happening at the middle school. Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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.

Evaluation Data Sources: Evidence will be documented through classroom observations showing evidence of learning from staff development and implementation of effective learning strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will select individualized professional development base on their T-Tess goals. Strategy's Expected Result/Impact: Increased student achievement. Teachers will build their capacity in instructional classroom strategies. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: During Tribal Talks, teachers will share different instructional strategies and the impact they have on student learning. Strategy's Expected Result/Impact: Increase in individual student growth. Increased achievement on the STAAR test. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May





Strategy 3 Details		Formative Reviews		
Strategy 3: The staff will participate in staff development targeting formative assessments in the fall and spring presented by Sandy Snow. Strategy's Expected Result/Impact: The use of formative assessments will lead to greater student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		
		Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 8: Student Growth and Progress

Performance Objective 1: Provide students with targeted intervention and enrichment to ensure all students show growth.

High Priority

Evaluation Data Sources: Evidence will be documented through Tribe Time by providing intervention and extended learning based on students' individual needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Interventionist on campus to organize intervention Strategy's Expected Result/Impact: Show student growth on STAAR tests Staff Responsible for Monitoring: Principal Assistant Principal Campus Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			