

Sanger Independent School District
Sixth Grade Campus
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

It is the mission of the Sanger Sixth Grade Campus and the surrounding community to create a safe and enriched environment where all students can be successful learners. We are dedicated to providing quality opportunities in all areas of education. The school climate will nurture positive self esteem and physical well being, thereby enabling students to reach their potential and to function effectively as productive members of society.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanger Sixth Grade is one of seven campuses in Sanger Independent School District. Sanger Sixth Grade has 215 students and 19 staff members, including 11 certified teachers. We have one administrator, one part-time counselor, and one secretary. We have 5 paraprofessionals that work on our campus.

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

The 2017 Accountability Summary indicates 12.1% of our student receive Special Education services and 3.9% are classified as English Language Learners. The mobility rate is listed as 10.4%.

We currently have 37% of our campus that is classified as economically disadvantaged.

Demographics Strengths

Sanger Sixth Grade has many strengths. Some of the most notable demographic strengths include:

1. All core subjects are taught by certified teachers.
2. Teachers on our campus have an average of 19.2 years of experience.
3. Average class sizes are consistently under 22 students per class.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students have a low success rate on standardized testing in Reading. **Root Cause:** Special Education students are lacking in skills tested.

Problem Statement 2: Special Education students have a low success rate on standardized testing in Math. **Root Cause:** Special Education students are lacking in skills tested.

Problem Statement 3: Both Special Education and General Education teachers need training for teaching Sp.Ed. students in an Inclusive setting. **Root Cause:** For many years, Special Education students have been taught in a pull-out Resource setting and were not in General Education classes.

Problem Statement 4: All classes, including elective classes, should be taught by fully certified teachers. **Root Cause:** Funding has required three elective classes to be taught by paraprofessionals.

Student Academic Achievement

Student Academic Achievement Summary

According to last year's accountability summary for Sanger Sixth Grade, our campus Met Standard for the areas of Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. There were no areas in which our campus Did Not Meet Standard.

Performance Index Report:

Index 1 - Student Achievement - 81 (Target Score = 60)

Index 2 - Student Progress - 34 (Target Score = 30)

Index 3 - Closing Performance Gaps - 43 (Target Score = 26)

Index 4 - Postsecondary Readiness - 37 (Target Score = 13)

Student Academic Achievement Strengths

Sanger Sixth Grade has many strengths. Some of the most notable academic achievement strengths include:

1. Sanger Sixth Grade had a 76% passing rate on the STAAR Reading assessment, 7% higher than the state passing rate of 69%.
2. Sanger Sixth Grade had a 86% passing rate on the STAAR Math assessment, 10% higher than the state passing rate of 76%.
3. On the STAAR Reading assessment, Sanger Sixth Grade had 26% of students score at Masters Grade Level, compared to 19% statewide.
4. On the STAAR Math assessment, Sanger Sixth Grade had 72% of students Meet or Exceed progress, compared to 64% statewide.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 47% of students Met or Exceeded Progress on the STAAR Reading assessment in 2017. **Root Cause:** At the Sixth grade level, ELA teachers teach both English and Reading TEKS with less time available than in feeder schools. In addition, programs are no longer available to assist students through Title I pull-out programs or a Content Mastery center where students can receive specialized assistance.

Problem Statement 2: Only 19% of students Mastered Grade level on the STAAR Math assessment in 2017, compared to 23% statewide. **Root Cause:** Pacing of instruction was designed to get optimal passing rates, which led to less review time prior to testing.

School Processes & Programs

School Processes & Programs Summary

Sanger Sixth Grade has 2 core teachers for English/Language Arts, Math, Science, and Social Studies. All core teachers use the TEKS Resource system to teach the state mandated curriculum for their subject area. A full-time, certified band director teaches band, with two additional teachers from other campuses teaching a single class as well. A choir class is taught by the district choir director. Art, Physical Education, and Computer classes are taught by paraprofessionals. A single full-time Special Education teacher provides services to Special Education students through an inclusive setting, working with core teachers in general education classes. Gifted and Talented students are serviced through a pull-out program taught by a certified teacher for 1/2 day per week. ELL students are taught in general education classes taught by teachers with ELL training. Two paraprofessionals provide in-class support to Special Education, 504, and ELL students. A paraprofessional serves as campus librarian.

School Processes & Programs Strengths

Sanger Sixth Grade has many strengths. Some of the most notable process and program strengths include:

1. All core teachers are available for individual or small group tutoring on a daily basis from 7:30 am until 7:55 am
2. All students are scheduled into a 32 minute flexible Study Hall period, allowing for assistance on class assignments as needed according to teacher or student request
3. On occasion, higher need students are assigned specific Study Hall teachers according to need
4. Students who have shown weaknesses on previous standardized testing participate in a small-group pull-out program with certified teachers. The program is designed to reinforce classroom concepts taught.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is not a good program in place to address concepts not mastered on Curriculum Based Assessments. **Root Cause:** Teacher time constraints do not allow for individualized reteaching of concepts not mastered.

Perceptions

Perceptions Summary

Sanger Sixth Grade is a well-liked campus by students, parents, staff, and community members. Stake-holders express satisfaction with the design of a single grade campus as students join together from two elementary schools to begin this stage as young adolescents.

Perceptions Strengths

Sanger Sixth Grade has many strengths. Some of the most notable perception strengths include:

1. Having a single grade on campus, we have flexibility in scheduling that allows a less stressful transition from Elementary to Middle School.
2. Students feel that teachers have their best interest in mind and are willing to help them succeed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement should be increased. **Root Cause:** Parents tend to become less involved with their child's school as children move to higher-aged schools.

Problem Statement 2: Communication methods between our campus and parents/ community members need to continue to improve. **Root Cause:** As technological communication methods consistently change, schools must keep pace and continue to use different methods to communicate.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Student failure and/or retention rates

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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio

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: At least 80% of all students will score at least Approaches on 2018 Reading STAAR, including 25% or more of Special Ed. students.

Evaluation Data Source(s) 1: 2018 STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide students who have been unsuccessful on previous STAAR assessments with additional skills practice and remediation through a targeted pull-out program.	2, 3, 8, 9, 10	Classroom teacher, Counselor, Principal, Special Education teacher	80% students will show growth on this year's STAAR assessment.				
System Safeguard Strategy 2) Utilize after-school tutoring based on teacher referral and/or parent request.	2, 3, 8, 9	Classroom teachers, Principal	80% students will show growth on this year's STAAR assessment.				
3) Provide immediate response assistance based on daily student work.	3, 8, 9	Classroom teachers	5% increase in students success in mastering curriculum taught.				

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

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: At least 88% of all student will score at least Approaches on 2018 Math STAAR, including 56% or more of Special Ed. students.

Evaluation Data Source(s) 2: 2018 STAAR results

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide students who have been unsuccessful on previous STAAR assessments with additional skills practice and remediation through a targeted pull-out program.	2, 3, 8, 9, 10	Classroom teacher, Counselor, Principal, Special Education teacher	80% students will show growth on this year's STAAR assessment.				
System Safeguard Strategy 2) Utilize after-school tutoring based on teacher referral and/or parent request.	2, 3, 8, 9	Classroom teachers, Principal	80% students will show growth on this year's STAAR assessment.				
3) Provide immediate response assistance based on daily student work.	3, 8, 9	Classroom teachers.	100% students will be successful in mastering curriculum taught.				

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

Performance Objective 1: Highly qualified teachers will teach 100% of all core classes and 100% of paraprofessionals assisting with student instruction will also be highly qualified.

Evaluation Data Source(s) 1: Certificates on file

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend a minimum of one job fair to recruit high quality teachers to fill any campus vacancies.	5	Principal	5% increase in High quality teachers available to hire Sixth Grade Campus				
2) Establish a positive campus climate where staff members are supported, recognized, and valued.	4	Principal, Staff	5% High quality staff members will remain on staff for future years, resulting in a quality education for students.				
							


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

Performance Objective 1: Positive relationships will be established with students, parents, and district stakeholders through ongoing communications.

Evaluation Data Source(s) 1: Web-page, Twitter account, Teacher Remind accounts, emails, phone calls, campus call-outs, progress reports, and report cards

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate regularly with parents through a variety of teacher methods, such as face to face conferences, email, Remind 101 and phone calls.	1, 6	Teachers, Principal	4 positive communication opportunities between teachers and parents.				
2) Hold a Meet the Teacher event and Open House for parents to have the opportunity to visit our campus and teachers after ours.	6, 7	Principal, Teachers	2 opportunities				
3) Invite parents to participate in various activities throughout the year, such as Band and Choir concerts, school dances, and end of the year dodge ball tournament.	6	Principal, Teachers	3 Opportunities				




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

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

Performance Objective 1: An effective emergency response plan will be implemented and practiced.

Evaluation Data Source(s) 1: Documented drills.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold fire drills each month, along with other safety drills		Principal	2-3 times per semester.				
							

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

Performance Objective 2: All students will be provided at least 225 minutes of Physical education within every 2 week window.

Evaluation Data Source(s) 2: Master schedule

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule students into a 48 minute PE class that will meet every other day.	2	Principal, Counselor, Secretary	48 minute PE class schedule developed				

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

Performance Objective 3: ISS and OSS placements will decrease by 10%

Evaluation Data Source(s) 3: PEIMS data

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue implementation of Capturing Kids Hearts campus-wide.	2	Campus staff	5% decrease major code of conduct violations.				
							

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

Performance Objective 1: District resources will be used appropriately to fill campus needs.

Evaluation Data Source(s) 1: Budget expenditures.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase classroom supplies that will enhance the quality of education students receive.		Principal	100% of classroom supplies purchase				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide students who have been unsuccessful on previous STAAR assessments with additional skills practice and remediation through a targeted pull-out program.
1	1	2	Utilize after-school tutoring based on teacher referral and/or parent request.
1	2	1	Provide students who have been unsuccessful on previous STAAR assessments with additional skills practice and remediation through a targeted pull-out program.
1	2	2	Utilize after-school tutoring based on teacher referral and/or parent request.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Larry Shuman	Principal
Counselor	Ruby Henline	Counselor
Classroom Teacher	Joely Beam	Special Ed. Inclusion teacher
Classroom Teacher	Becky Amason	Math Teacher
Classroom Teacher	Shelia Hughes	Math Teacher
Parent	Vicki Beard	Parent
Community Representative	Ryan Dunn	Community Representative
Business Representative	Jenna Tilley	Business Representative