Garland Independent School District Sellers Middle School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

In order to create an environment that is conducive for learning, Sellers University is a community that sets high expectations of decorum, integrity, and challenging academics, as well as fair and equitable treatment so our students are prepared for the endless possibilities.

Vision

We will create a safe environment, where students and staff enjoy being that promotes personal growth and academic achievement for all.

Value Statement

In order to create an environment that is conducive for learning, Sellers University is a community that sets high expectations of decorum, integrity, and challenging academics, as well as fair and equitable treatment so our students are prepared for the endless possibilities.

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Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 1: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 6-8) will increase from 42% in 2023 to 71% in 2024 (2026 goal = 90%).

HB3 Goal

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers and Title I Instructional Coaches will disaggregate data from MAP (Measures of Academic Progress)		Formative		Summative
and CBAs during CLCs (Collaborative Learning Communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group with Special Education as a priority focus.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will meet expected growth on MAP and STAAR Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators	50%			
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Substitute pay for planning days - 6100 Payroll- Title I Funds - \$3,000				

Strategy 2 Details		Rev	views	
Strategy 2:		Formative		Summative
Teachers, instructional coaches, and administrators will utilize MAP and CBA data to plan small group teacher-led instruction during WIN class to specifically target and support individual student needs that aligns with the TEKS.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved STAAR, MAP, and CBA results				
Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators	50%			
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				
Problem Statements: Student Learning 3, 4				
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 1 Problem Statements:

Student Learning

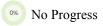
Problem Statement 3: Sellers MS 8th grade preliminary STAAR Reading scores project 58% of students will likely pass for the 2022-2023 school year. **Root Cause**: Lack of differentiation in reading instruction that aligns with high leverage TEKS and the rigor of the STAAR test.

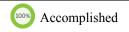
Problem Statement 4: Sellers MS 8th grade preliminary STAAR Social Studies scores project 23% of students will likely pass for the 2022-2023 school year. **Root Cause**: Lack of exposing rigorous and engaging STAAR practice problems to students.

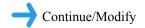
Performance Objective 2: Percent of students demonstrating English language acquisition as measured by Yearly Progress Indicator on Texas English Language Proficiency assessment System (TELPAS) assessments (grades 6-8) will increase from 40% in 2023 to 55% in 2024 (2026 goal = 76%).

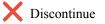
Evaluation Data Sources: TELPAS spring administration testing file (only students with yearly progress measure; accountability subset)

Strategy 1 Details		Rev	riews	
Strategy 1: Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one		Formative		Summative
year's growth in their language development while incorporating Summit K-12 into instruction daily during WIN and practicing for TELPAS using headsets with microphones. Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2024 TELPAS Staff Responsible for Monitoring: Teachers, instructional coaches, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Supplies & Materials - 6300 Supplies and Materials- Title I Funds - \$9,002.50	Nov 60%	Feb	Apr	June
Strategy 2 Details		Rev	iews	
Strategy 2: All teachers will use instructional materials and strategies such as anchor charts, sentence stems, word walls,		Formative		Summative
etc. to improve comprehension of content and academic language development.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2024 TELPAS Staff Responsible for Monitoring: Teachers, instructional coaches, administrators Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	40%			









Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Sellers MS 8th grade preliminary STAAR Reading scores project 58% of students will likely pass for the 2022-2023 school year. **Root Cause**: Lack of differentiation in reading instruction that aligns with high leverage TEKS and the rigor of the STAAR test.

Performance Objective 3: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 8) will increase from 30% in 2023 to 59% in 2024 (2026 goal = 80%).

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers and instructional coaches will ensure that science instruction is focused on rigorous, collaborative,		Formative		Summative
hands-on lab activities while providing real world examples.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Higher achievement in Science, specifically 8th grade STAAR Science			-	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators	25%			
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 5: Effective Instruction				
Problem Statements: Student Learning 2				
Funding Sources: Supplies & Materials - 6300 Supplies and Materials - Title I Funds - \$2,181.50				
No Progress Accomplished — Continue/Modify	X Discont	inue		_ I

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Sellers MS 8th grade preliminary STAAR Science scores project 42% of students will likely pass for the 2022-2023 school year. **Root Cause**: Lack of focus on science lessons that incorporate hands-on activities and labs that are student centered.

Performance Objective 4: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 6-8 + A1) will increase from 32% in 2023 to 69% in 2024 (2026 goal = 90%).

HB3 Goal

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details		Rev	iews	
Strategy 1: WIN and Math Lab teachers, instructional coaches, and administrators will utilize MAP and CBA data to plan		Formative		Summative
small group teacher-led instruction to specifically target and support individual student needs that aligns with the TEKS. Strategy's Expected Result/Impact: Improved MAP results and CBA results Staff Responsible for Monitoring: WIN and Math Lab teachers, instructional coaches, and administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$2,975.90, Supplies & Materials - 6300 Supplies and Materials- Title I Funds - \$219	Nov 50%	Feb	Apr	June

)v	Formative Feb	Apr	Summative June
	Feb	Apr	June
%			
%			
Discontin	nue		
]	Disconti	Discontinue	Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Sellers MS 7th grade preliminary STAAR Math scores projects that less than 20% of students will likely pass for the 2022-2023 school year. **Root Cause**: Lack of differentiation in math instruction, student management, and a weakness in Tier I instruction.

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through PSAT Evidence-based Reading & Writing (grade 8) will increase from 34% in 2023 to 60% in 2024 (2026 goal = 70%).

Evaluation Data Sources: College Board's SAT district summary report

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers will incorporate AVID strategies such as AVID binders and WICOR campus wide to aide students in		Formative		Summative
developing the necessary skills to reach mastery in all content.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in student organization and rigorous content in all classes			-	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration	25%			
TEA Priorities:				
Connect high school to career and college				
- ESF Levers:				
Lever 5: Effective Instruction				
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 6: Percent of discretionary exclusionary consequences will decrease from 60% in 2023 to 50% in 2024 (2026 goal <= 35%).

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details		Rev	views	
Strategy 1: PBIS Team will review behavioral data and develop common procedures and expectations for the campus and		Formative		Summative
all staff members will be trained. Campus expectations and procedures will be clearly posted around campus and extended day tutoring/detention will serve as a non-exclusionary consequence for our African American students.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease in exclusionary consequences Staff Responsible for Monitoring: Administration	35%			
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				
Problem Statements: Demographics 1				
Funding Sources: Supplemental Pay for Tuesday/Thursday School - 6100 Payroll- Title I Funds - \$7,000				
No Progress Accomplished Continue/Modify	X Discon	tinue	1	

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: African American students accounted for 31.6% of all office referrals in 2022-2023 according to Review 360 data which is disproportionate to our African American population of 18.8% **Root Cause**: Lack of mentorship for AA students who repeatedly receive exclusionary consequences.

Performance Objective 7: By May 2024, 75% of parents will state on the Family Engagement Survey that they are "always" encouraged to be involved in activities and actively recruited to serve on campus committees at Sellers Middle School.

Evaluation Data Sources: Family Engagement Survey

Strategy 1 Details		Rev	iews	
Strategy 1: Support transition to middle school for 5th graders moving to 6th grade and 8th graders moving to 9th grade by		Formative		Summative
holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in 6th grade student achievement in academics and behavior Staff Responsible for Monitoring: Administration & Counselors	50%			
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$3,000				
Strategy 2 Details		Rev	iews	
Strategy 2: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared		Formative		Summative
responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase communication and parent support Staff Responsible for Monitoring: Administration	100%	100%	100%	
Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers:				
Lever 3: Positive School Culture				

Strategy 3 Details		Rev	iews	
Strategy 3: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform		Formative		Summative
parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and	Nov	Feb	Apr	June
community members, additional language translation of the policy will be made available at no cost.				
Strategy's Expected Result/Impact: Increase family involvement and academic success	100%	100%	100%	
Staff Responsible for Monitoring: Administration and teachers				
Title I:				
4.2				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture				
Strategy 4 Details		Rev	iews	
Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss		Rev Formative	iews	Summative
	Nov	Formative		
Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss	Nov		Apr	Summative June
Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss student strengths and needs.	Nov	Formative		
Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss student strengths and needs. Strategy's Expected Result/Impact: Increase family involvement and academic success		Formative		
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Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss student strengths and needs. Strategy's Expected Result/Impact: Increase family involvement and academic success Staff Responsible for Monitoring: Administration and teachers Title I: 4.2 - TEA Priorities: Improve low-performing schools		Formative		

Strategy 5 Details		Rev	iews	
Strategy 5: Teachers, counselors, Title I Parent Involvement Aide, and administrators will coordinate, communicate, and		Formative		Summative
execute campus activities, parent trainings, events, and materials through Talking Points and parent newsletters in the family's preferred language to increase parent awareness and involvement. Strategy's Expected Result/Impact: An increased number of parents will feel involved in activities and events Staff Responsible for Monitoring: Teachers, counselors, and administrators Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1 Funding Sources: Supplemental Pay - 6100 Parent Inv. Payroll T1 - \$1,280.10, Talking Points - 6300 Parent Involvement. Supplies T1 - \$3,316	Nov 50%	Feb	Apr	June
No Progress Accomplished — Continue/Modify	X Discont	tinue	1	

Performance Objective 7 Problem Statements:

Perceptions

Problem Statement 1: According to the 2022-2023 Parent Involvement Survey, 51% of parents felt the school "Always" provides the materials and trainings to help parents work with their children to improve student achievement. **Root Cause**: Lack of prioritizing parent trainings and a lack of expectations for teachers to provide instructional materials for this purpose.

Problem Statement 2: According to the 2022-2023 Parent Involvement Survey, 56% of parents felt the school "Always" encourages parents to be involved in activities at this school and actively recruited to serve on campus or district committees. **Root Cause**: Need to rebuild partnerships with parents, including PTA and other in school organizations.

Goal 2: 100% of magnet students will participate in collaborative and project or problem based experiences with their peers to build leadership, language, and business skills.

Performance Objective 1: 100% of magnet students will participate in collaborative and project or problem based experiences with their peers to build leadership, language, and business skills.

Evaluation Data Sources: Lesson plans and student leadership opportunity sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Magnet students will be in a cohort of teachers during the school day that provides collaborative, project based learning experiences with an emphasis on student leadership.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase leadership capacity and student performance Staff Responsible for Monitoring: Magnet Team and Administration Title I: 2.5 - TEA Priorities: Build a foundation of reading and math	50%			
- ESF Levers: Lever 1: Strong School Leadership and Planning				
No Progress Continue/Modify	X Discon	tinue		