Garland Independent School District

Sellers Middle School

2024-2025 Campus Improvement Plan

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

86% of our students are Economically Disadvantaged
43% EB Students
13% SPED Students
64% Hispanic
16% African American
7% White
8% Asian
5% Other
Title I Campus

Demographics Strengths

- AVID EXCEL and AVID support our diverse student populations with collaboration across content areas.
- We serve multiple cultures and engage with parents and families through our Magnet program.
- Adjusted to student enrollment through various course options and offering tailored student support, we can ensure that every student receives the assistance they need to thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hispanic/Latino students accounted for 63.1% of all disciplinary incidents in 2023-2024 according to Review 360 data which is disproportionate to our Hispanic/Latino (H/L) population of 18.8%. **Root Cause:** Lack of mentorship for H/L students who repeatedly receive exclusionary consequences.

Problem Statement 2 (Prioritized): The attendance average for Cycles 1-4 of the 2023-2024 school year was 94%. **Root Cause:** Lack of understanding of the importance of attendance as well as minimal truancy consequences.

Student Learning

Student Learning Summary

Sellers uses MAP, CBA and STAAR data. Students are performing overall above other schools in their comparative grouping. Based on STAAR data, there was an overall incline in all subjects except 7th grade Math. Sellers Middle School needs to focus on Tier 1 instruction to increase student performance for the 2024-2025 school year.

Student Learning Strengths

- Sellers MS Algebra I STAAR Scores increased from 2023 (+8% in Approaches, +37% in Meets, +31% Masters)
- Sellers MS 6th grade STAAR Math scores are projected to be on track with the district average for students to likely pass for the 2024-2025 school year.
- Sellers MS 6th and 7th grade STAAR RLA scores are projected to be on average with the district for the students likely to pass for the 2024-2025 school year.
- TELPAS 23-24 indicates that EB students are performing according to the district's overall composite score of a 2.7. 26% of 6th graders showed growth in one or more categories as well as 7th and 8th graders both showing a growth or 39%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sellers MS 7th grade preliminary STAAR Math scores projects a deficit of 11% of the district's projected average for the 2023-2024 school year. **Root Cause:** Lack of Tier I instruction that demonstrates differentiation in math instruction through modeling and role play, pacing, and classroom expectations.

Problem Statement 2 (Prioritized): Sellers MS 6th grade STAAR RLA data shows -5% of the district's average for masters for the 2023-2024 school year. **Root Cause:** Classroom structure and expectations, preparation and teacher exemplars for clear and precise understanding of the TEKS expectations of students.

Problem Statement 3 (Prioritized): Sellers MS 7th grade STAAR RLA data showed 63% of students passed for the 2023-2024 school year. **Root Cause:** Lack of differentiation in planning instruction that aligns with high leverage TEKS, teacher presence, and student engagement.

Problem Statement 4 (Prioritized): Sellers MS 6th-8th grade students taking TELPAS did not meet the SSP goal of 44%, but is in conjunction with the district's overall composite score of a 2.7. **Root Cause:** Student buy-in and reasoning behind TELPAS to build confidence in lower performing areas.

School Processes & Programs

School Processes & Programs Summary

Enrollment in electives and after-school activities remains notably below the district norms for areas such as Athletics and after school clubs and activities. Strategic planning, along with district/campus expectations and protocols implemented in the 2023-2024 academic year, has notably decreased the occurrences of misbehavior, late arrivals, and absenteeism. It is essential to continue to enhance foundational teaching and educator assistance at the primary level to drive improvements in student performance.

School Processes & Programs Strengths

- Clear and consistent communication to staff via Smore Newsletter
- Increased communication with parents via Talking Points and Social media platforms
- Systems for Data Analysis and monitoring: Mini PD offerings, Structured CLC, and PD addressing student and staff needs throughout the school year

- Focused WIN Classes - EB WIN, Sped/Content Collaborations, Data aligned placements
- Math and ELAR Co-Teach model implemented 2023-2024 school year
- 2 Instructional Coaches as extensions of the campus Admin and Leadership Team
- Community Collaboration for Athlete Mentorship and Student Leadership (Magnet Focus)
- Admin mentoring for teacher Leadership and growth opportunities
- Monthly morale boosting events for staff and daily birthday celebrations for staff and students
- Teacher and Para of the month and year
- Weekly focused/strategic admin meetings with targeted steps and outcomes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2023-2024 school year, Sellers MS Athletic Program was 21% of our enrolled 7th & 8th students which is a 3% decline from the 2022-2023 school year. **Root Cause:** Struggles with responsibilities, accountability, and structure for athletes in athletics and in academic classes.

Perceptions

Perceptions Summary

Data indicates substantial progress over the last year. Feedback from employees, feedback from parents, employee retention, and employee presence show enhancements in each of these domains. The general atmosphere and environment, as per this data, are more favorable when contrasted with data from prior years.

Perceptions Strengths

- Enrollment for the 2023-2024 school year increased by about 100 students (12% increase)
- According to students, 29% of students felt extremely or quite confident that they will remember what was learned in their current classes next year and 64% felt somewhat or slightly confident.
- According to students, 29% of students felt that if they have a problem while working towards an important goal, they almost never give up on that goal.
- According to a parent survey, 89% of parents feel expectations for student behavior in classrooms and common areas are "Always" communicated to students and parents.
- According to a parent survey, 77% of parents feel they are "Always" welcome at the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the 2023-2024 student survey, 93% of students felt a level of confidence towards remembering content they've learned this school year. **Root Cause:** Building confidence in the learning process for ALL learning types.

Problem Statement 2: According to the 2023-2024 Parent Involvement Survey, 89% of parents felt that there are minimal concerns with their child getting to school safely. **Root Cause:** Several buses are picking up and dropping students off late.

Problem Statement 3 (Prioritized): According to the 2023-2024 Parent Involvement Survey, 77% of parents felt the school "Always" has a welcoming and inviting atmosphere. **Root Cause:** Lack of consistent and targeted recruitment to be involved and serve on campus committees.

Priority Problem Statements

Problem Statement 1: The attendance average for Cycles 1-4 of the 2023-2024 school year was 94%.

Root Cause 1: Lack of understanding of the importance of attendance as well as minimal truancy consequences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Hispanic/Latino students accounted for 63.1% of all disciplinary incidents in 2023-2024 according to Review 360 data which is disproportionate to our Hispanic/Latino (H/L) population of 18.8%.

Root Cause 2: Lack of mentorship for H/L students who repeatedly receive exclusionary consequences.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Sellers MS 6th grade STAAR RLA data shows -5% of the district's average for masters for the 2023-2024 school year.

Root Cause 3: Classroom structure and expectations, preparation and teacher exemplars for clear and precise understanding of the TEKS expectations of students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Sellers MS 7th grade preliminary STAAR Math scores projects a deficit of 11% of the district's projected average for the 2023-2024 school year.

Root Cause 4: Lack of Tier I instruction that demonstrates differentiation in math instruction through modeling and role play, pacing, and classroom expectations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Sellers MS 7th grade STAAR RLA data showed 63% of students passed for the 2023-2024 school year.

Root Cause 5: Lack of differentiation in planning instruction that aligns with high leverage TEKS, teacher presence, and student engagement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Sellers MS 6th-8th grade students taking TELPAS did not meet the SSP goal of 44%, but is in conjunction with the district's overall composite score of a 2.7.

Root Cause 6: Student buy-in and reasoning behind TELPAS to build confidence in lower performing areas.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to the 2023-2024 Parent Involvement Survey, 77% of parents felt the school "Always" has a welcoming and inviting atmosphere.

Root Cause 7: Lack of consistent and targeted recruitment to be involved and serve on campus committees.

Problem Statement 7 Areas: Perceptions

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 45% in 2024 to 65% in 2025

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers and Title I Instructional Coaches will disaggregate data from MAP (Measures of Academic Progress) 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. **Strategy's Expected Result/Impact:** Students will meet expected growth on MAP and STAAR **Staff Responsible for Monitoring:** Teachers, instructional coaches, and administrators **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 2, 3 **Funding Sources:** - 6100 Payroll- Title I Funds - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Improved STAAR, MAP, and CBA results **Staff Responsible for Monitoring:** 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 **Problem Statements:** Student Learning 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will participate in planning days with their grade level content teams to plan or Tier 1 instruction. **Strategy's Expected Result/Impact:** Effective Tier 1 instruction will increase student learning on the first teach, and in turn, decrease the number of students that need to be retaught. **Staff Responsible for Monitoring:** 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - 6100 Payroll- Title I Funds - $3,000				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Sellers MS 6th grade STAAR RLA data shows -5% of the district's average for masters for the 2023-2024 school year. **Root Cause**: Classroom structure and expectations, preparation and teacher exemplars for clear and precise understanding of the TEKS expectations of students.

Student Learning
Problem Statement 3: Sellers MS 7th grade STAAR RLA data showed 63% of students passed for the 2023-2024 school year. **Root Cause**: Lack of differentiation in planning instruction that aligns with high leverage TEKS, teacher presence, and student engagement.

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 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 44% in 2024 to 55% in 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one 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 2025 TELPAS **Staff Responsible for Monitoring:** Teachers, instructional coaches, administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3, 4 **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $9,002.50				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All teachers will use instructional materials and strategies such as anchor charts, sentence stems, word walls, etc. to improve comprehension of content and academic language development. **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 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The attendance average for Cycles 1-4 of the 2023-2024 school year was 94%. **Root Cause**: Lack of understanding of the importance of attendance as well as minimal truancy consequences.
Student Learning
Problem Statement 2: Sellers MS 6th grade STAAR RLA data shows -5% of the district's average for masters for the 2023-2024 school year. **Root Cause**: Classroom structure and expectations, preparation and teacher exemplars for clear and precise understanding of the TEKS expectations of students.
Problem Statement 3: Sellers MS 7th grade STAAR RLA data showed 63% of students passed for the 2023-2024 school year. **Root Cause**: Lack of differentiation in planning instruction that aligns with high leverage TEKS, teacher presence, and student engagement.
Problem Statement 4: Sellers MS 6th-8th grade students taking TELPAS did not meet the SSP goal of 44%, but is in conjunction with the district's overall composite score of a 2.7. **Root Cause**: Student buy-in and reasoning behind TELPAS to build confidence in lower performing areas.

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 3: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 8) will increase from 33% in 2024 to 50% in 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers and instructional coaches will ensure that science instruction is focused on rigorous, collaborative, hands-on lab activities while providing real world examples. **Strategy's Expected Result/Impact:** Higher achievement in Science, specifically 8th grade STAAR Science **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $2,181.50				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 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 42% in 2024 to 69% in 2025.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: WIN and Math Lab teachers, instructional coaches, and administrators will utilize MAP and CBA data to plan 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 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 **Problem Statements:** Student Learning 1 **Funding Sources:** - 6100 Payroll- Title I Funds - $2,975.90, - 6300 Supplies and Materials- Title I Funds - $2,281, - 6300 Supplies and Materials- Title I Funds - $219				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning. **Strategy's Expected Result/Impact:** Increased number of students who meet their Projected Proficiency Goals on EOY MAP **Staff Responsible for Monitoring:** Teachers, Administrators, instructional coach **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will participate in planning days with their grade level content teams to plan for Tier 1 instruction. **Strategy's Expected Result/Impact:** Effective Tier 1 instruction will increase student learning on the first teach, and in turn, decrease the number of student that need to be retaught. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Sellers MS 7th grade preliminary STAAR Math scores projects a deficit of 11% of the district's projected average for the 2023-2024 school year. **Root Cause**: Lack of Tier I instruction that demonstrates differentiation in math instruction through modeling and role play, pacing, and classroom expectations.

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 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 31% in 2024 to 55% in 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will incorporate AVID strategies such as AVID binders and WICOR campus wide to aide students in developing the necessary skills to reach mastery in all content. **Strategy's Expected Result/Impact:** Increase in student organization and rigorous content in all classes **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Sellers MS 7th grade preliminary STAAR Math scores projects a deficit of 11% of the district's projected average for the 2023-2024 school year. **Root Cause**: Lack of Tier I instruction that demonstrates differentiation in math instruction through modeling and role play, pacing, and classroom expectations.
Problem Statement 2: Sellers MS 6th grade STAAR RLA data shows -5% of the district's average for masters for the 2023-2024 school year. **Root Cause**: Classroom structure and expectations, preparation and teacher exemplars for clear and precise understanding of the TEKS expectations of students.
Problem Statement 3: Sellers MS 7th grade STAAR RLA data showed 63% of students passed for the 2023-2024 school year. **Root Cause**: Lack of differentiation in planning instruction that aligns with high leverage TEKS, teacher presence, and student engagement.
Problem Statement 4: Sellers MS 6th-8th grade students taking TELPAS did not meet the SSP goal of 44%, but is in conjunction with the district's overall composite score of a 2.7. **Root Cause**: Student buy-in and reasoning behind TELPAS to build confidence in lower performing areas.

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 6: Percent of discretionary exclusionary consequences will decrease from 50% in 2024 to 45% in 2025.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PBIS Team will review behavioral data and develop common procedures and expectations for the campus and 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. **Strategy's Expected Result/Impact:** Decrease in exclusionary consequences **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - 6100 Payroll- Title I Funds - $7,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Hispanic/Latino students accounted for 63.1% of all disciplinary incidents in 2023-2024 according to Review 360 data which is disproportionate to our Hispanic/Latino (H/L) population of 18.8%. **Root Cause**: Lack of mentorship for H/L students who repeatedly receive exclusionary consequences.

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 7: By May 2025, 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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Support transition to middle school for 5th graders moving to 6th grade and 8th graders moving to 9th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness. **Strategy's Expected Result/Impact:** Increase in 6th grade student achievement in academics and behavior **Staff Responsible for Monitoring:** Administration & Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** - 6100 Payroll- Title I Funds - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared 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. **Strategy's Expected Result/Impact:** Increase communication and parent support **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform 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 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 **Staff Responsible for Monitoring:** Administration and teachers **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers, counselors, Title I Parent Involvement Aide, and administrators will coordinate, communicate, and execute campus activities, parent trainings, events, and materials through ParentSquare 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 3 **Funding Sources:** - 6100 Payroll- Title I Funds - $1,280.10				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Perceptions
Problem Statement 3: According to the 2023-2024 Parent Involvement Survey, 77% of parents felt the school "Always" has a welcoming and inviting atmosphere. **Root Cause**: Lack of consistent and targeted recruitment to be involved and serve on campus committees.

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			
	Formative			Summative
	Nov	Feb	Apr	June
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. **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and Title I Instructional Coaches will disaggregate data from MAP (Measures of Academic Progress) 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.

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$3,000.00
1	1	3			$3,000.00
1	4	1			$2,975.90
1	6	1			$7,000.00
1	7	1			$3,000.00
1	7	5			$1,280.10
				Sub-Total	$20,256.00
				Budgeted Fund Source Amount	$15,975.50
				+/- Difference	-$4,280.50

6100 Parent Inv. Payroll T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,280.10
				+/- Difference	$1,280.10

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$9,002.50
1	3	1			$2,181.50
1	4	1			$219.00
1	4	1			$2,281.00
				Sub-Total	$13,684.00
				Budgeted Fund Source Amount	$14,378.90
				+/- Difference	$694.90
				Grand Total Budgeted	$31,634.50
				Grand Total Spent	$33,940.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	-$2,305.50

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024