

# Garland Independent School District

## Sellers Middle School

### 2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: C



**Board Approval Date:** October 25, 2022  
**Public Presentation Date:** August 24, 2022

# 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

Beginning with why we are here everyday, we will become a campus which strongly focuses on college and career readiness and high expectations for students while continually working towards eliminating the variance and providing highly engaging lessons where students want to come and learn.

## 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 in grades 6-8 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase to 90.0% by 2026: 6th grade from 47.9% in 2022; 7th grade from 64.3% in 2022; 8th grade from 65.5% in 2022. (SY2023 interim goal = 71%)

**Evaluation Data Sources:** 2022 STAAR spring results - all students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and Title I Instructional Coaches will disaggregate data from MAP (Measures of Academic Progress) and unit assessments 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..</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet expected growth on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, and administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Manipulatives &amp; Supplemental Materials - 199 - PIC 23 SPED State Allotment Funds - \$3,238, Substitute pay for planning days - 6100 Payroll- Title I Funds - \$300</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR, MAP, and CBA results <b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, and administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 4 <b>Funding Sources:</b> Supplies &amp; Materials - 6300 Supplies and Materials- Title I Funds - \$2,750</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


**Performance Objective 1 Problem Statements:**






Student Learning
<p><b>Problem Statement 2:</b> Sellers MS 8th grade STAAR Social Studies scores were 31% approaches and 7% meets for the 2021-2022 school year. <b>Root Cause:</b> Lack of exposing rigorous STAAR practice problems to students.</p>
<p><b>Problem Statement 4:</b> Sellers MS 7th grade STAAR Reading scores were 39% meets for the 2021-2022 school year. <b>Root Cause:</b> Lack of differentiation in reading instruction and a lack of utilizing the learning continuum during instruction.</p>

**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 Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 35.6% in 2022 to 76% by 2026. (SY2023 interim goal = 55.8%)

**Evaluation Data Sources:** 2022 TELPAS results - all students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development while incorporating FlipGrid into instruction weekly and practicing for TELPAS using headsets with microphones.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher proficiency levels on Spring 2023 TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> TELPAS Headphones - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,728, Supplies &amp; Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher proficiency levels on Spring 2023 TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 199 - PIC 24 State Comp Ed Funds - \$5,918</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 4:</b> Sellers MS 7th grade STAAR Reading scores were 39% meets for the 2021-2022 school year. <b>Root Cause:</b> Lack of differentiation in reading instruction and a lack of utilizing the learning continuum during instruction.</p>

**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 in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 31.1% to 80% by 2026. (SY2023 interim goal = 58.9%)

**Evaluation Data Sources:** 2022 STAAR spring results - all students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and instructional coaches will ensure that science instruction is focused on rigorous, collaborative, hands-on lab activities while providing real world examples.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher achievement in Science, specifically 8th grade STAAR Science</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 6300 Supplies and Materials- Title I Funds - \$2,996</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**


Student Learning
<p><b>Problem Statement 3:</b> Sellers MS 8th grade STAAR Science scores were 31% meets for the 2021-2022 school year. <b>Root Cause:</b> Lack of focus on science lessons that incorporate hands-on activities and labs.</p>





**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 in grades 6-8 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math and STAAR Algebra I EOC, will increase: 6th grade from 26.5% in 2022 to 90% in 2026 (SY2023 interim goal = 28.1%); 7th grade from 5.2% in 2022 to 90% in 2026 (SY2023 interim goal = 23.3%); 8th grade from 25.9% in 2022 to 90% in 2026 (SY2023 interim goal = 55.3%); Algebra I from 73.3% in 2022 to 95% in 2026 (SY2023 interim goal = 74.9%).

**Evaluation Data Sources:** 2022 STAAR spring results - all students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved MAP results and CBA results</p> <p><b>Staff Responsible for Monitoring:</b> WIN and Math Lab teachers, instructional coaches, and administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Maneuvering the Middle - Math - 6300 Supplies and Materials- Title I Funds - \$3,604, Supplies &amp; Materials - 6300 Supplies and Materials- Title I Funds - \$250</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students who meet their Projected Proficiency Goals on EOY MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, instructional coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 199 - PIC 24 State Comp Ed Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue






**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Sellers MS 7th grade STAAR Math scores were 29% approaches and 5% meets for the 2021-2022 school year. <b>Root Cause:</b> Lack of differentiation in math instruction and a lack of utilizing the learning continuum during instruction.</p>

**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 post-secondary readiness exam success, as measured by meeting college ready benchmarks through PSAT, Evidence-based Reading & Writing will increase from 33.1% in 2019 to 70% in by 2026 (SY2023 EBRW interim goal = 60% and Mathematics will increase from 20.4% in 2019 to 50% by 2026 (SY2023 Math interim goal = 26%).

**Evaluation Data Sources:** 2022 PSAT fall results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student organization and rigorous content in all classes</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Supplies &amp; Materias - 199 - PIC 24 State Comp Ed Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Less than 10% of students were involved in a club/organization during the 2021-2022 school year. <b>Root Cause:</b> Negative culture and climate and lack of positive relationships between students and staff.</p>

**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 student management incidents resulting in exclusionary consequences will decrease from 84.2% in 2022 to 35% by 2026. (SY2023 interim goal = 56.8%)

**Evaluation Data Sources:** Review360 EOY Incident Summary Report + Skyward Consequence Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in exclusionary consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Supplemental Pay for Tuesday/Thursday School - 6100 Payroll- Title I Funds - \$6,700, Substitute Pay for PBIS Team Planning - 6100 Payroll- Title I Funds - \$320</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PBIS Team will review behavioral data and develop a positive behavior support plan that promotes positive behavior in all aspects of the school setting and provides a mentorship opportunity for our African American students that balances academics as well.</p>	Formative			Summative
	Nov	Feb	Apr	June

**Strategy's Expected Result/Impact:** Decrease in exclusionary discipline incidents for our African American students.  
**Staff Responsible for Monitoring:** Administration



**Title I:**

2.6

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1

**Funding Sources:** Supplemental Pay for Model Train Mentor Program - 6100 Payroll- Title I Funds - \$5,400, Materials - 6300 Supplies and Materials- Title I Funds - \$400



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** African American students accounted for 32.7% of all office referrals in 2021-2022 according to Review 360 data which is disproportionate to our African American population of 21% **Root Cause:** Lack of mentorship for AA students who repeatedly receive exclusionary consequences.



**Perceptions**



**Problem Statement 1:** Sellers Middle School fails to acknowledge positive behaviors and accomplishments. **Root Cause:** Lack of consistency and communication in regards to PBIS.


**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 2023, 90% of parents will state on the Family Engagement Survey that they are "always" contacted in a variety of ways and in a language that they understand at Sellers Middle School.

**Evaluation Data Sources:** Sign in sheets, meeting minutes, agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in 6th grade student achievement in academics and behavior</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</p> <p><b>Funding Sources:</b> Supplemental Pay - 6100 Payroll- Title I Funds - \$1,778</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication and parent support</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will have parent conferences once per semester to share data and academic progress and discuss student strengths and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family involvement and academic success</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers, counselors, Title I Parent Involvement Aide, and administrators will coordinate, communicate, and execute campus activities and events through Talking Points and parent newsletters in the family's preferred language to increase parent awareness and involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased number of parents will feel involved in activities and events</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors, and administrators</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</p> <p><b>Funding Sources:</b> Talking Points - 6300 Parent Involvement. Supplies T1 - \$2,883, Supplemental Pay - 6100 Payroll-Title I Funds - \$6,975</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 7 Problem Statements:**

Perceptions
<p><b>Problem Statement 4:</b> According to the 2021-2022 Family Engagement Survey, 69% of families feel that Sellers uses a variety of ways to contact them and 78% feel they receive information in a language they understand. <b>Root Cause:</b> Lack of expectations in regards to communicating with families</p>



**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 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement):** Due to one or more consistently under-performing student group in 2022 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Mathematics Academic Achievement from 28 (2022) to at least 46 (min target)

All Students: Mathematics Growth from 65 (2022) to at least 71 (min target)

All Students: Student Success (D1 STAAR Component) from 36 (2022) to at least 47 (min target)

African American Students: Mathematics Academic Achievement from 25 (2022) to at least 31 (min target)

African American Students: Student Success (D1 STAAR Component) from 33 (2022) to at least 36 (min target)

Hispanic Students: Mathematics Academic Achievement from 24 (2022) to at least 40 (min target)

Hispanic Students: Mathematics Growth from 61 (2022) to at least 69 (min target)

Hispanic Students: Student Success (D1 STAAR Component) from 33 (2022) to at least 41 (min target)

White Students: Reading Academic Achievement from 58 (2022) to at least 60 (min target)

White Students: Mathematics Academic Achievement from 36 (2022) to at least 59 (min target)

White Students: Mathematics Growth from 72 (2022) to at least 74 (min target)

White Students: Student Success (D1 STAAR Component) from 45 (2022) to at least 58 (min target)

Asian Students: Reading Academic Achievement from 67 (2022) to at least 74 (min target)

Asian Students: Mathematics Academic Achievement from 58 (2022) to at least 82 (min target)

Asian Students: Mathematics Growth from 78 (2022) to at least 86 (min target)

Asian Students: Student Success (D1 STAAR Component) from 60 (2022) to at least 73 (min target)

Eco Dis Students: Mathematics Academic Achievement from 25 (2022) to at least 36 (min target)

Eco Dis Students: Mathematics Growth from 64 (2022) to at least 68 (min target)

Eco Dis Students: Student Success (D1 STAAR Component) from 35 (2022) to at least 38 (min target)

EL Students (C&M): Mathematics Academic Achievement from 24 (2022) to at least 40 (min target)

EL Students (C&M): Mathematics Growth from 60 (2022) to at least 68 (min target)







EL Students (C&M): Student Success (D1 STAAR Component) from 33 (2022) to at least 37 (min target)

Current SPED Students: Reading Academic Achievement from 18 (2022) to at least 19 (min target)

Current SPED Students: Mathematics Academic Achievement from 15 (2022) to at least 23 (min target)

Current SPED Students: Mathematics Growth from 57 (2022) to at least 61 (min target)

Current SPED Students: Student Success (D1 STAAR Component) from 17 (2022) to at least 23 (min target)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize small group, teacher led-instruction to specifically target and support individual needs of students as determined by MAP and CBA data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of students meeting their Projected Growth Measure on MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will monitor student performance in reading and math and provide necessary interventions for all students with attention to the performance of All Students, African American, Hispanic, White, Asian, Economically Disadvantaged, Emergent Bilingual, and Special Education student group performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 8 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Sellers MS 7th grade STAAR Math scores were 29% approaches and 5% meets for the 2021-2022 school year. <b>Root Cause:</b> Lack of differentiation in math instruction and a lack of utilizing the learning continuum during instruction.</p>

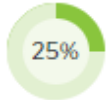




## Student Learning

**Problem Statement 4:** Sellers MS 7th grade STAAR Reading scores were 39% meets for the 2021-2022 school year. **Root Cause:** Lack of differentiation in reading instruction and a lack of utilizing the learning continuum during instruction.

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase leadership capacity and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Magnet Team and Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Collaborative Furniture - 199 - Magnet Funds - \$40,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				