

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.

Table of Contents

Goals 4

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. 4

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. 16


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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Substitute pay for planning days - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved STAAR, MAP, and CBA results Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p>
<p>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.</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 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2024 TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies & Materials - 6300 Supplies and Materials- Title I Funds - \$9,002.50</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2024 TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



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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.

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 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Higher achievement in Science, specifically 8th grade STAAR Science</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies & Materials - 6300 Supplies and Materials- Title I Funds - \$2,181.50</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 3 Problem Statements:


Student Learning
<p>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.</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 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved MAP results and CBA results</p> <p>Staff Responsible for Monitoring: WIN and Math Lab teachers, instructional coaches, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$2,975.90, Supplies & Materials - 6300 Supplies and Materials- Title I Funds - \$2,281, Maneuvering the Middle - 6300 Supplies and Materials- Title I Funds - \$219</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased number of students who meet their Projected Proficiency Goals on EOY MAP</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, instructional coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 4 Problem Statements:

Student Learning
<p>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.</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 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student organization and rigorous content in all classes</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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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 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplemental Pay for Tuesday/Thursday School - 6100 Payroll- Title I Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 6 Problem Statements:





Demographics
<p>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.</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 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in 6th grade student achievement in academics and behavior</p> <p>Staff Responsible for Monitoring: Administration & Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Supplemental Pay - 6100 Payroll- Title 1 Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase communication and parent support</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase family involvement and academic success</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss student strengths and needs.</p> <p>Strategy's Expected Result/Impact: Increase family involvement and academic success</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers, counselors, Title I Parent Involvement Aide, and administrators will coordinate, communicate, and 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.</p> <p>Strategy's Expected Result/Impact: An increased number of parents will feel involved in activities and events</p> <p>Staff Responsible for Monitoring: Teachers, counselors, and administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplemental Pay - 6100 Parent Inv. Payroll T1 - \$1,280.10, Talking Points - 6300 Parent Involvement. Supplies T1 - \$3,316</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 7 Problem Statements:

Perceptions
<p>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.</p> <p>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.</p>

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>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.</p> <p>Strategy's Expected Result/Impact: Increase leadership capacity and student performance</p> <p>Staff Responsible for Monitoring: Magnet Team and Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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