

Garland Independent School District

Coyle Middle School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

“Coyle Middle School is committed to the continued pursuit of academic excellence and to develop in each student the knowledge, academic skills, self-esteem and self-discipline to be successful in school and in life.”

Vision

Learner outcomes

- Upon graduation, each student will have the necessary skills, based on the district's learner profile, to enter his/her chosen pathway.
- Each student will demonstrate critical thinking skills to solve real-world problems.
- Each student will develop individual goals thus creating a pathway for his/her success.
- Each student will participate in a learning environment demonstrating the ability to confidently express his/her ideas and opinions.
- Each student will demonstrate measurable academic growth, in each subject area, per year.
- Each learner will understand his/her opportunities in society and what it takes to be a productive citizen.
- Each learner will understand the relevance of what and why he/she is learning.

Core Beliefs

Beliefs

We believe that...

- Quality education promotes collaboration, adaptability, goal-setting, critical thinking, and innovation.
- Successful learners need the support of not only parents, but the entire community.
- All students deserve equal access to quality educational resources.
- Our students will excel through real-world, hands-on investigations helping to define individual pathways in life.

- As a community we will provide a safe and balanced learning environment for each child socially, mentally, physically, and academically.
- The needs of all students will drive every district decision because all children can excel in their learning.
- Fostering a foundational approach builds learning skills to help students thrive in a global economy.
- Uniqueness of all stakeholders' cultures, beliefs, and abilities is recognized, championed and celebrated by our district.
- Building and maintaining collaborative relationships is the cornerstone of our tradition-rich district.

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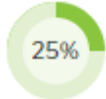
Goals


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.

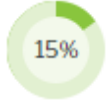
Performance Objective 1: Percent of students in grade 6-8 demonstrating Meets Grade Level performance on STAAR Reading, will increase from 41.8% in 2022 to 60% by 2025 in all grade levels. (SY 22-23 interim goal = 50%)


Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)
 MAP (BOY, MOY, EOY)
 Analysis of student Lexile level and utilization of Lexile Readers.


Strategy 1 Details	Reviews			
<p>Strategy 1: All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention by making the content more comprehensible and understandable. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
				


Strategy 2 Details	Reviews			
<p>Strategy 2: The instructional Coach will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies for at-risk students in need of intervention. Implementation of the JSWP.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: W.I.N. CLCs will identify students who are at risk for not passing STAAR tests based on previous years' results, CBA's, and MAP to provide focused intervention for small group tutorials for at risk-students for HB1416.</p> <p>Strategy's Expected Result/Impact: MOY MAP scores will show growth from BOY. This will drive STAAR projections into the Meets category</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach</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, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 4, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
				


Strategy 4 Details	Reviews			
<p>Strategy 4: The instructional Coach will work collaboratively with ELAR teachers to address the needs of ALL students with strategies to implement in the classroom to increase student engagement using critical reading strategies (monitoring comprehension, annotating text, after-reading tasks, etc.) to design instruction that will take a balanced literacy approach.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p> <p>Funding Sources: NearPod- - SAF GRANT FUNDED - 6300 Supplies and Materials- Title I Funds - 63911</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize extended day tutorials to support students by providing additional targeted enrichment for Tier I, II, and III students.</p> <p>Strategy's Expected Result/Impact: Additional extended-day student support will result in more students performing on or above grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 6 Details	Reviews			
<p>Strategy 6: All core classrooms will fully implement AVID Strategies including visual representations to help close the achievement gap by preparing all students for college readiness and success in a global society.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention by making the content more comprehensible and understandable. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: STAAR spring administration testing data file (accountability subset) MAP (BOY, EOY) CBAs and Interim Assessments</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 4, 9, 12, 13, 17</p> <p>Funding Sources: AVID Agenda Books - 199 FUNDED - 6300 Supplies and Materials- Title I Funds, AVID Posters - Print Shop- DISTRICT TITLE I FUNDED - 6300 Supplies and Materials- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Performance Objective 1 Problem Statements:


Student Learning
<p>Problem Statement 1: All grade levels did not meet their MAP Growth Projections on the reading tests.</p> <p>Problem Statement 3: Black students are underperforming the campus average by 10.3% on STAAR Reading.</p> <p>Problem Statement 4: ELL students are underperforming the campus average by 5.7% on STAAR Reading.</p> <p>Problem Statement 5: SPED students are underperforming the campus average by 42.6% on STAAR Reading.</p> <p>Problem Statement 9: LEP students are underperforming the campus average by 9% on STAAR Science.</p> <p>Problem Statement 12: Hispanic students are underperforming the campus average by 4% on STAAR Social Studies.</p> <p>Problem Statement 13: ELL students are underperforming the campus average by 12% on STAAR Social Studies.</p> <p>Problem Statement 17: HB4545 requires campuses to deliver supplemental accelerated instruction (e.g., tutoring) before or after school, or embedded within the school day. Root Cause: Due to students not meeting passing standards or did not take the 2021 STAAR exams in Reading and Math.</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 in grades 6-8 demonstrating Meets Grade Level performance on STAAR Math, will increase from 25.3% in 2022 to 60% by 2025 in all grade levels. (SY 22-23 interim goal = 50%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)
MAP (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will utilize Progress learning technology to engage all students and lead to improved academic achievement and increases the academic abilities of AA, ELs, and SPED students in math by providing relevant resources for struggling learners.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in math</p> <p>Staff Responsible for Monitoring: Campus Admin Campus Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7, 15</p> <p>Funding Sources: PROGRESS LEARNING- COYLE 056 CIP - 6300 Supplies and Materials- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: W.I.N. CLCs will identify students who are at risk for not passing STAAR tests based on previous years' results, CBA's, and MAP to provide focused intervention for small group tutorials for at risk-students for HB1416.</p> <p>Strategy's Expected Result/Impact: MOY MAP scores will show growth from BOY. This will drive STAAR projections into the Meets category</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach</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, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 6, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize extended day tutorials using Progress learning to support students by providing additional targeted enrichment for Tier I, II, and III students.</p> <p>Strategy's Expected Result/Impact: Additional extended-day student support will result in more students performing on or above grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7, 15</p> <p>Funding Sources: Extended Day Tutorials- SAF GRANT MONEY - 6100 Payroll- Title I Funds - \$0</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teacher growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.</p> <p>Strategy's Expected Result/Impact: Student academic growth to meet or exceed campus goals for STAAR Math and STAAR ELA.</p> <p>Staff Responsible for Monitoring: Admin CLC Leads Instructional Coaches Department Heads</p> <p>Title I: 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: Substitutes for Teacher Training Days- SAF GRANT FUNDED - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Performance Objective 2 Problem Statements:



Student Learning
<p>Problem Statement 6: Black students are underperforming the campus average by 9% on STAAR Math.</p> <p>Problem Statement 7: SPED students are underperforming the campus average by 38% on STAAR Math.</p> <p>Problem Statement 15: White students are performing 12% below Black students in the Meets category; Hispanic students are performing 7% below Black students in the Meets category on the Algebra 1 EOC. Root Cause: Still being identified due to a change in teacher for this new year.</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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 33% in 2022 to 76% by 2025. (SY 22-23 interim goal = 55.0%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.</p> <p>Strategy's Expected Result/Impact: Significantly increase growth outcomes for Emergent Bilinguals by making the content more comprehensible and understandable.</p> <p>Staff Responsible for Monitoring: Admin, Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Ancillary Classroom Materials - 199 - PIC 25 Bil../ESL State Allotment Funds - \$4,700</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies directed towards ELL students.</p> <p>Strategy's Expected Result/Impact: Improve TELPAS scores by a minimum of 10% in all grade levels.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers LPAC</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, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement aggressive progress monitoring sheets to aid in identifying learning gaps and provide data for immediate interventions to all students during Tier 1 instruction..</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All ELAR classrooms will provide technology accommodations for students preparing for TELPAS assessments.</p> <p>Strategy's Expected Result/Impact: Increased EL Proficiency on TELPAS at 36% or higher for 2023.</p> <p>Staff Responsible for Monitoring: Testing Team</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Headphone w/ Mic - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Performance Objective 3 Problem Statements:







Student Learning
<p>Problem Statement 1: All grade levels did not meet their MAP Growth Projections on the reading tests.</p> <p>Problem Statement 2: 6th and 7th Grade students did not meet their MAP Growth Projections on the science tests.</p> <p>Problem Statement 3: Black students are underperforming the campus average by 10.3% on STAAR Reading.</p> <p>Problem Statement 4: ELL students are underperforming the campus average by 5.7% on STAAR Reading.</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: The percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 33.5% in 2022 to 80% by 2025. (SY 22-23 interim goal = 65.0%).

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Science teachers will utilize STEMScopes and Makerspaces to teach Engineering Design Process and create real-world learning opportunities that engage all students and lead to improved academic achievement and increases the academic abilities of AA, ELs, and SPED students in science by providing relevant resources for struggling learners.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 10</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design and Content-based Language Instruction strategies.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention by making the content more comprehensible and understandable. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 8, 9, 10</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize extended day tutorials to support students by providing additional targeted enrichment for Tier I, II, and III students.</p> <p>Strategy's Expected Result/Impact: Additional extended-day student support will result in more students performing on or above grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 8, 9, 10</p> <p>Funding Sources: Extended Day Tutorials - 6100 Payroll- Title I Funds - \$9,040</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: 6th and 7th Grade students did not meet their MAP Growth Projections on the science tests.

Problem Statement 8: Hispanic students are underperforming the campus average by 8% on STAAR Science.

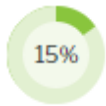
Problem Statement 9: LEP students are underperforming the campus average by 9% on STAAR Science.






Problem Statement 10: SPED students are underperforming the campus average by 34% on STAAR Science.

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: The percent of students in grade 8 Meets Grade Level performance on STAAR Social Studies, will increase from 21.2% in 2022 to 60% by 2025. (SY 22-23 interim goal = 50.0%).

Evaluation Data Sources: Interim Assessments, CBAs, TIA Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design and Content-based Language Instruction strategies.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention by making the content more comprehensible and understandable. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11, 12, 13, 14</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Social Studies teachers will plan hands-on lessons that extend the district curriculum through the use of maps and globes, and other technology resources. They will implement hands-on instructional activities to promote collaboration and increased engagement for SPED students using Document-based Questions (DBQ) programs tools.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention by making the content more comprehensible and understandable. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11, 12, 13, 14</p> <p>Funding Sources: DBQ Binder Site License - 199 - PIC 23 SPED State Allotment Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize extended day tutorials to support students by providing additional targeted enrichment for Tier I, II, and III students.</p> <p>Strategy's Expected Result/Impact: Additional extended-day student support will result in more students performing on or above grade level.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11, 12, 13, 14</p> <p>Funding Sources: Extended Day Tutorials - 6100 Payroll- Title I Funds - 5000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Performance Objective 5 Problem Statements:






Student Learning
<p>Problem Statement 11: Black students are underperforming the campus average by 5% on STAAR Social Studies.</p> <p>Problem Statement 12: Hispanic students are underperforming the campus average by 4% on STAAR Social Studies.</p> <p>Problem Statement 13: ELL students are underperforming the campus average by 12% on STAAR Social Studies.</p> <p>Problem Statement 14: SPED students are underperforming the campus average by 33% on STAAR Social Studies.</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: The percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Algebra 1 EOC, will increase from 71% in 2022 to 90% by 2025. (SY 22-23 interim goal = 80%).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Teachers will utilize Progress Learning technology application program to engage all students and lead to improved academic achievement and increases the academic abilities of AA, ELs, and SPED students in math by providing relevant resources for struggling learners.</p> <p>Strategy's Expected Result/Impact: Students will gain fluency and confidence in math, master essential skills at their own pace through fun and interactive questions, built-in support, and motivating awards.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 15</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design and Content-based Language Instruction strategies.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention by making the content more comprehensible and understandable. Improvement will be evaluated through MAP, STAAR, CBA, and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 15</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize extended day tutorials to support students by providing additional targeted enrichment for Tier I, II, and III students.</p> <p>Strategy's Expected Result/Impact: Additional extended-day student support will result in more students performing on or above grade level.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 15</p> <p>Funding Sources: Extended Day Tutorials - 6100 Payroll- Title I Funds - \$960</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:






Student Learning

Problem Statement 15: White students are performing 12% below Black students in the Meets category; Hispanic students are performing 7% below Black students in the Meets category on the Algebra 1 EOC. **Root Cause:** Still being identified due to a change in teacher for this new year.

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: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college-ready benchmarks through PSAT School Day Evidence-based Reading & Writing will increase from 45% in 2022 to 70% in by 2025 and PSAT School Day Mathematics will increase from 21% in 2022 to 50% by 2025. (SY 21-22 EBRW interim goal = 41.6%; (SY 22-23 math interim goal = 34.6%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Host PSAT Academies after school and on selected Saturdays. Strategy's Expected Result/Impact: Increase PSAT test takers, EBRW and Math scores. Staff Responsible for Monitoring: Campus Administration 8th Grade Math and ELAR Teachers</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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 16, 17 Funding Sources: PSAT Tutorials Extended Day or Saturday- - SAF GRANT FUNDED - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Performance Objective 7 Problem Statements:






Student Learning
<p>Problem Statement 16: On the 7th Grade STAAR Writing, 50.5% of the campus Met Standard, 20.46 Meets, and 2.64% Mastered. The new STAAR test will include writing across all contents tests. Root Cause: Limited writing opportunities across all content areas.</p> <p>Problem Statement 17: HB4545 requires campuses to deliver supplemental accelerated instruction (e.g., tutoring) before or after school, or embedded within the school day. Root Cause: Due to students not meeting passing standards or did not take the 2021 STAAR exams in Reading and Math.</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: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 55% in 2022 to 35% by 2025. (SY 22-23) interim goal = 30%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement campuswide PBIS strategies and supports including rewards, incentives, and classroom posters to display positive behavior strategies for all students.</p> <p>Strategy's Expected Result/Impact: Reward positive behaviors in an effort to decrease negative student behaviors and incidents.</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers</p> <p>Title I: 2.6</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: PBIS Resources and Rewards - 199 - PIC 24 State Comp Ed Funds - \$500, Title 1 Supplies - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement the Men of Honor and Ladies of Honor Mentoring Program in conjunction with local businesses and churches in the school community.</p> <p>Strategy's Expected Result/Impact: Transform the lives of the students in our school community by moving them beyond indifference to real difference, beyond passivity to full potential, and building capacity for future leaders.</p> <p>Staff Responsible for Monitoring: Campus Administration PBIS Team Parents/Families</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Performance Objective 8 Problem Statements:



Demographics
<p>Problem Statement 1: Black students represent 26.4% of the student population, but accumulated 44.4% (ISS), 53.3% (OOS), and 42.9% (DAEP). Root Cause: Lack of campus mentoring and teacher training on restorative practices.</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 9: Increase and sustain family and community engagement within the school community to promote a well-rounded campus environment.

Evaluation Data Sources: District Parent and Community Engagement survey results/report

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will 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: Improve parent and community engagement with the campus community.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Improvement Team</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> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will 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: Improve parent and community engagement with the campus community.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Improvement Team</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Translation and Support Services - 6100 Parent Inv. Payroll T1 - \$300</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will host Cougar Parent Academies to engage families and provide relevant information and partnership opportunities such as Orientations, Meet the Teacher, Parent-Teacher Conferences, PSAT Information Sessions, Coffee with the Admin, SEL workshops, Cyber-safety and elective information to prepare them for MS and/or HS transitions.</p> <p>Strategy's Expected Result/Impact: Build a sustaining partnership between school and families. Support transition to middle school for 5th graders moving to 6th grade, 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>Staff Responsible for Monitoring: Campus Administration Campus Improvement Team</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> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplies and Resources - 6300 Parent Involvement. Supplies T1 - \$250</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will implement Talking Points to increase two-way communication with parents. Host parent workshop to use this software.</p> <p>Strategy's Expected Result/Impact: Open lines of two-way communication in multiple languages to remove engagement and parental involvement barriers.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers and Staff</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> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Talking Points Software - 6300 Parent Involvement. Supplies T1 - \$500, Parent Workshop - 6100 Parent Inv. Payroll T1 - \$1,201</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Demographics
<p>Problem Statement 1: Black students represent 26.4% of the student population, but accumulated 44.4% (ISS), 53.3% (OOS), and 42.9% (DAEP). Root Cause: Lack of campus mentoring and teacher training on restorative practices.</p>