

Garland Independent School District
Coyle Technology Center for Math & Science
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Ethnic Distribution: Students

African American 255 26.4%

Hispanic 433 44.9%

White 200 20.7%

American Indian 4 0.4% 1

Asian 53 5.5%

Pacific Islander 0 0.0%

Two or More Races 20 2.1%

Sub-populations

Economically Disadvantaged 698 70.4%

Non-Educationally Disadvantaged 294 29.6%

Section 504 Students 7.3%

English Learners (EL) 259 26.2%

Dyslexia 52 5.2%

At-Risk 486 48.3%

Ethnic Distribution: Staff

African American 18.0 29.1%

Hispanic 5.0 8.2%

White 34.4 55.5%

American Indian 1.0 1.6%

Asian 1.5 2.4%

Pacific Islander 1.0 1.6%

Two or More Races 1.0 1.6%

Males 21.0 33.9%

Females 40.9

Teacher Experience

Beginning Teachers 4.0 6.5%

1-5 Years Experience 18.8 30.4%

6-10 Years Experience 11.4 18.4%

11-20 Years Experience 17.5 28.3%

Over 20 Years Experience 10.2 16.5%

Demographics Strengths

Demographics Strengths

Teacher Retention

Average Years Experience of Teachers: 11.2 (higher than the state average of 11.1)

Average Years Experience of Teachers with District: 7.9 (higher than the state average of 7.2)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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.

Student Learning

Student Learning Summary

Student Learning Summary

The data and input were reviewed and provided through various individuals and sources. Due to the COVID-19 Pandemic impacting school process and overall student learning in the previous school year, the 2020-2021 school year CIP data and input from various sources including student attendance, MAP and STAAR data for Math and Reading, were used to determine the needs and priority improvement actions for the 2021-2022 school year.

2019 Accountability Rating: D

Distinction Designations: Top 25 Percent: Comparative Academic Growth (COYLE MS)

Student Learning Strengths

Student Learning Strengths

MAP Growth

7th and 8th Grade students outperformed their projected growth on the Math MAP test.

8th Grade students outperformed their projected growth on MAP Science

STAAR

98% Approaches, 52% Meets, 25% Masters on the Algebra 1 STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All grade levels did not meet their MAP Growth Projections on the reading tests.

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

Problem Statement 3 (Prioritized): Black students are underperforming the campus average by 10.3% on STAAR Reading.

Problem Statement 4 (Prioritized): ELL students are underperforming the campus average by 5.7% on STAAR Reading.

Problem Statement 5 (Prioritized): SPED students are underperforming the campus average by 42.6% on STAAR Reading.

Problem Statement 6 (Prioritized): SPED students are underperforming the campus average by 42.6% on STAAR Reading.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Career and Technical Education (CTE) including Business, Engineering, Computer Explorations, Family and Consumer Science (7-8)

Band (6-8)

Choir (6-8)

Theatre & Musicals (6-8)

Student Council (7-8)

Athletics and Cheerleading (7-8)

AVID (6-8)

AVID Excel (6-8)

Special Education (6-8)

504 (6-8)

Dyslexia (6-8)

Sheltered Instruction (6-8)

Academic Pentathlon (7-8)

Chess and Game Club (6-8)

National Junior Honor Society (NJHS) (6-8)

Robotics (6-8)

Travel Club (6-8)

Kiwanis Builder's Club **(6-8)**

Freedom Place Leadership (6-8)

Men/Ladies of Honor (6-8)

LCC/JROTC (6-8)

Flag Program (6-8)

PLTW Courses (6-8)

Athletics (7-8)

Hair Crown Group (6-8)

Dance Club (6-8)

Art Club (6-8)

Book Club (6-8)

School Processes & Programs Strengths

School Processes & Programs Strengths

Based on our observational and WDM data analysis, targeted improvement plan, and instructional focus on RtI and DDI, our staff is committed to improving Tier I instruction through a high level of expectations for our students and instruction based on research-based best practices fostered through the PLC process and the Bambrick Coaching Model.

We have a variety of programs to start and continue in the 2023-2024 school year for all types of students at Coyle and Coyle Tech.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Due to COVID-19 pandemic and the restrictions placed on campuses and our extra-curricular activities, we are now faced with the challenge of rebuilding our programs and traditions.

Problem Statement 2 (Prioritized): The amount of students involved in extra-curricular activities is limited to courses scheduled during the school day. **Root Cause:** Collection of data from all student groups by staff sponsors.

Problem Statement 3 (Prioritized): 75% of students are not involved in an extra curricular activity from the list of programs and clubs offered at Coyle Middle School and Coyle Tech. **Root Cause:** Diverse ways to promote programs beyond announcements and posters. Lack of incentives to encourage students to be involved.

Perceptions

Perceptions Summary

Perceptions Summary

Coyle Middle School is not perceived as a campus that effectively serves all of its stakeholders. Therefore our goal is to promote a positive school climate and culture by reconnecting the staff, students, parents, and the community to the "One Team, One Goal" philosophy. We will nurture a strong partnership to improve the quality and consistency of positive communication. These conclusions were drawn by the new building principal from stakeholders who expressed their concerns to him through various mediums of communication. In order to meet these goals, Coyle Middle School will continue to focus on increasing parent and community engagement with the school community for the 2020-2021 school year. We will promote positive engagement of our PTA, AVID and AVID Excel, CTE, VAPA and any other campus-based organizations.

Perceptions Strengths

Campus is very diverse. Located in Rowlett, Texas. Access to the same high quality courses as Magnet school. MST. Has specific focuses and programs possibility for marketing. Leadership opportunities and focus points to help student to be able to grow students in interests. Lots of opportunity for growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): District website does not market the updated programs offered at Coyle Tech for the 2023-2024. **Root Cause:** Transitioning to a new school type without lasting feedback. Scores being.

Priority Problem Statements

Problem Statement 1: All grade levels did not meet their MAP Growth Projections on the reading tests.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Black students are underperforming the campus average by 10.3% on STAAR Reading.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 6th and 7th Grade students did not meet their MAP Growth Projections on the science tests.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Black students represent 26.4% of the student population, but accumulated 44.4% (ISS), 53.3% (OOS), and 42.9% (DAEP).

Root Cause 4: Lack of campus mentoring and teacher training on restorative practices.

Problem Statement 4 Areas: Demographics

Problem Statement 5: ELL students are underperforming the campus average by 5.7% on STAAR Reading.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 6: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

Root Cause 7:

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Due to COVID-19 pandemic and the restrictions placed on campuses and our extra-curricular activities, we are now faced with the challenge of rebuilding our programs and traditions.

Root Cause 8:

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The amount of students involved in extra-curricular activities is limited to courses scheduled during the school day.

Root Cause 9: Collection of data from all student groups by staff sponsors.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 75% of students are not involved in an extra curricular activity from the list of programs and clubs offered at Coyle Middle School and Coyle Tech.

Root Cause 10: Diverse ways to promote programs beyond announcements and posters. Lack of incentives to encourage students to be involved.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: District website does not market the updated programs offered at Coyle Tech for the 2023-2024.

Root Cause 11: Transitioning to a new school type without lasting feedback. Scores being.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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: The percentage of students in grade 6 demonstrating Meets Grade Level performance on STAAR Math and STAAR Reading, will increase to 60% by 2025 in all grade levels. (SY 22-23 interim goal = STAAR Math - 62% ; STAAR Reading 57%)

High Priority

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, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Math and RLA 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: STAAR Interim scores will show growth from Fall to Spring administrations 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize extended day targeted tutorials, implementing a variety of instructional strategies and resources 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 Instructional Coachers</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 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 4, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain 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: Teacher growth and development. 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: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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, 2.6</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 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: All grade levels did not meet their MAP Growth Projections on the reading tests.

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

Problem Statement 4: ELL students are underperforming the campus average by 5.7% on STAAR Reading.

Problem Statement 5: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

Problem Statement 6: SPED students are underperforming the campus average by 42.6% on STAAR Reading.





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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicators on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 76% by 2025. (SY 22-23 interim goal = 55.0%)

High Priority

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 LPAC Teachers Instructional Coaches</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 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach and LPAC will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies directed toward ELL students.</p> <p>Strategy's Expected Result/Impact: Improve instructional efficacy of teachers to increase students' scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers LPAC</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All RLA 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Black students are underperforming the campus average by 10.3% on STAAR Reading.</p>

Student Learning

Problem Statement 4: ELL students are underperforming the campus average by 5.7% on STAAR Reading.

Problem Statement 5: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

Problem Statement 6: SPED students are underperforming the campus average by 42.6% on STAAR Reading.





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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will be 20% or lower by 2025. (SY 22-23) interim goal = 30%)

High Priority

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: Behavior Interventionist MTSS Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement Restorative Practices and provide multi-levels of support for students' SEL, personal growth, and development.</p> <p>Strategy's Expected Result/Impact: Reduce and/or maintain minimal major breaches that negatively impact the climate and culture of the campus.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist MTSS Team</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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will implement a set of norms and expectations to help our students develop a deep sense of trust in themselves and our mission and develop empathy for others that equips and empowers them to face the rigorous academic challenges of our school programming.</p> <p>Strategy's Expected Result/Impact: We understand there are a set of key norms and expectations that, if deeply internalized, will set a foundation for students to choose the right path for themselves, and lead them to a future they envision.</p> <p>Staff Responsible for Monitoring: Leadership Team Behavior Interventionist MTSS Team</p> <p>Title I: 2.6</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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 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 3 Problem Statements:

Demographics

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.

School Processes & Programs

Problem Statement 1: Due to COVID-19 pandemic and the restrictions placed on campuses and our extra-curricular activities, we are now faced with the challenge of rebuilding our programs and traditions.

Perceptions

Problem Statement 1: District website does not market the updated programs offered at Coyle Tech for the 2023-2024. **Root Cause:** Transitioning to a new school type without lasting feedback. Scores being.

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.

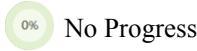
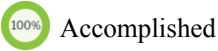
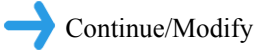

Performance Objective 4: Increase and sustain family and community engagement within the school community to promote a well-rounded campus environment.

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

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>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Parent Engagement Event Supplies - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$405</p>	Formative			Summative
	Nov	Feb	Apr	June
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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: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 2, 3</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 and Onboarding, Meet the Teacher, Parent-Teacher Conferences, Coffee with the Admin, SEL workshops, Cyber-safety and elective information.</p> <p>Strategy's Expected Result/Impact: Build a sustaining partnership between school and family. Support transition to middle school for 5th graders moving to 6th 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: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will implement Parent Square Communication to increase two-way communication with parents. Host parent workshop to use this software along with additional resources like Skyward, Google & applications offered in ReadyHub.</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 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>
School Processes & Programs
<p>Problem Statement 1: Due to COVID-19 pandemic and the restrictions placed on campuses and our extra-curricular activities, we are now faced with the challenge of rebuilding our programs and traditions.</p> <p>Problem Statement 2: The amount of students involved in extra-curricular activities is limited to courses scheduled during the school day. Root Cause: Collection of data from all student groups by staff sponsors.</p> <p>Problem Statement 3: 75% of students are not involved in an extra curricular activity from the list of programs and clubs offered at Coyle Middle School and Coyle Tech. Root Cause: Diverse ways to promote programs beyond announcements and posters. Lack of incentives to encourage students to be involved.</p>
Perceptions
<p>Problem Statement 1: District website does not market the updated programs offered at Coyle Tech for the 2023-2024. Root Cause: Transitioning to a new school type without lasting feedback. Scores being.</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: Close the opportunity gap by providing our students access to high-quality programming and pathways that lead to opportunities to access entrance into our high school's P-TECHs and Career and Technical Education Center's programs of study.

High Priority

Evaluation Data Sources: Magnet and P-TECH data
Systems of Great Schools data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide access to our STEM Pathway to all students.</p> <p>Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in STEM-based programming.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide access to our Advanced Academics Pathway to all students.</p> <p>Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in advanced academic programming.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide access to our Leadership Pathway to all students.</p> <p>Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in specialized programming to increase student self-efficacy in core competencies of CASEL using the core values of character, honor, service, and leadership.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide access to MST Pathway previously offered only at magnet campuses.</p> <p>Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in advanced academic programming.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 5, 6 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain 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: Teacher growth and development.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 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 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</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 5 Problem Statements:

Demographics

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.

Student Learning

Problem Statement 1: All grade levels did not meet their MAP Growth Projections on the reading tests.

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

Problem Statement 3: Black students are underperforming the campus average by 10.3% on STAAR Reading.

Problem Statement 4: ELL students are underperforming the campus average by 5.7% on STAAR Reading.

Problem Statement 5: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

Problem Statement 6: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

School Processes & Programs

Problem Statement 1: Due to COVID-19 pandemic and the restrictions placed on campuses and our extra-curricular activities, we are now faced with the challenge of rebuilding our programs and traditions.

Problem Statement 2: The amount of students involved in extra-curricular activities is limited to courses scheduled during the school day. **Root Cause:** Collection of data from all student groups by staff sponsors.

Problem Statement 3: 75% of students are not involved in an extra curricular activity from the list of programs and clubs offered at Coyle Middle School and Coyle Tech. **Root Cause:** Diverse ways to promote programs beyond announcements and posters. Lack of incentives to encourage students to be involved.

Perceptions

Problem Statement 1: District website does not market the updated programs offered at Coyle Tech for the 2023-2024. **Root Cause:** Transitioning to a new school type without lasting feedback. Scores being.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.
1	1	2	Math and RLA 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.
1	1	3	Teachers will utilize extended day targeted tutorials, implementing a variety of instructional strategies and resources to support students by providing additional targeted enrichment for Tier I, II, and III students.
1	1	4	Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.
1	1	5	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..
1	2	1	All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.
1	2	2	The Instructional Coach and LPAC will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies directed toward ELL students.
1	2	3	All RLA classrooms will provide technology accommodations for students preparing for TELPAS assessments.
1	3	1	The campus will implement campuswide PBIS strategies and supports including rewards, incentives, and classroom posters to display positive behavior strategies for all students.
1	3	2	The campus will implement Restorative Practices and provide multi-levels of support for students' SEL, personal growth, and development.
1	3	3	The campus will implement a set of norms and expectations to help our students develop a deep sense of trust in themselves and our mission and develop empathy for others that equips and empowers them to face the rigorous academic challenges of our school programming.
1	4	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.
1	4	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.
1	4	3	The campus will host Cougar Parent Academies to engage families and provide relevant information and partnership opportunities such as Orientations and Onboarding, Meet the Teacher, Parent-Teacher Conferences, Coffee with the Admin, SEL workshops, Cyber-safety and elective information.

Goal	Objective	Strategy	Description
1	4	4	The campus will implement Parent Square Communication to increase two-way communication with parents. Host parent workshop to use this software along with additional resources like Skyward, Google & applications offered in ReadyHub.
1	5	1	Provide access to our STEM Pathway to all students.
1	5	2	Provide access to our Advanced Academics Pathway to all students.
1	5	3	Provide access to our Leadership Pathway to all students.
1	5	4	Provide access to MST Pathway previously offered only at magnet campuses.
1	5	5	Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.
1	1	2	Math and RLA 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.
1	1	3	Teachers will utilize extended day targeted tutorials, implementing a variety of instructional strategies and resources to support students by providing additional targeted enrichment for Tier I, II, and III students.
1	1	4	Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.
1	1	5	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..
1	2	1	All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.
1	2	2	The Instructional Coach and LPAC will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies directed toward ELL students.
1	2	3	All RLA classrooms will provide technology accommodations for students preparing for TELPAS assessments.
1	3	1	The campus will implement campuswide PBIS strategies and supports including rewards, incentives, and classroom posters to display positive behavior strategies for all students.
1	3	2	The campus will implement Restorative Practices and provide multi-levels of support for students' SEL, personal growth, and development.
1	3	3	The campus will implement a set of norms and expectations to help our students develop a deep sense of trust in themselves and our mission and develop empathy for others that equips and empowers them to face the rigorous academic challenges of our school programming.
1	4	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.
1	4	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.
1	4	3	The campus will host Cougar Parent Academies to engage families and provide relevant information and partnership opportunities such as Orientations and Onboarding, Meet the Teacher, Parent-Teacher Conferences, Coffee with the Admin, SEL workshops, Cyber-safety and elective information.

Goal	Objective	Strategy	Description
1	4	4	The campus will implement Parent Square Communication to increase two-way communication with parents. Host parent workshop to use this software along with additional resources like Skyward, Google & applications offered in ReadyHub.
1	5	1	Provide access to our STEM Pathway to all students.
1	5	2	Provide access to our Advanced Academics Pathway to all students.
1	5	3	Provide access to our Leadership Pathway to all students.
1	5	4	Provide access to MST Pathway previously offered only at magnet campuses.
1	5	5	Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Math and RLA 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.
1	1	3	Teachers will utilize extended day targeted tutorials, implementing a variety of instructional strategies and resources to support students by providing additional targeted enrichment for Tier I, II, and III students.
1	1	4	Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.
1	1	5	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..
1	2	1	All core classrooms will fully implement Sheltered-Instruction Strategies including visual representations of Guided Language Acquisition Design strategies and Content-based Language Instruction.
1	2	2	The Instructional Coach and LPAC will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies directed toward ELL students.
1	2	3	All RLA classrooms will provide technology accommodations for students preparing for TELPAS assessments.
1	3	1	The campus will implement campuswide PBIS strategies and supports including rewards, incentives, and classroom posters to display positive behavior strategies for all students.
1	3	2	The campus will implement Restorative Practices and provide muti-levels of support for students' SEL, personal growth, and development.
1	3	3	The campus will implement a set of norms and expectations to help our students develop a deep sense of trust in themselves and our mission and develop empathy for others that equips and empowers them to face the rigorous academic challenges of our school programming.
1	4	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.
1	4	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.
1	4	3	The campus will host Cougar Parent Academies to engage families and provide relevant information and partnership opportunities such as Orientations and Onboarding, Meet the Teacher, Parent-Teacher Conferences, Coffee with the Admin, SEL workshops, Cyber-safety and elective information.
1	4	4	The campus will implement Parent Square Communication to increase two-way communication with parents. Host parent workshop to use this software along with additional resources like Skyward, Google & applications offered in ReadyHub.
1	5	1	Provide access to our STEM Pathway to all students.

Goal	Objective	Strategy	Description
1	5	2	Provide access to our Advanced Academics Pathway to all students.
1	5	3	Provide access to our Leadership Pathway to all students.
1	5	4	Provide access to MST Pathway previously offered only at magnet campuses.
1	5	5	Teachers will actively engage in professional development activities, workshops, conferences, and purposeful planning sessions to obtain growth and development related to lesson internalization, lesson planning, and facilitation of high-quality Tier 1 instruction for all student groups.

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Parent Engagement Event Supplies		\$405.00
Sub-Total					\$405.00
Budgeted Fund Source Amount					\$405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$405.00
Grand Total Spent					\$405.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

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

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