Garland Independent School District

Coyle Technology Center for Math & Science

2023-2024 Goals/Performance Objectives/Strategies

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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: 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%)

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			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Teachers **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** **Problem Statements:** Student Learning 1 **Funding Sources:** Supplies for goups - 6300 Supplies and Materials- Title I Funds	N/A			

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Nov	Feb	Apr	June
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 **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** HB1416 Tutoring - 6100 Payroll- Title I Funds - $2,000, Progress Learning Reading/Math Program - 6300 Supplies and Materials- Title I Funds - $13,000	20%			

Strategy 3 Details	Reviews			
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.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Additional extended-day student support will result in more students performing on or above grade level. **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 3, 6	N/A			

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher growth and devlopment. Student academic growth to meet or exceed campus goals for STAAR Math and STAAR ELA. **Staff Responsible for Monitoring:** Admin CLC Leads Instructional Coaches Department Heads **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 3	15%			

Strategy 5 Details	Reviews			
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..	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 3	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 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.

Student Learning

Problem Statement 3: Black students are underperforming the campus average by 10.3% 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%)

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Significantly increase growth outcomes for Emergent Bilinguals by making the content more comprehensible and understandable. **Staff Responsible for Monitoring:** Admin LPAC Teachers Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 4	N/A			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve instructional efficacy of teachers to increase students' scores **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach Teachers LPAC **Problem Statements:** Student Learning 4	10%			

Strategy 3 Details	Reviews			
Strategy 3: All RLA classrooms will provide technology accommodations for students preparing for TELPAS assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased EL Proficiency on TELPAS at 36% or higher for 2023. **Staff Responsible for Monitoring:** Testing Team **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4	**Nov**	**Feb**	**Apr**	**June**
	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: ELL students are underperforming the campus average by 5.7% 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%)

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Reward positive behaviors in an effort to decrease negative student behaviors and incidents.
    Staff Responsible for Monitoring: Dean of Students
MTSS Team
 	
    Title I:
2.5, 2.6
Problem Statements: School Processes & Programs 1, 2 - Perceptions 1
	40%			

Strategy 2 Details	Reviews			
Strategy 2: The campus will implement Restorative Practices and provide muti-levels of support for students' SEL, personal growth, and development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduce and/or maintain minimal major breaches that negatively impact the climate and culture of the campus. **Staff Responsible for Monitoring:** Dean of Students MTSS Team **Problem Statements:** Demographics 1	30%			

Strategy 3 Details	Reviews			
	Formative			**Summative**
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.	**Nov**	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Dean of Students MTSS Team **Title I:** 2.6 **Problem Statements:** Demographics 1	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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.
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.

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			
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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve parent and community engagement with the campus community. **Staff Responsible for Monitoring:** Campus Administration Campus Improvement Team **Title I:** 4.1, 4.2 - TEA Priorities: Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 3, 6	30%			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve parent and community engagement with the campus community. **Staff Responsible for Monitoring:** Campus Administration Campus Improvement Team **Title I:** 4.1, 4.2 - TEA Priorities: Improve low-performing schools **Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1	25%			

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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.
    Staff Responsible for Monitoring: Campus Administration
Campus Improvement Team
 	
    Problem Statements: Demographics 1 - Perceptions 1
    Funding Sources: Parent Academies - 6300 Supplies and Materials- Title I Funds - $750
	30%			

Strategy 4 Details	Reviews			
Strategy 4: The campus will implement Talking Points to increase two-way communication with parents. Host parent workshop to use this software.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Open lines of two-way communication in multiple languages to remove engagement and parental involvement barriers.
    Staff Responsible for Monitoring: Campus Administration
Teachers and Staff
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
    Problem Statements: Demographics 1 - Perceptions 1
	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 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 3: Black students are underperforming the campus average by 10.3% on STAAR Reading.
Problem Statement 6: SPED students are underperforming the campus average by 42.6% on STAAR Reading.

| School Processes & Programs |
|---|
| **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. |

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.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide access to our STEM Pathway to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in STEM-based programming. **Staff Responsible for Monitoring:** Campus Administrators Counselors Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 1	**Nov**	**Feb**	**Apr**	**June**
	20%			

Strategy 2 Details	Reviews			
Strategy 2: Provide access to our Advanced Academics Pathway to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in advanced academic programming. **Staff Responsible for Monitoring:** Campus Administrators Counselors Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - School Processes & Programs 2	**Nov**	**Feb**	**Apr**	**June**
	30%			

Strategy 3 Details			Reviews		
Strategy 3: Provide access to our Leadership Pathway to all students.		**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Campus Administrators Counselors Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	**Nov**	**Feb**	**Apr**	**June**	
	30%				

Strategy 4 Details			Reviews		
Strategy 4: Provide access to MST Pathway previously offered only at magnet campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student participation, especially our marginalized population, in advanced academic programming. **Staff Responsible for Monitoring:** Campus Administrators Counselors Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	**Nov**	**Feb**	**Apr**	**June**	
	30%				

Strategy 5 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teacher growth and development.
    Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 6 - School Processes & Programs 1, 2, 3
	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 4: ELL students are underperforming the campus average by 5.7% 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.