

Garland Independent School District
Watson Technology Center For Math & Science
2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023
Public Presentation Date: August 24, 2023

Mission Statement

At Watson MST, we seek to:

1. Focus on relationships first.
2. Accept responsibility for every student in the building.
3. Monitor resources to ensure that they are being used at their optimal level.
4. Inspect all plans and adjust them when needed.
5. Lead learning experiences that are relevant to our students.
6. Yell and celebrate every success, no matter how big or small.

We seek to be a FAMILY!

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Goal 1: Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences. 4

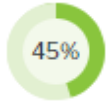




Goal 2: Magnet Funding Justification: Watson exists to prepare students for the future by providing innovative experiences, building positive relationships, and creating motivated learners. 13

Goals

Goal 1: 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 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 63.4% for all students and 48% for Hispanic students in 2022 to 90% by 2025. (SY23-24 interim goal = 69.5% [57% for Hispanic students - SLAR/ELAR combined])


Evaluation Data Sources: Curriculum Based Assessments
 Benchmarks
 MAP performance

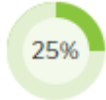




Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.</p> <p>Strategy's Expected Result/Impact: Increased performance on standardized assessments and CAs</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Support Personnel</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: IXL Learning - 6300 Supplies and Materials- Title I Funds - \$8,925</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Goal 1: 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 EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 47.1% in 2022 to 76% by 2025. (SY23-24 interim goal = 56.9%)

Evaluation Data Sources: Curriculum Based Assessments
 Benchmarks
 Practice TELPAS activities
 MAP performance






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to EB student proficiency levels) and systematic (scaffolding instruction to meet student progress and ensure College/Career Readiness) in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Increased ELL student performance as indicated on TELPAS and STAAR (with an emphasis on our Latino/Hispanic students)</p> <p>Staff Responsible for Monitoring: Administrators, Sheltered Instructional Support Personnel, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Instructional Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,173</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Principal, Assistant Principal, and staff (selected by admin/committee) will attend a variety of trainings/conferences (in the district and out of the district) to increase their knowledge and use of pedagogy and their ability to better meet the needs of all students (specifically EB students).</p> <p>Strategy's Expected Result/Impact: Increase in student performance in all areas</p> <p>Staff Responsible for Monitoring: Administration School Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Payroll - 6100 Payroll- Title I Funds - \$3,075</p>	Formative			Summative
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Goal 1: Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 45.8% for all students and 32% for Hispanic students in 2022 as indicated by the grade 5 Science to 80% by 2025. (SY23-24 interim goal = 48.8% [42% for Hispanic students])






Evaluation Data Sources: Curriculum Based Assessments
Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.</p> <p>Strategy's Expected Result/Impact: Increased performance on standardized assessments and CBAs</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Personnel</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - - Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase STAAR performance in grades 3, 4, and 5 for all students from 62.4%, 60.0%, and 61.9%, respectively, and Hispanic students in grades 3, 4, and 5 from 54%, 36%, and 48%, respectively, in 2022 to 90% by 2025. (SY22-23 interim goals = 66.0% [3rd], 63.6% [4th] and 65.5% [5th]/ Hispanic student goals = 60% [3rd], 50% [4th], 58% [5th])



Evaluation Data Sources: Curriculum Based Assessments
 Benchmarks
 MAP performance






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize small groups, teacher-lead instruction to specifically target and support individual students needs (all students: Hispanic, SPED, ELL, GT, At-Risk, etc). Subs will be provided for teachers to plan and review student data.</p> <p>Strategy's Expected Result/Impact: Increased STAAR performance Increased CBA student performance Greater alignment in instruction to TEKS</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Personnel</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - - Targeted Support Strategy</p>	Formative			Summative
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Performance Objective 5: 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 32.1% in 2022 to 35% by 2025. (SY22-23 interim goal = 30.6%)

Evaluation Data Sources: Review 360 Data



Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will complete on campus training on the CASEL process and the 7 principles of social emotional learning. Students will be taught lessons within classes and be given opportunities to discuss and practice real life scenarios.</p> <p>Strategy's Expected Result/Impact: Decreased percentage of referrals resulting in exclusionary discipline Reduction in risk rates for African American students</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School Counselor will have a variety of resources and books that will help students address their feelings during the learning process. SPED will also have resources for SPED identified students that will help teach strategies of coping skills as defined in the IEPs and BIPs for students in need of support.</p> <p>Strategy's Expected Result/Impact: Students will be more able to resolve personal feelings without escalating to confrontations.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will offer 15 minutes of SEL instruction daily during the 2023 - 2024 school year.</p> <p>Strategy's Expected Result/Impact: Students will be better able to manage their feelings and respond to others with increased empathy.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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Performance Objective 6: The percentage of parents participating in parent engagement opportunities (i.e. Parent PD presentations, PTA sponsored events, Field/Work Trips, Parent-Student-Teacher Conferences, etc.) will increase to 60% by 2024 and 85% by 2025.

Evaluation Data Sources: Parent Sign-In Sheets
 Title I Meeting
 PTA Membership numbers






Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and Teachers will participate in a variety engaging of activities (Meet the Teacher, Parent Conference, Parent Academy, Parent Game Night, STAARY Night (STAAR Prep with parents), STEAM Night, Magnet Night, Parent/Student Book Studies etc.) to provide opportunities for socialization, relationship building, student transition support (campus orientation for new students, Kindergarten Round-Up, Porch Party, etc.), shared learning (teacher to parent and parent to teacher), and support student success.</p> <p>Strategy's Expected Result/Impact: Increased parent participation and engagement</p> <p>Staff Responsible for Monitoring: All Staff Students</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Parent Involvement Supplies - 6300 Parent Involvement. Supplies T1 - 63999 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will assist in developing the Title I Plan and Parent-School Compact and receive family and student support through Parent and Family Engagement activities (emotional regulation, at-home supports, etc.)</p> <p>Strategy's Expected Result/Impact: The expected impact is that families will feel more welcome at the school and engaged in the programs and processes of the school.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teaching Staff</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Transition protocols, for incoming students (Kindergarten and newly enrolled magnet/non-magnet students) and outgoing students (5th to 6th grade), will be implemented to support students as they begin and end their time at Watson MST. These protocols will include, but are not limited to, a review of campus expectations, how to be "successful" in transition, and who to contact for help and support.</p> <p>Strategy's Expected Result/Impact: Students will experience greater academic and behavioral success at Watson and in middle school.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: Magnet Funding Justification: Watson exists to prepare students for the future by providing innovative experiences, building positive relationships, and creating motivated learners.

Performance Objective 1: 100% of all students will meet NWEA/MAP growth goals (BOY to MOY) by 2025 (interim goal 55.0%).

Evaluation Data Sources: NWEA/MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.</p> <p>Strategy's Expected Result/Impact: Increased performance on standardized assessments and CBAs</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Personnel</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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