

Garland Independent School District
Couch Collegiate Prep
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Community

Couch Collegiate Prep Elementary (CCP) is a school of choice serving a multi-ethnic and economically diverse community in the southern sector of Garland ISD. Established in 2022, the campus is part of a phase-in school initiative and has grown rapidly with the support of School Action Fund grants. Originally serving students in Pre-K through 2nd grade, CCP expanded to include grades 3-5 and now serves approximately 548 students in Pre-Kindergarten through 5th grade.

Student Population Overview

- **Total Enrollment**: 548 students
- **Mobility Rate**: 17.3%
- **Economically Disadvantaged**: 78%

Grade Level Breakdown (2022-2023 Fall PEIMS Data)

- **Early Education**: 6.31% (14 students)
- **Pre-Kindergarten**: 23.42% (52 students)
- **Kindergarten**: 33.78% (75 students)
- **1st Grade**: 36.49% (81 students)

Student Demographics

Couch Collegiate Prep proudly serves a diverse population, reflecting the rich cultural tapestry of the Garland community. The student body comprises:

- **African American**: 33.3%
- **Hispanic**: 39.19%
- **Anglo (White)**: 14%

- **Asian**: 9%
- **American Indian**: 1%
- **Two or more races**: 4.5%

Gender Breakdown

- **Female**: 46.85%
- **Male**: 53.15%

Programs and Services

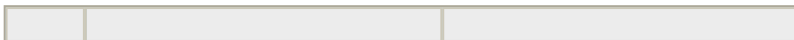
CCP provides a variety of programs to support the needs of its learners, including services for Emergent Bilingual (EB) students, special education, and gifted and talented programs. These programs reflect the school's commitment to providing personalized and effective educational experiences for all students.

- **Emergent Bilingual (EB)**: 24.32%
- **Bilingual**: 12.16%
- **English as a Second Language (ESL)**: 10.81%
- **Special Education**: 13.51%
- **Gifted and Talented**: 0.45%
- **Section 504**: 0.90%

Campus Climate and Culture

At Couch Collegiate Prep, we believe that students excel when they engage in collaborative learning and are given opportunities to work in highly effective teaching environments. The campus emphasizes developing social competence, empathy, and a sense of belonging through group activities and peer collaboration. Every day begins with welcoming rituals, the Comet pledge, and a Social Emotional Learning (SEL) lesson, setting a positive tone for learning and community building.

Each grade level includes bilingual, self-contained classrooms to support our Emergent Bilingual population and promote language development in an inclusive environment.



Discipline Overview and Structures

At Couch Collegiate Prep, we believe in consistently modeling and practicing clear expectations every day. We are committed to incorporating positive behavior supports routinely and believe in the power of giving every child a fresh start each day. We recognize that off-culture behaviors often stem from unmet needs, and our approach is to respond to each student's unique circumstances through schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Our goal is to address off-culture behaviors by identifying their root causes, reflecting on them, and working to prevent them in the future.

We aim to achieve our discipline and school culture goals by adopting a supportive and proactive discipline approach. We emphasize teaching and practicing procedures and routines early on, reinforcing positive behaviors with consistent visual and verbal reminders. While campus rules and expectations remain universal, our responses to on- and off-culture behaviors will be personalized based on the individual needs of each student and the relationships we build with them.

Demographics Strengths

Diverse Student Population

The campus serves a highly diverse student body, which fosters a rich cultural environment and provides students with opportunities to learn from peers of various ethnic backgrounds. This diversity enhances social competence and prepares students for success in a global society.

- PBIS/CHAMPS campus

Supportive of Social-Emotional Learning

The school's daily incorporation of Social Emotional Learning (SEL) and welcoming rituals demonstrates its commitment to fostering a positive school culture, which benefits all students by promoting emotional well-being and creating a sense of belonging.

- SEL Gold Star Award recipient (2021, 2022, 2023)

Strong Representation of Economically Disadvantaged Students

With 78% of students identified as economically disadvantaged, the campus has a unique opportunity to provide targeted support and resources to close achievement gaps and ensure equity in learning opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus is experiencing a high risk load, as indicated by the risk load analysis. This means that a significant percentage of students are categorized as being at-risk for academic failure, behavioral challenges, or socio-emotional difficulties. These risks may stem from multiple factors including academic underperformance, attendance issues, behavioral concerns, and social-emotional challenges **Root Cause:** Teachers felt overwhelmed by the high needs of the student population that led to inconsistency in instructional quality and classroom management, which negatively impacts student achievement and behavior.

Problem Statement 2: Despite ongoing efforts to close the achievement gap, student performance data shows that certain subgroups (e.g., economically disadvantaged, English language learners, or African American learners) are underperforming compared to their peers in key areas such as reading, math, and science. These disparities are hindering the campus's ability to meet overall performance targets. **Root Cause:** Teachers struggled to consistently tailor small group and Tier I instruction to meet the unique needs of diverse student subgroups.

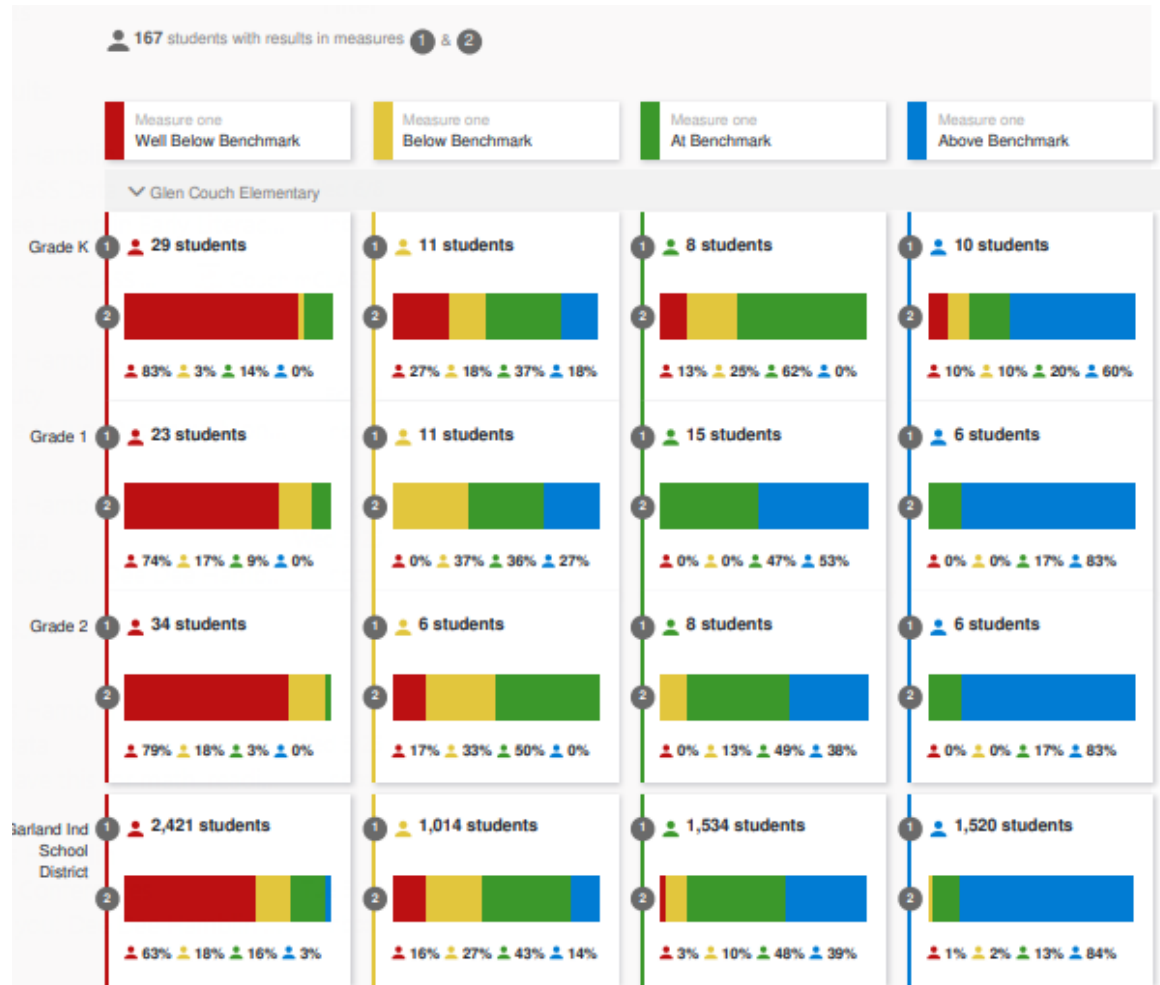
Student Learning

Student Learning Summary

MAP 21-22 summary report: Math K-5 Couch: Kindergarten missed grade-level norms Projected Growth by 4%; First grade missed it by 2%;

MAP Language Arts: Reading - Kinder missed Grade-Level Norms Projected Growth by 3%; First Grade Missed it by 6%;

M Class K-2 reading:



Student Learning Strengths

- Student technology is 1:1
- Online learning platforms support student learning to help increase student academic performance (iReady, Amplify, and Amira)

Growth-Oriented Culture

The belief that every day is a new day and that students deserve fresh starts fosters a growth mindset. Students are encouraged to learn from their mistakes, building resilience and perseverance, which are essential for long-term academic success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percent of students performing at the MEETS grade level standard of performance for 3-5 Math STAAR remains below target goals. **Root Cause:** Students have gaps in foundational math skills, which can hinder their ability to understand and master grade-level content. This could be due to learning loss from previous years, especially following disruptions from COVID-19.

Problem Statement 2: Percentage of students performing at the "Meets" grade-level standard for 3-5 Reading STAAR being below target goals. **Root Cause:** Students have gaps in key foundational skills such as phonics, decoding, and fluency, which impact their ability to comprehend more advanced texts.

School Processes & Programs

School Processes & Programs Summary

We created a teacher profile that matches the needs of Couch. The district uses the Gallup survey results for recruitment and hiring. Campus teachers are involved in the hiring/ interviewing process. Yes, high quality teachers are placed in classrooms based on student need and teacher strength. Grade level teachers may regroup or reschedule kids based on behavior and academic needs. A strength that we have when it comes to retaining teachers is that staff members have the opportunity to be involved in our decision making through grade level activities or committees. Each teacher is seen as an instructional leader because they plan and coordinate a subject area, teachers are involved in our campus leadership team, TLC, CIT, Project Goal, Sunshine Committee, DEIC, admin leadership team. We need to continue to reinforce and clarify teachers roles and responsibilities. For the 23-24 school year, grade level chair roles and responsibilities will be delineated. Maintained weekly administration meetings. Leadership delineated their job and responsibilities on a one pager. We use the Title 1 CNA and CIP process to develop a yearly plan, which is monitored by our Campus Leadership team on a monthly-basis. We utilize ISIP, MAP, CBA, interim assessments, Imagine Math benchmark and TELPAS data, establish purposeful Checks for Understanding to track progress for intended outcomes and performance objectives. (ie Pear Deck data, Canvas quizzes, Nearpod, Quizziz). For the 23-24 school year, one of our weekly PLC was dedicated to Data, by completing a Data Tracker and utilized Eduphoria: Aware to look at our data.

Perceptions

Perceptions Summary

School Culture Overview and Structures

At Couch Elementary, we believe in creating a safe, nurturing environment that fosters a growth mindset and encourages exploration. We believe that students are most successful when they are held to high expectations and are given opportunities to take ownership of their learning. By setting norms and expectations, we build a community atmosphere where all who enter feel safe.

Couch fosters a community atmosphere. Our campus administrators and counselors seek to nurture relationships with all stakeholders through an open-door policy that provides students, teachers, and families with immediate support. Through the use of grade-level meetings, student leadership committees, and the principal's student advisory committee, we empower our students to advocate for themselves and their school community. Couch Comets are STARS!! In order to ensure that staff members share a common understanding of and are bought in to the mission, vision, and values in practice, are brought in and can explain how they are present in the daily life of the school (ESF 3.1, 3.2) we have explicitly identified our school norms and aligned to exemplifying behaviors. These expectations (included below) are meant to be comprehensive not exhaustive:

Norms <i>Our community agreements for how we will act and interact.</i>	Expectations <i>What our norms will look like, sound like, and feel like when we use them.</i>
Comets are Studious	<ul style="list-style-type: none">• We set goals and do our best to achieve them• We develop habits that help us achieve success• We take ownership of our learning• We explore our curiosities to gain deeper understanding
Comets are Team Players	<ul style="list-style-type: none">• We work collaboratively with others• We are supportive and dependable• We build positive interpersonal relationships with teachers and peers
Comets are Advocates	<ul style="list-style-type: none">• We stand up for what is right.• We believe in equity and justice for all• We stand in solidarity in the face of individual and collective adversity

Norms <i>Our community agreements for how we will act and interact.</i>	Expectations <i>What our norms will look like, sound like, and feel like when we use them.</i>
Comets are Resilient	<ul style="list-style-type: none"> • We persevere through challenges and failures. • We offer encouragement and reassurance when the going gets tough.
Comets are Supportive	<ul style="list-style-type: none"> • We recognize and respect our differences. • We respect one another's right to safety and dignity at school. • We value each other's opinions. • We understand that when things get hard, we can reach our goals with guidance and support from those around us.

We believe in absolute teamwork to ensure every Couch Comet shines bright! Couch Comets take pride in their school community and are united in creating positive learning environment that is inclusive. We believe that in order to maximize instructional time we need to make every moment count, so campus expectations from morning arrival, to hallways transitions, to afternoon dismissal are shared, taught, practiced, and reinforced among students and staff. Everyday, you will see students and staff uphold "FIVE STAR" behavior in order to provide ALL Comets with the greatest opportunity for success!

At Couch, we also have a campus motto: Read. Lead. Achieve. How it works: the speaker says, "Motto" and scholars and staff respond by saying, "Read. Lead. Achieve." This chant is used to show pride within our school community, as an attention getter during speaker series or campus presentations, to address off-culture behavior, and more. At the start of each day, the campus motto and pledge are recited to set a positive tone for daily learning.

Motto:

Read. Lead. Achieve.

Comet Pledge:

Today is a new day!
I pledge to do my best,

I will give my all until I achieve success.
I will be polite and choose to do what is right.
I will not give up; I will not quit.
To this, we commit!

- There are programs in place for teachers to be successful, such as CHAMPS, PBIS, SEL, and a Wellness Room.
- Instruction is differentiated through small group instruction classrooms.
- Online learning platforms support and/or enhance student learning (iReady, Zearn, Amplify, STMath, Amira)
- Student Technology is 1:1 ratio

Perceptions Strengths

Family engagement survey results revealed the following:

- 87% of families report parents are encouraged to be involved in activities at this school and actively recruited to serve on campus or district committees
- 82% of families report school administrators are visible and accessible at our campus on a regular basis
- 84% of families report that teachers and administrators are knowledgeable about how to teach children and the content area subject matter (e.g., reading, math, etc.)
- 87% of families report our campus is a safe place for my child
- 82% of families report they are proud that their child attends our school
- 79% of families report their child's school welcomes and supports concerns about their learners
- 84% of families report that teachers encourage their child to do their best

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus has low parent involvement and decreased PTA participation. **Root Cause:** 80% of students come from low socio-economic households with parent who are working class.

Priority Problem Statements

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Male / Female performance, progress, 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.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


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: By May 2024, 90% of Pre-K students will demonstrate expected growth targets on EOY Circle Reading Assessment.

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will provide teachers with initial and on-going professional development on how to plan for explicit times within the lesson to give students challenging opportunities to engage with the materials and concepts being taught and/or practiced.</p> <p>Strategy's Expected Result/Impact: Learners will meet projected growth measures on EOY MAP</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership 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 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders will determine the frequency of observations based on teacher needs and student results on formative assessments and lead debrief conversations within 48hrs.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity through observation and feedback cycles.</p> <p>Staff Responsible for Monitoring: Instructional Leadership 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 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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: 60% of KG/G2 students will achieve at the 41st%ile or higher on EOY MAP math assessment.





Evaluation Data Sources: NWEA MAP Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement regular, data-driven small group instruction that targets specific math skills based on MAP assessment results and classroom performance. Use tiered interventions (RTI) to provide additional support for students who fall below benchmark levels, with progress monitored frequently.</p> <p>Strategy's Expected Result/Impact: Data driven instruction will improve student academic performance.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leaders will regularly monitor the usage and implementation of provided High Quality Instructional Materials (HQIM) as designed and provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data.</p> <p>Strategy's Expected Result/Impact: Daily use of high-quality instructional materials</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 3: 60% of KG/G2 students will achieve at the 41st%ile or higher on EOY MAP reading assessment.

Evaluation Data Sources: NWEA MAP Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a PLC cycle that will provide sufficient time for lesson internalization, lesson rehearsal, disaggregating and analyzing student data, and collaboration.</p> <p>Strategy's Expected Result/Impact: Daily use of high-quality instructional materials</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leaders will provide support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons.</p> <p>Strategy's Expected Result/Impact: Daily use of high-quality instructional materials</p> <p>Staff Responsible for Monitoring: Instructional Leadership 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</p>	Formative			Summative
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.





Performance Objective 4: By May 2024, exclusionary consequences in grade K-5 will decrease by 10% from previous year.

High Priority

HB3 Goal

Evaluation Data Sources: Review 360, Branching Minds

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance the Positive Behavioral Interventions and Supports (PBIS) framework by providing targeted Tier 2 and Tier 3 behavioral interventions for students at risk of exclusionary consequences. This includes behavior contracts, check-in/check-out systems, and individualized behavior support plans.</p> <p>Strategy's Expected Result/Impact: Strengthening PBIS will reduce exclusionary consequences by providing proactive support and consistent interventions for students who need additional behavioral assistance, leading to improved student behavior and fewer office referrals.</p> <p>Staff Responsible for Monitoring: Campus Behavior Specialist and Assistant Principal will monitor the implementation, conduct regular observations, and review behavioral data bi-weekly to assess the reduction of exclusionary practices.</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance the Positive Behavioral Interventions and Supports (PBIS) framework by providing targeted Tier 2 and Tier 3 behavioral interventions for students at risk of exclusionary consequences. This includes behavior contracts, check-in/check-out systems, and individualized behavior support plans.</p> <p>Strategy's Expected Result/Impact: Strengthening PBIS will reduce exclusionary consequences by providing proactive support and consistent interventions for students who need additional behavioral assistance, leading to improved student behavior and fewer office referrals.</p> <p>Staff Responsible for Monitoring: PBIS Team and Campus Administrators will monitor student behavioral data weekly, track interventions, and adjust supports as needed based on ongoing data analysis.</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will offer a range of learning opportunities aligned to the SAF redesign that appeal to diverse interests within STEM. This might include robotics , coding, engineering or collaborative projects through the campus makerspace.</p> <p>Strategy's Expected Result/Impact: Engaging students in activities outside of general academics help to educate the whole child by tapping into their interests.</p> <p>Staff Responsible for Monitoring: CCMR Lead Teacher</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 5: Percent of students in grade 3, 4, and 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase to 40%


High Priority


HB3 Goal

Evaluation Data Sources: 2024 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement focused small group instruction based on ongoing assessment data. Teachers will use formative assessments to monitor reading proficiency and tailor instruction to target students' specific literacy needs.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction through small, skill-focused groups will help close reading gaps and improve fluency, comprehension, and vocabulary, leading to a higher percentage of students reaching the "Meets Grade Level" benchmark on STAAR Reading.</p> <p>Staff Responsible for Monitoring: The instructional coach and grade-level lead teachers will monitor implementation, reviewing student progress bi-weekly through progress monitoring and making adjustments as necessary.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 6: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase to 40%

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Science teachers will implement regular inquiry-based learning and hands-on science experiments aligned with state standards. Lessons will focus on scientific inquiry, problem-solving, and real-world application of scientific concepts.</p> <p>Strategy's Expected Result/Impact: Hands-on, inquiry-based learning will deepen students' understanding of scientific principles and encourage critical thinking, improving their ability to apply concepts on the STAAR Science assessment. This approach will make learning more engaging, leading to a higher percentage of students reaching the "Meets Grade Level" standard.</p> <p>Staff Responsible for Monitoring: The science instructional coach and lead science teacher will monitor the integration of inquiry-based activities through weekly walkthroughs, lesson plan reviews, and analysis of formative assessments.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.





Performance Objective 7: Percent of students in grade 3 and 4 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Math will increase to 40%

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will establish a data-driven tiered intervention system to provide targeted support to students based on their individual needs. This will include regular assessments to identify students requiring additional support and differentiated instruction tailored to specific skill gaps.</p> <p>Strategy's Expected Result/Impact: Providing personalized interventions will ensure that students receive the necessary support to master foundational math skills, improving their overall proficiency and increasing the likelihood of reaching Meets Grade Level on the STAAR Math assessment.</p> <p>Staff Responsible for Monitoring: The instructional leadership team will oversee this strategy by regularly small group instruction during intervention block and monitoring student progress through monthly MTSS meetings, allowing for adjustments in strategies as necessary.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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: To support overall student achievement, Couch will increase parental/family engagement at campus events. (ie. porch party, meet the teacher night, fall and spring parent/teacher conferences, etc.)

Evaluation Data Sources: 2023-2024 Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Couch will host quarterly Family Engagement Nights that feature collaborative activities, workshops, and informational sessions focused on academic support, resources, and community building. These events will encourage parents and families to participate in their children's education and strengthen the school-community relationship.</p> <p>Strategy's Expected Result/Impact: Engaging families in meaningful activities will foster a sense of community and provide parents with tools to support their children's learning at home. This increased involvement is expected to enhance student achievement by creating a supportive learning environment both at school and at home.</p> <p>Staff Responsible for Monitoring: The campus leadership team and the counselor will monitor the implementation of this strategy by tracking attendance at events, collecting feedback from participants, and evaluating the effectiveness of activities through surveys and follow-up communications.</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Couch will implement a regular communication and outreach campaign utilizing newsletters, social media, and automated messaging systems to keep families informed about upcoming events, academic resources, and student progress. The communication will be available in multiple languages to ensure inclusivity.</p> <p>Strategy's Expected Result/Impact: Improved communication will enhance awareness of campus events and encourage greater participation from families. By keeping families informed and engaged, the school can build trust and collaboration, leading to better support for student achievement.</p> <p>Staff Responsible for Monitoring: The assistant principal will oversee this strategy by regularly assessing engagement metrics (e.g., event attendance, newsletter open rates, social media interactions) and adjusting communication strategies based on family feedback and participation levels.</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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: LAST YEARS OBJECTIVE for TARGETED IMPROVEMENT

FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2024 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

Two or more: Reading Academic Achievement from ___ (2024) to at least ___ (min target)

Two or more: Mathematics Academic Achievement from ___ (2024) to at least ___ (min target)

Two or more: Student Success (D1 STAAR Component) from ___ (2024) to at least ___ (min target)

African American Students: Reading Academic Achievement from ___ (2024) to at least ___ (min target)

African American Students: Mathematics Academic Achievement from ___ (2024) to at least ___ (min target)

African American Students: Student Success (D1 STAAR Component) from ___ (2024) to at least ___ (min target)

Close the achievement gaps for students who are at risk of not meeting standards on STAAR for African American, and Two or more races. In 2024 below grade level. African American students had an average score that was ___ points lower than all students-STAAR MATHEMATICS and ___ points for STAAR ELAR to meet grade level.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR-closing the Achievement GAP

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	1	The campus will establish a data-driven tiered intervention system to provide targeted support to students based on their individual needs. This will include regular assessments to identify students requiring additional support and differentiated instruction tailored to specific skill gaps.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	1	The campus will establish a data-driven tiered intervention system to provide targeted support to students based on their individual needs. This will include regular assessments to identify students requiring additional support and differentiated instruction tailored to specific skill gaps.

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