Garland Independent School District

Couch Elementary School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

Couch Elementary school will provide a quality educational community for 21st century learners. In a way that:

* Facilitates engaging learning opportunities while setting consistently high expectations for every student

* Encourages and develops positive self-esteem, intrinsic motivations, and strong work habits

* Creates a safe, respectful, and secure environment for learning

* Provides opportunities for vital problem solving and critical thinking skills

* Encourages community involvement to create a partnership to support students

* Utilizes and incorporates the daily use of technology in learning

So that: Every student will demonstrate respect for school and community, and be equipped for life-long-long learning, and become productive citizen in an ever-changing society.

Vision

To empower students!

Our school empowers all students to embrace learning, achieve their personal best and build their intellectual, emotional, social and physical well-being.

Students will know that they are entering a positive, loving and inclusive environment where they are known, loved and recognized. We expect students to respect others and themselves and for them to achieve personal and academic excellence by providing meaningful and relevant social, emotional and academic work/classroom discourse.

Couch staff will know that they are loved, understood and appreciated. We want to continuously model and add value to their skill levels and build capacity in them as teacher leaders in order to be the best they can be for each other and their students.   We want staff to know that hard work can be fun!

Parents will know that we genuinely love their children and want the best for them socially, emotionally and academically. We want them to appreciate the care and love that teachers pour into their children daily and are proud to be a part of the community.

Value Statement

Students are loved and respected.

Students are in an engaging/rigorous learning environment.

Students are proud of who they are and what their culture is.

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Goals

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

Performance Objective 1: Percent of students in grade 3, 4,and 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase from 28% to 66.5%.

HB3 Goal

Evaluation Data Sources: (Data source: 2023 STAAR spring results - all students)

Strategy 1 Details	Reviews			
Strategy 1: Utilizing student achievement data, teachers, paras, and other support staff will provide targeted small group instruction through afterschool tutoring and small group pullouts for identified Tier 2 and 3 learners during intervention as identified in the campus master schedule.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student learning and performance on campus, district and state level assessments. **Staff Responsible for Monitoring:** Administration and Support Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Sped Ed Instructional Support Materials - 199 - PIC 23 SPED State Allotment Funds - $1,064, State Comp Ed support learning materials - 199 - PIC 24 State Comp Ed Funds - $6,660, BIL/ESL Reading A-Z - 199 - PIC 25 Bil../ESL State Allotment Funds - $2,772, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - $16,925, - 6100 Payroll- Title I Funds - $2,520	35%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track student achievement data to determine gaps in instructional practices/strategies by tiering students based on local and state assessments. Captured data will be tracked at the campus, teacher, and student levels and drive instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Monitoring student progress arms instructional leaders with formative data needed to make instructional decision. Teachers/campus support will then be able to intervene and provide necessary supports in order for learners to be success. **Staff Responsible for Monitoring:** Instructional Leadership Team and teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy**	25%	35%		

Strategy 3 Details	Reviews			
Strategy 3: The campus will develop intervention protocols and engage in monthly MTSS PLCs to review student's academic, social and emotional data to ensure interventions are being provided to address student needs in order for them to be successful.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased intervention and support for struggling learners **Staff Responsible for Monitoring:** Interventionist, Support Staff, Administration **TEA Priorities:** Improve low-performing schools	30%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	
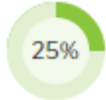
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 2: Percent of EB students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS) will increase from 38.1% to 56%.

HB3 Goal

Evaluation Data Sources: (Data source: 2022 TELPAS results - all students)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create and utilize concept maps, anchor charts or diagrams to visualize and organize information to support struggling and emergent bilingual learners, helping them connect ideas and see the bigger picture.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement in TELPAS performance **Staff Responsible for Monitoring:** Teachers, Campus Instructional Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	20%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Provide Fall and Spring Parent, Family, and Community Engagement programs for EB parents to ensure that families understand TELPAS learning standards and progress measures.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved TELPAS Results **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	20%	30%		

Strategy 3 Details	Reviews			
Strategy 3: Increase EB students' English language proficiency and peer interaction by providing small group instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved TELPAS Results **Staff Responsible for Monitoring:** Teachers, Campus Instructional Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Feb**	**Apr**	**June**
	25%	35%		
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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 23% to 50.8%.

HB3 Goal

Evaluation Data Sources: (Data source: 2023 STAAR spring results - all students)

Strategy 1 Details				Reviews			
Strategy 1: Teachers will utilize common assessments (district and campus) and monitor progress using a data tracking to drive instructional lesson planning at the campus and classroom level.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase Science STAAR Results **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				25%	35%		

Strategy 2 Details				Reviews			
Strategy 2: Teachers will design hands-on collaborative lessons that incorporate utilization of technology such as interactive simulations, virtual labs, and educational apps to make science more engaging and accessible.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student academic at the Meets Grade Level performance on Science STAAR **Staff Responsible for Monitoring:** Teachers, Campus Instructional Leadership team **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				25%	30%		

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 4: Percent of students in grade 3, 4, and 5 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Math will increase from 26% to 48.7% .

HB3 Goal

Evaluation Data Sources: (Data source: 2023 STAAR spring results - all students)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize a backwards mapping approach to prioritize standards based on campus historical performance, analyze them to identify the knowledge & skills needed for students to demonstrate mastery, and determine the success criteria to actively monitor student progress and performance during independent practice.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement at the Meets Grade Level performance on Math STAAR **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - - **Targeted Support Strategy - Additional Targeted Support Strategy**	25%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Establish targeted PLC time-lines for lesson Internalization and rehearsal to analyze, monitor and respond to campus performance trends and provide targeted professional development related to math goal setting and instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement at the Meets grade Level performance on Math STAAR **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	20%	40%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
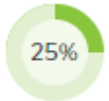
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences will decrease from 22.4% to 20.0%.

HB3 Goal

Evaluation Data Sources: (Data source: 2022 Review360
EOY Incident Summary Report + Skyward Consequence Report)

Strategy 1 Details	Reviews			
Strategy 1: Campus Improvement Team will analyze discipline data quarterly to recommend behavior interventions and supports including CHAMPS, Positive Behavioral Interventions and Supports, and Social Emotional Learning restorative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decreased exclusionary consequences **Staff Responsible for Monitoring:** Reset Teacher, Dean of Students, and Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	25%		

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided guidance lessons and support through counseling services to ensure we are meeting every students social and emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved SEL culture and climate and Panorama Survey results **Staff Responsible for Monitoring:** Reset teacher, Counselor, and Dean of Students **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**	10%	25%		

Strategy 3 Details	Reviews			
Strategy 3: Implement BOY PBIS professional development that support improvement of School Climate and relationships between teachers and students and students to students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: TIER 1 SCHOOLWIDE SYSTEMS, PROCEDURES, AND POLICIES CREATED, IMPLEMENTED, AND COMMUNICATED to all stakeholders....during the first weeks of school including... -Structuring ALL COMMON AREAS (hallways, cafeterias, playground) for Success -Teaching Behavior Expectations for the above areas (walk away with developed lesson plans and a plan for how to discuss with staff) -Observe: It is time to go over STAFF MONITORING...walk away with developed training -Interact: Staff Interactions with students in the hallway (positive vs negative...) -Correct: Begin the discussion on Office Managed vs. Classroom Managed Behavior **Staff Responsible for Monitoring:** Administration and PBIS Committee **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	25%		

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: 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.)

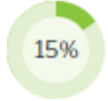   **Evaluation Data Sources:** Improved parental engagement

Strategy 1 Details	Reviews			
Strategy 1: Teachers will communicate with parents using DOJO, and weekly SMORE grade level newsletter .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement; favorable results on Title I Parent Survey **Staff Responsible for Monitoring:** Teachers and Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	Apr	June
	20%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Parent workshops will be held throughout the year to foster the school community partnership to ensure our learners academic success. (i.e Literacy night, STEM family night, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement; favorable results on Title I Parent Survey **Staff Responsible for Monitoring:** Teachers, Support staff, and Administration **TEA Priorities:** Improve low-performing schools **Funding Sources:** Parent Involvement parent/home learning materials - 6300 Parent Involvement. Supplies T1 - $2,229	Nov	Feb	Apr	June
	20%	30%		

| Strategy 3 Details	Reviews			
Strategy 3: Provide information to parents on PreK/K readiness and 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	**Formative**			**Summative**
Strategy's Expected Result/Impact: Successful transition for PreK/Kinder families and 5th grade students leaving to go to MS **Staff Responsible for Monitoring:** PK/K/5th grade Teachers, Counselor, Administration	Nov	Feb	Apr	June
	25%	35%		

Strategy 4 Details	Reviews			

Strategy 4: 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.
    Strategy's Expected Result/Impact: Develop partnership with school community to support the needs of all learners.
    Staff Responsible for Monitoring: Administration
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	10%	20%		

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 7: Retain teachers and reduce the turn-over rate of teachers at Couch by 50%.

   Evaluation Data Sources: Risk Factor-Teacher Turnover 21.% for the 21-22 school year

Strategy 1 Details	Reviews			
Strategy 1: Complete and implement district on-boarding for faculty and staff through stay conversations	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in teacher turnover	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals -	15%	20%		

Strategy 2 Details	Reviews			
Strategy 2: Use campus profile and teacher interview questions to hire staff that will support student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Highly trained and teachers who want to stay at Couch as their career plan	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals -	25%	35%		

Strategy 3 Details	Reviews			
Strategy 3: Utilize a distributive leadership approach to clearly define roles, responsibilities and progress measures for each team member using the One Pager District example.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher feel supported and where all students feel that the school supports and loves them and empowers them to be SMART and happy **Staff Responsible for Monitoring:** Administration and support leaders-AP, Dean of Students, Counselor, Interventionist, Early Literacy Support Teacher, Instructional support teacher, Reset Lead teacher, librarian, grade level lead teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	35%		

Strategy 4 Details	Reviews			
Strategy 4: Ensure that teachers are receiving high-quality professional development that will improve their professional expertise and effectiveness in the classroom.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved quality Tier 1 Instruction **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	25%		

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 8: LAST YEARS OBJECTIVE for TARGETED IMPROVEMENT
FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 35 (2019) to at least 44 (min target)
All Students: Mathematics Academic Achievement from 35 (2019) to at least 46 (min target)
All Students: Student Success (D1 STAAR Component) from 41 (2019) to at least 47 (min target)

African American Students: Reading Academic Achievement from 24 (2019) to at least 32 (min target)
African American Students: Mathematics Academic Achievement from 22 (2019) to at least 31 (min target)
African American Students: Student Success (D1 STAAR Component) from 28 (2019) to at least 36 (min target)

Close the achievement gaps for students who are at risk of not meeting standards on STAAR for All, ELL, At Risk, African American, economically disadvantaged, and special education. In 2019 below grade level. African American students had an average score that was 11 points lower than all students-STAAR MATHEMATICS and 10 points for STAAR ELAR to meet grade level.

    HB3 Goal

    Evaluation Data Sources: STAAR-closing the Achievement GAP

Strategy 1 Details	Reviews			
Strategy 1: Using the gradual release model, teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved academic performance on all assessed areas for sub populations **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	15%	25%		

Strategy 2 Details	Reviews			
Strategy 2: Students identified (through screening) as at risk for poor learning outcome will receive supplemental/targeted instruction in small groups. MTSS-HB4545; Tier 2/3 student	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Feb**	**Apr**	**June**
	15%	30%		

Strategy 3 Details	Reviews			
Strategy 3: Provide explicit instruction using the Science of Teaching Reading (Provide vocabulary instruction, teach modeling, teach paraphrasing and each content processes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Feb**	**Apr**	**June**
	20%	30%		

Strategy 4 Details	Reviews			
Strategy 4: Utilize a data tracker to monitor achievement of student groups and schedule monthly meeting with grade level to create intervention plans for low-growth student with increased attention to African American student academic performance and progress. (Screening, continual progress monitoring, and outcome measures)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Feb**	**Apr**	**June**
	15%	25%		

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