Garland Independent School District

Couch Elementary School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in Science

Board Approval Date: October 5, 2020
Public Presentation Date: January 15, 2021

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 ife-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 oved 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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Comprehensive Needs Assessment

Revised/Approved: July 24, 2020

Demographics

Demographics Summary

DEMOGRAPHICS

Couch Elementary opened in the fall of 2005. 2019-2020 the school celebrated it's 15-year anniversary. It is a community, non-magnet school in Garland. We draw our enrollment from district & neighborhood single family homes and apartments in the area. Garland is a district that is court ordered for integration. For the 2019-2020 school year we had 576-580 students throughout the school year. We have a mobility rate of 20.8 % with 76.2 % Economically Disadvantaged; 26.9% ELL and 12% Special Education. Our population included; 35% Hispanic; 37.7% Black; 12.8% White, 8.9% Asian. Couch had 53% Males and 47% Girls. During the COVID 19 e learning-80% were engaged for the entire time.

STAFF QUALITY

Nine teachers were new to Couch for the 2018-2019 school year. 7 were new to teaching and did not live in the Garland Tri City Area.

Staff Quality-Couch moved from a Report Card grade of D-rating to a C rating for the 2018-2019 school year. Teachers made gains with students due to their implementation of PLC/lesson planning work, Weekly Data Meetings, Balanced Literacy, Lucy Calkins writing instruction and explicit teaching of mathematics.

Recruitment and Retention: For the 2019-2020 school year, administration developed a profile for new hires to include experience, location of residence, and diversity. 2019-2020 staff increased number of black staff from 4 to 9; male teachers from 2-4. Only two teachers out of 13 are first year teachers. 2020-2021- Couch will add one full day Pre K class; Staff changes include two fifth grade teachers transferred to Walnut Glen Academy, First Grade teacher took a job in Royse City, Kinder PPCD teacher took job in Red Oak ISD and third grade teacher took job in Denton ISD. 9 Hired experience Kinder PPCD teacher who AA; hired PE AIDE/Hispanic to teach 5th grade Science (she did her student teaching at Couch)

Demographics Strengths

DEMOGRAPHICS

Couch has a diverse population that represents the diversity in the tri-city area of Garland. Each K-5 grade level has a bilingual classroom. In addition, Couch has an EE unit and a Kinder self contained unit for special education students who need that type of setting. Students needs are met through strong first teach, small group instruction and push-in/pull-out intervention. All teachers are ESL certified. Grade level collaborative/planning strengthen instruction through conversations about student misconceptions on various concepts and curriculum scope/sequence pacing is conducted during weekly PLC meetings.

STAFF QUALITY

1. According to the staff survey 2018-2019, 75% of teachers felt they are encouraged to be innovative.

2. Couch moved from a Report Card grade of D-rating to a C rating for the 2018-2019 school year. Teachers made gains with students due to their implementation of PLC/lesson planning work, Weekly Data Meetings, Balanced Literacy, Lucy Calkins and explicit teaching of mathematics.

3. For the 2019-2020 school year, administration developed a profile for new hires to include experience, location of residence, and diversity. This years staff increase number of Black staff from 4 to 9; male teachers from 1-3. Only two teachers out of 13 are new to teaching.

4. 2019-2020 teacher reported positive experience with e-learning (Exit Survey)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 20% mobility rate effects educational academic performance **Root Cause:** Title 1 school with 70% of families on free and reduced lunch-affordable housing close to Couch

Student Learning

Student Learning Summary

2017-2018 - "D" 2018-2019-"C" 2019-2020 COVID 19 Not Rated

Reading: 30% Meets Reading 35% Meets and 18% Masters

Math: 30% Meets Math 35% Meets and 22% Masters

Writing: 21% Meets Writing 22% Meets and 7% Masters

Science: 26% Meets Science 55% Meets and 30% Masters

TIP required for progress measure in Reading/Math - AA students

2017-2018

- Overall 61-D
- Domain I-Student Achievement 58-F
- Domain II - Academic Growth 60-D
- Domain II-Relative Performance (Econ Dis-ad 63.7) 56-F
- Domain III- Closing the GAPS 63-D

2018-2019

- Overall 76-C
- Domain I 70-C
- Domain II 77-C
- Domain II 77-C
- Domain III-75-C

3rd Grade
Approaches Meets Masters
2017-Reading 56 49 14
2018-Reading 59 45 12
2019-Reading 59 29 18

Approaches Meets Masters
2017-Math 57 22 8
2018-Math 59 20 12

2019-Math 56 25 12

4th Grade
Approaches Meets Masters
2017-Reading 68 31 11
2018-Reading 48 28 6
2019-Reading 57 25 13

Approaches Meets Masters
2017-Math 60 30 16
2018-Math 57 28 7
2019-Math 60 31 16

Approaches Meets Masters
2017-Writing 60 24 6
2018-Writing 46 22 5
2019-Writing 50 21 6

5th Grade

Approaches Meets Masters
2017-Reading 79 44 16
2018-Reading 77 42 10
2019-Reading 72 47 22

Approaches Meets Masters
2017-Math 81 35 10
2018-Math 78 34 15
2019-Math 74 40 22

Approaches Meets Masters
2017-Science 65 26 9
2017-Science 63 27 9
2017-Science 81 55 30

Student Learning Strengths

COVID 19 NOT RATED 2019-2020-

2018-2019-Couch made Met Standard and received a C

Grade 5 Science -with 55% Meeting standard and 30% mastering STAAR

STAAR Spanish-32 students tested Grades 3-5; 34% Meets and 25% Masters

STAAR Spanish-Grade Three Mathematics; 15 students tested-47% Meets and 12% Masters

For Accountability Couch went from a 63 Overall score=D in 2017-2018 to a 75 Overall score = C in 2018-2019

English Language Acquisition-TELPAS-Couch had a 37.7% -slightly above district which was 37.5% and meet state target of 33%

Academic Growth in Mathematics (72)-reached state target goal of 71

Academic Growth in Reading(74)-reached state target goal of 66

Hispanic Student meet reading (39) grade level state standard (37)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, & Assessment

According to MAP data, Couch in 5th grade was projected to have 22% meets and masters on STARR; however, for the 2019-2020 school year, Couch had 35% achieve meets on STAAR for both Reading and Mathematics. COVID 19- 2019-2020 not rated.

Grades 3-5 regularly design and administer common assessments, analyzed resulting student performance data, and implemented lesson plans that follow the district plan.

Teachers differentiated instruction through guided reading, writing, mathematics and science. In addition, STAAR spring semester intervention was provided by Instructional Coaches, retired teachers and district curriculum and intervention staff. Balanced literacy, Lucy Calkins writing program, and PLC structures were implemented. Science and Social Studies were taught by each grade level. ITIME was utilized to pull students for special education, ESOL, and Tier III-RTI.

Instructional Coaches continued to support teachers through lesson planning, in class coaching, and small group intervention.

Recruitment and Retention of teachers

For the 2019-2020 school year, administration developed a profile for new hires to include experience, location of residence, and diversity. 2019-2020 staff increased number of black staff from 4 to 9; male teachers from 2-4. Only two teachers out of 13 are firHirst year teachers. 2020-2021- Couch will add one full day Pre K class; Staff changes include two fifth grade teachers transfered to Walnut Glen Academy, First Grade tacher took a job in Royse City, Kinder PPCD teacher took job in Red Oak ISD and third grade teacher took job in Denton ISD. 9 Hired experience Kinder PPCD teacher who AA; hired PE AIDE/Hispanic to teach 5th grade Science (she did her student teaching at Couch)

Couch has missed the target for reading (44%)and mathematics (46%) for three years. Couch met the target for Academic Growth for Reading (66%) and Mathematics (71%) for the 2019 school year (Reading-74 and Mathematics (72). In addition, Couch earned a Distinction for Science. For the 2019-2020, Couch is identified for targeted support and improvement.

During the 2019-2020 schoo year, the implementation of the new ELAR/TEKS and new adoption was a focus for each grade level.

School Organization

High Level Learning-strong Tier 1 Instruction

2019-2020-Organizational structure and context at Couch was organized around learning for EE-Grade 580 students. "Right size school" Couch master schedule allows for all subjects to be taught according to district prescribed minutes, PLC and conference time for teachers, and ITIME for pull out teachers. Each grade level has a bilingual class for Spanish Speakers. Teachers are provided a rotation of PE, Music, and ART. School begins at 8:10 and ends at 3:20. Teachers work hours are from 7:45 to 3:45 unless assigned

arrival or dismissal duty. The staff includes two Instructional Coaches for Reading and Math respectively (3 days a week), one TIER III pull out interventionist, two special education resource teachers, a sheltered instruction support teacher a full time dyslexia teacher, a librarian and school counselor. (ISEP was administered at the beginning of month to monitor student progress) District MAP and DRA are used 3 times a year to measure reading and mathematics. PLC topics included WDM, Bambrictk model, new ELAR TEKS lesson planning and data review.

The 2019-2020 -COVID 19-e-learning occurred for the last two grading periods. We anticipate academic slide for students as a result of school closure.

A Safe and Positive Environment

Couch is a well-maintained school and all staff love the children and provide emotional safety for each child. Each classroom received a new monitor for display inthe 2019-2020 school year for teacher use. Each grade level rotated every other day in the Technology lab (60 stations) and utilized Imagine Literacy and Mathematics.

For the 2020-2021 school year initiatives will include follow-up with CHAMPS, PBIS and Reset Room protocols.

Culture of hard work and opportunities for success:

Each grade level identified one word for Spring Semester to support each grade levels focus for a culture of hard work. Effort and leadership is displayed as part of Physical Education in the front hall as student achieve that recognition. Students were recognized during COVID 19 e-learning weekly in each grade level's SMORE-parent newsletter.

Technology:

Teachers have access to a campus technology lab with 60 stations-two times weekly. Each grade level has at least one COW with laptops. Each teacher has at least 4 IPADs to use for technology stations in their classroom. Each classroom has 3 chrome books I3 coordinator helps teacher integrate technology in the classroomK-2; and Grade 3-5 used Google Classroom. 18,000 of Federal money was used for 60 additiional Chromebooks for the 2020-2021 school year. It is our understanding that the district will provide one-to-one computers to every student in the district. We will have virtual school for the first four weeks of school. Beginning Sept 7, we will servie stkudents both face-to-face and remotely.

School Processes & Programs Strengths

!. Spring STAAR plan

2. Discipline Management Procedures and strategies

3. Hiring practices

4. Support teacher quality

5. COVID school closure e-learning platform and implementation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): EOY assessment is unavailable due to COVID 19 school closure not rated-status **Root Cause:** COVID 19 school closure

Perceptions

Perceptions Summary

Family and Community Engagement

As a Title One school, Couch meets all the parent engagement requirements (Parent/Teacher Compact (English and Spanish); Parental Policy, annual Title One Meeting, community meeting to review academic, annual evaluation of parent engagement.

Parent-teacher Communication includes:

Parent/Teacher Conferences- Meet the Teacher Night (Porch Party); fall and spring Parent Conferences to share individual child's achievements

Report Cards are distributed every 6 weeks; and weekly progress given to parents in the Student Planner

Weekly grade level newsletter

PTA organization

Communication through School Messenger, Twitter in both English and Spanish

Parent Literacy Evening for 2nd grade students

Opportunities for parent to volunteer and participate in school activities (Ex. Field Day, Field Trips)

Evening student programs are held monthly which are coordinated by the Special Teachers (Music, PE, and Art) for parents to be engaged with their children -2019-2020 added Black History Program (well received by the community)

2019-2020 Completed Family Welcoming Walk-through Data - Identified areas was parking lot signage; front foyer more welcoming; and new furniture in front office (COVID 19 postponed PO for office furniture

During the COVID 19 e learning all parents were contacted except two families; and teachers reported 80% parental involvement using Seesaw and Google Classroom

School Culture and Climate

Parent and teacher survey were completed in the spring of 2019 and 2020. Parents reported that their children liked school and felt safe. Teachers reported that administration is highly visible in their classrooms and that relations with coworkers was an area of strength. Areas identified by parents that could be strengthened is understanding assessments and the parent teacher compact. Areas identified by teachers that should be continued and strengthened is a school-wide discipline plan that supports classroom management and parent involvement that impacts the classroom. 2019-2020 /2020-2021-focus areas are school-wide procedures and routines and culture and climate.

Perceptions Strengths

Classroom climate and culture

Library Services

Specials

Hard-working staff

Increased parent involvement both face-to-face and virtually

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Title 1 school where family and community engagement has to have a plan to reach all parents and measuring engagement has to be three fold-face to face, electronically, and via text or phone. **Root Cause:** Hard working parents to include single parents who hold multiple jobs and different hours to meet the demands of their family.

Priority Problem Statements

Problem Statement 1: 20% mobility rate effects educational academic performance

Root Cause 1: Title 1 school with 70% of families on free and reduced lunch-affordable housing close to Couch

Problem Statement 1 Areas: Demographics

Problem Statement 2: 70% of students have significant learning gaps

Root Cause 2: Mobility and access to quality Tier 1 Instruction

Problem Statement 2 Areas: Student Learning

Problem Statement 3: EOY assessment is unavailable due to COVID 19 school closure not rated-status

Root Cause 3: COVID 19 school closure

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Title 1 school where family and community engagement has to have a plan to reach all parents and measuring engagement has to be three fold-face to face, electronically, and via text or phone.

Root Cause 4: Hard working parents to include single parents who hold multiple jobs and different hours to meet the demands of their family.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP 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
- Violence and/or violence prevention records
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 29, 2020

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, post-secondary 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 30.7% in 2019 to 90% by 2025. (SY20-21 interim goal = 56.2%)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 26.8% in 2019 to 90% by 2025. (SY20-21 interim goal = 38.5%)

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 30.7 % in 2019 to 90% by 2025. (SY20-21 interim goal = 57.2%)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Spring STAAR administration 2021 and EOY MAP-50% or great met progess on Reading

Summative Evaluation: None

Strategy 1: All K-5 ELAR teachers will provide quality Tier 1 instruction (increased learning time and well-rounded education) using balanced literacy and district curriculum utilizing large group, small group and independent reading (gradual release model) measured by MAP growth for each grade level. In addition, students will use district programs Imagine Literacy and Mathematics and ISIP- district internet program and measure progress by monitoring monthly usage reports.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: CBA and STAAR scores above 18-19 results for the 20-21 school year **Staff Responsible for Monitoring:** Administration and Grade Level leads **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2: To meet the needs of a highly mobile student population, Couch leadership team will ensure effective teaching practices of planning, organization and instructional deliverly are monitored and supported by Instructional Coaches, Grade Level Chairs, Librarian, Interventionist. They will meet monthly to collaboratively monitor academic improvement and set next steps monthly for academic strategies. Campus Improvement team meet monthly to review culture and student engagement/behavior to set monthly next steps.

Strategy's Expected Result/Impact: Improved STAAR reading results for 2020-2021

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Funding Sources: Supplementary stipend for after school monthly meeting - 6100 Payroll- Title I Funds - $3,000

Reviews			
Formative			Summative
Nov	Feb	Apr	June

Strategy 3: To meet basic individual student classroom materials for our highly mobile/at-risk students, SCE, Title One, Special Education, and bilingual funds will be used to purchase supplies to enhance learning (Eg. binders, pencils, white boards and markers, etc) that will fill in the material gaps for identified at-risk students. Classroom materials to assist with organization (material honlders, whole class anchor charts(teacher made) and storage (classroom libraries) along with individual student supplies (COVID 19).

Strategy's Expected Result/Impact: Improved STAAR, MAP and MAP progress met 50% are greater

Staff Responsible for Monitoring: Support Teachers, Administration, grade level chairs

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Demographics 1

Funding Sources: Classroom supplies - 6300 Supplies and Materials- Title I Funds - $22,389, - 199 - PIC 24 State Comp Ed Funds - $6,480, Classroom supplies for special education - 199 - PIC 23 SPED State Allotment Funds - $1,387

Reviews			
Formative			Summative
Nov	Feb	Apr	June

Strategy 4: Teachers will deliver virtual on-line learning platform (CANVAS) due to COVID 19 school closures utilizing district Chromebooks to support e-learning instructional delivery and provide academic leveling through intersessional offerings for ELAR.

Strategy's Expected Result/Impact: Students will be provided day to day instruction using virtual learning and be prepared for the next grade level

Staff Responsible for Monitoring: Administration and individual teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Reviews			
Formative			Summative
Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 20% mobility rate effects educational academic performance **Root Cause:** Title 1 school with 70% of families on free and reduced lunch-affordable housing close to Couch

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

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

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 22.2% in 2019 (2020) to 70% by 2025. (SY20-21 interim goal = 42.7%)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Improved STAAR writing scores-will use updated information related to change of STAAR 4th grade ELAR

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide students with writing assignments using Lucy Calkins (Unit of Study) curriculum assignments; use AVID writing/note-taking to learn strategies and record it in their writing journal/binder; and use writing assignments across all subject areas. **Strategy's Expected Result/Impact:** Improved STAAR writing scores-evaluated with new STAAR format for 20-21 **Staff Responsible for Monitoring:** Administration and support teachers for ELAR **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				
Strategy 2: Teachers will implement the spelling, grammar and handwriting protocols outlined in the ELAR district curriculum. Students will practice on white boards and or practice sheets that have been laminated using black markers. Fourth grade teachers will complete 4 practice STAAR writing samples and utilize the STAAR rubric for grading with the goal have students be able to establish a strong thesis statement and quality supporting evidence. Include writing strategies for intersessional instruction for identified students. **Strategy's Expected Result/Impact:** Improved STAAR writing results as measured by new STAAR 20-21 **Staff Responsible for Monitoring:** Administration and support teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

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

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.7% in 2019 to 76% by 2025. (SY20-21 interim goal = 44)j Yearly Progress by Program participation; BE 34.7; ESL 40.9 and Non-Participants 66.7

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: ELL measures on TELPAS

Summative Evaluation: None

Strategy 1: All teachers will use sheltered instruction strategies as part of lesson delivery and increase writing and speaking as comprehensible output for the demonstration of learning for all students but particularly ELL to ensure one year growth. **Strategy's Expected Result/Impact:** Improved TELPAS scores **Staff Responsible for Monitoring:** Administration and support teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy 2: The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring ELs obtain the mastery of required academic content along with language development and use take home books from Reading A-Z for ELLs and Bilingual students. **Strategy's Expected Result/Impact:** Improved Telpas performance **Staff Responsible for Monitoring:** Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - PIC 25 Bil./ESL State Allotment Funds - $3,045	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

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

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 54.5% in 2019 to 80% by 2025. (SY20-21 interim goal = 59.3%)

Evaluation Data Sources: Continued Distinguished STAAR Science scores

Summative Evaluation: None

Strategy 1: K-5 teachers will implement the district science curriculum and utilize FOSS kits for the delivery of hands-on science utilizing the 5 E model of instructions (Engage, Explore, Explain, Elaborate, and Evaluate. Teachers will utilize common assessments (district and campus) to drive instructional lesson planning. -STAAR second semester plan that includes support by teachers during intersession calendar sessions (utilizing Region 4 STAAR resources) **Strategy's Expected Result/Impact:** Continued distinguished STAAR Science scores **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

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

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 3 Math STAAR will increase from 29.3% in 2019 to 90% by 2025. (SY20-21 interim goal = 31.2%)
Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 4 Math STAAR will increase from 32.0% in 2019 to 90% by 2025. (SY20-21 interim goal =33.9%)
Percent of students demonstrating mathematical proficiency, as measure by Meets Grade Level performance in grades 5 Math STAAR will increase from 40.9% in 2019 to 90% by 2026

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Mathematics

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All K-5 mathematics teachers will follow district pacing guide and implement lesson plans that build problem solving and fluency and supported by campus instructional coach for mathematics while utilizing technology district programs (Ex. Imagine mathematics) I-time as an instructional tool. **Strategy's Expected Result/Impact:** Improved STAAR mathematics scores and MAP progress met by 50% or greater **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				
Strategy 2: Intervention strategies will be utilized to assist struggling students through 1. RTI process and intersessional extra days of instruction (Ex. small group work -RTI-TIER III intervention and classroom teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, Istation scores, etc and standardized state testing acceleration plan by providing additonal math instruction during intersessional weeks) **Strategy's Expected Result/Impact:** Improved STAAR mathematics and 50% or greater met progress on MAP **Staff Responsible for Monitoring:** Administration and support teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

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

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will continue to be below the district 2025 goal of 35% and will decrease from 25.4% in 2019 to SY20-21 interim goal = 24.%). For the 2020-2021 school year, Couch was on target to meet this goal (data collected ended in March 2020 (COVID closure)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Discipline incident report to include exclusionary consequences

Summative Evaluation: None

Strategy 1: Administrative teams will analyze data monthly to monitor and assess progress of goals of each Student Management Plan and revise if needed. Discipline data will be communicated to staff quarterly and plans for students in need of behavioral intervention discussed while teachers implement PBIS and Champs campus-wide structures and expectations to promote safe and positive student behavior and academic readiness. Ex. Social Contracts posted in each room -Equitable Culture and Climate -Arrival and Dismissal greeters and -Attendance Matters Everyday incentives) **Strategy's Expected Result/Impact:** Decrease in exclusionary consequences **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy 2: Students will be provided guidance and support by counseling services, teacher directed social emotional learning lessons, SRO, nurse, and specials teachers. Ex. of topics-Weekly meetings, Circles, bullying, human growth and maturing, safety, and participating in wellness activities and be provided the following programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)] **Strategy's Expected Result/Impact:** Improved social and emotional skills **Staff Responsible for Monitoring:** Administration and counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 3: RESET room will continue and be staffed by a Title One teacher who will support restorative discipline protocols for (Tier II and Tier III) students and social and academic readiness for struggling behavior students. **Strategy's Expected Result/Impact:** Decrease in classroom behavior incidents **Staff Responsible for Monitoring:** Administration and reset teacher **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: 20% mobility rate effects educational academic performance **Root Cause:** Title 1 school with 70% of families on free and reduced lunch-affordable housing close to Couch

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

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

Performance Objective 7: To support overall student achievement by providing families with learning opportunities and resources that will enable them to become more involved in their children's educational success by increasilng parental participation in student academics, educating parents on academic requirements and strengthen the home school connection.

Evaluation Data Sources: Improved parental engagement

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will communicate with parents using DOJO, weekly SMORE grade level newsletter and will hold weekly virtual real time parent conference. NOTE: data collected during the 2019-2020 showed an increase in parent participation particularly during the COVID closure virtual learning. 80% of parents were directly communicating with teachers. COVID 19 school closure-during virtual learning-teachers will communicate weekly using a grade level SMORE and weekly synchronized family meetings online. **Strategy's Expected Result/Impact:** Increased parent engagement **Staff Responsible for Monitoring:** Administration and classroom teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus will ensure that the following practices will be implemented: teachers will increase communication to parents by implementing the (F2F-4th grade AVID binder strategy utilizing the student planner weekly to communicate what is being taught) and using Social Media Apps to text and share information daily with parents and support the following: -Up-to-date campus website -use Twitter and School Messenger and promote parent attendance and participation for campus wide/community-wide programs such as Grade Level Programs, PTA, parent volunteers, Literacy Night, Family Game Night, parent/teacher conference nights, PK transition, Award Assemblies(K-1). COVID 19 school closure-during virtual learning-teachers will communicate weekly using a grade level SMORE and weekly synchronized family meetings online. **Strategy's Expected Result/Impact:** Improved parent engagement **Staff Responsible for Monitoring:** Administration and classroom teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: In addition, parents will be provided instructional manipulates and learning materials to build parental capacity and competence to engage with their children's virtual learning. **Strategy's Expected Result/Impact:** Increase parent engagement and establish a welcoming school for parents and families **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student learning supplies - 6300 Parent Involvement. Supplies T1 - $2,015				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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 Title1, part A program, and strategies that the school will used to the build the campacity 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. Annual Title I parent conference will be held in October where 80% or more to the families will have the opportunity to review and provide feedback on the school-parent compact. **Strategy's Expected Result/Impact:** 80% or more parents will be engaged in parent teacher conferences **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Tranisition activites will be provide to incoming PreK/K studentsa and outgoing 5 graders. Support school readiness for incoming PK/K through school transition meeting for families of incoming students where information about PreK/K readiness will be reviewed. 5th Graders will attend Middle School recruitment activites and planning in the Spring of 5th grade where information on graduation plans, and college and career readiness will be reviewed. **Strategy's Expected Result/Impact:** Improved transition **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

Perceptions
Problem Statement 1: Title 1 school where family and community engagement has to have a plan to reach all parents and measuring engagement has to be three fold-face to face, electronically, and via text or phone. **Root Cause:** Hard working parents to include single parents who hold multiple jobs and different hours to meet the demands of their family.

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

Performance Objective 8: Retain teachers and reduce the turn-over rate of teachers at Couch by 50% (13 new teachers in SY19-20) For the 2020-2021 (6 new teachers and a librarian were required)

Evaluation Data Sources: Improve Retention rate of teachers year to year

Summative Evaluation: None

Strategy 1: Administration and teacher leaders will retain teachers by the following: provide leadership opportunities (grade level chair, committee chair, leading staff development, etc.) -celebrate teacher successes for attendance, discipline routines and procedures, academic performance, committee participation etc. -provide high quality professional development and meetings to model what is expected in the classroom -provide mentoring through district program-all first-year/ new teachers will participate in district Project Goal mentoring program and provide other campus support structures (Ex. Librarian provides PD for new teachers-Fundamental Five, technology, etc.) **Strategy's Expected Result/Impact:** Less teacher turnover at Couch **Staff Responsible for Monitoring:** Administration and support teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8 Problem Statements:

Perceptions
Problem Statement 1: Title 1 school where family and community engagement has to have a plan to reach all parents and measuring engagement has to be three fold-face to face, electronically, and via text or phone. **Root Cause:** Hard working parents to include single parents who hold multiple jobs and different hours to meet the demands of their family.

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

Performance Objective 9: 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.
In 2019, African American students Grade 4 writing scored 15 points below all students to meet grade level.

Targeted or ESF High Priority

Evaluation Data Sources: Improved STAAR results in reading, mathematics and Writing

Summative Evaluation: None

Strategy 1: Using the Target Improvement Process the following strategies will be utilized by all teachers 1.sheltered instructional strategies utilized biweekly/every six weeks in every classroom to support instruction for all students, with increased attention to African American students by providing 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. **Strategy's Expected Result/Impact:** Improved results STAAR results for at-risk groups **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 2 Effective classroom routines and instructional strategies that utilizes effective classroom management strategies to create an environment conducive to learning and preventing misconduct by using frequent, purposeful, and positive feedback with all students **Strategy's Expected Result/Impact:** Reduction in classroom behavior incidents and positive and culturally responsive culture and climate **Staff Responsible for Monitoring:** Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				
Strategy 3: 3. Implement system during instructional planning to develop, monitor, and consistently refine know/show charts, aligned learning objective (LOs) and demonstration of learning (DOLs) -particularly in STAAR tested subjects (5.1 objective-driven lesson plans with formative assessments)(Lesson Planning-IPC twice in Fall and once in Spring) to ensure Standard and Rigorous Routines and Procedures for lesson delivery **Strategy's Expected Result/Impact:** Tier 1 Instructional practices to improved academic performance on STAAR and MAP **Staff Responsible for Monitoring:** Classroom Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy** **Problem Statements:** Student Learning 1				
Strategy 4: 4. Implement a weekly/biweekly assessment system in STAAR tested subjects by engaging every student by completing protocols of Active Monitoring & biweekly WDM for reteaching (5.3-Data Driven Instruction) **Strategy's Expected Result/Impact:** Reach STAAR targets in ELAR and mathematics and improved MAP met progress percentages **Staff Responsible for Monitoring:** Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Strategy 5: 5. Engage students in small group work by monitoring student work (during small group instruction as well as the students who are working independently/in groups) and teachers will use systems such as Seesaw and Google Drive or physical folders for students to easily be able to submit work and receive feedback **Strategy's Expected Result/Impact:** Improved academic performance on reading and math as measured by MAP **Staff Responsible for Monitoring:** Classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 6: 6. 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improved student academic performance on STAAR and MAP **Staff Responsible for Monitoring:** Classroom teacher, interventionist, support teachers and administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: 70% of students have significant learning gaps **Root Cause:** Mobility and access to quality Tier 1 Instruction

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Grades 3-5 teacher representatives completed CNA template. Attached in Committee section.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 2019-2020 CIP performance objectives were used because of COVID 19 spring school closure. CIP was reveiwed by members of the campus leadership team. See attached in the committee section.

2.2: Regular monitoring and revision

As outlined in the CIP, the aceademic leadership team and the elected Campus Improvement Team meets monthly to monitor and develop next action steps.

2.3: Available to parents and community in an understandable format and language

CIP and Title 1 indormation is provided on campus website in understandable format and language. Also, yearly Title i parent presentation occurs during the firsst three weeks of school. It is recorded and shared as well on-line.

2.4: Opportunities for all children to meet State standards

Couch provides every student the opportunity to meet state standards through Quality Tier 1 Instruction, explicit intervention strategies, and remediation, intervention, and acceleration during intercessional enrichment days (two weeks for the 2020-2021 school year.

2.5: Increased learning time and well-rounded education

As noted in the campus improvement plan, increased learning time and well-rounded education is addressed.

2.6: Address needs of all students, particularly at-risk

Couch has an at risk factor intensity of 50%. The campus improvement plan includes the strategies for Targeted Improvement for particularly At-Risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is presented at the Title One parent meeting and available on-line.

3.2: Offer flexible number of parent involvement meetings

Parent meetings will be held on-line this year due to COVID 19. If school resumes with all face-to-face, we wil have face-to-face parent meetings.

Title I Personnel

Name	Position	Program	FTE
Richardson, Kiri Ladi	Instructional Aide	Title I	100%
Williams, Coretta hazel	Interventionist	Title I	100%

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Classroom supplies for special education		$1,387.00
				Sub-Total	$1,387.00
				Budgeted Fund Source Amount	$1,387.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$6,480.00
				Sub-Total	$6,480.00
				Budgeted Fund Source Amount	$6,480.00
				+/- Difference	$0.00

199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$3,045.00
				Sub-Total	$3,045.00
				Budgeted Fund Source Amount	$3,045.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplementary stipend for after school monthly meeting		$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Classroom supplies		$22,389.00
				Sub-Total	$22,389.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$22,389.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	3	Student learning supplies		$2,015.00
				Sub-Total	$2,015.00
				Budgeted Fund Source Amount	$2,015.00
				+/- Difference	$0.00
				Grand Total	$38,316.00

Addendums

Garland ISD Campus Improvement Plan Addendum: State and Federal Mandates

Discipline Management Programs

Provide discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bulling.	2.5	Principal	Decrease in cyberbullying incidents
3. School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	2.5	School Counselor	Decrease in bullying incidents
4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department and School Counselor	Bullying workshops are attended and lead to decrease in bullying incidents

Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling and School Counselor	Staff is aware of child abuse recognition and reporting requirements
2. Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues including suicide prevention
3. Provide age appropriate classroom instruction in an order to educate students on suicide prevention including warning signs and anonymous reporting procedures.	2.5	Guidance & Counseling and School Counselor	Student awareness is increased

Methods for addressing needs of students for special programs

a. early mental health intervention and suicide prevention (District only - HB 1386)
b. conflict resolution programs [TEC 11.252(3)(B)]
c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. pregnancy-related services (TEA Addendum)
f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253
g. supplemental services to homeless students [20 USC 6313(c)(3)]
h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	
2. Prepare age appropriate instruction, counseling, and/or student assemblies in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, School Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in elementary schools as an avenue for providing instruction to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	Guidance & Counseling and School Counselor	Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing curriculum based on student needs and delivered using multisensory methods that are systemative and sequential and meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	2.6	Asst Director Special Education	Dyslexia programs provide appropriate services to identified students
6. Provide pregnant or parenting students access to parenting skills classes as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

differentiate instruction to meet student needs as per the District's G/T service design.			
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on healthy relationships to all middle and high school students in an effort to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence.	2.6	School Counselors	Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	2.6	Guidance & Counseling Department and School Counselor	Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling Department and School Counselor	Staff is aware of child abuse recognition and reporting requirements

Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2. Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3. Provide on-going training and development for mentors (current Project GOAL program).	2.4	HR	Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	2.4	Principal	First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both first-year and veteran staff members.	2.4	HR/Principal	Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers	1	HR	The district promotes internal candidates

working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.			

Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	2.6	Principal Special Education Department	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal Special Education Department	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal Special Education Department	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities, 2. TEXAS grant program, 3. Teach for Texas grant programs, 4. The need for students to make informed curriculum choices to be prepared for success beyond high school, 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics and Guidance & Counseling Department	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance & Counseling Department and School Counselor	Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and guidance office as they become available during the school year.	2.6	Guidance & Counseling Department and School Counselor	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling Deaprtment	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, intervention and/or credit recovery.	2.5 2.6	FACE/Student Services Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	FACE/Student Services Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	FACE/Student Services Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk students are members of in-school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure complete recovery efforts

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Student Nutrition Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance & Counseling Department and School Counselor	Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.
6. Incorporate staff wellness on campus and promote District employee wellness activites throughout the year.	1	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking.

2019-20

Couch Elementary-Professional Development Topics

Brief Description of Session	District Performance Objective(s)	Dates
Positive Behavior and Champs-Restorative Discipline Practices	**A B C D E** **F G H x I J**	August 5 & 7
Balanced Literacy, Fountas & Pinnel kits, Guided Reading, Reading and Writing Workshop	**X A B C D E** **F G H I J**	Fall 2019
Lesson Planning-Bambrick	**xA x B C xD x E** **F G H I J**	August 9,
PLC-Bambrick – observation and feedback First Ninety day recommend training	**xA x B xC x D x E** **F G H I J**	Sept 3-Dec 6
Lucy Calkins	**A xB C D E** **F G H I J**	Fall 2019

SIOP	**A B x C D E** **F G H I J**	Fall 2019
AVID strategies	**xA B C D E** **F G H I J**	Fall 2019