

Garland Independent School District

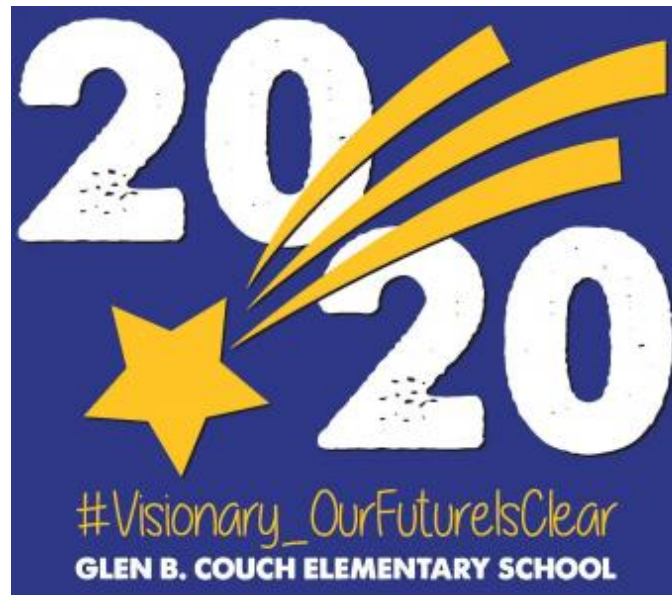
Couch Elementary School

2020-2021 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Science



Board Approval Date: October 27, 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 life-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.

Table of Contents

| | |
|--|---|
| Goals | 5 |
| 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. | 5 |

Goals

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%)

HB3 Goal

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%)

HB3 Goal

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

HB3 Goal

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%)

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

HB3 Goal

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))

HB3 Goal

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 increasing parental participation in student academics, educating parents on academic requirements and strengthen the home school connection.

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)

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.