

# **Garland Independent School District**

## **Couch Elementary School**

**2019-2020**

# 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, be equipped for life-long learning, and become productive employees in an ever-changing society.

## Vision

To empower students.

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

**Performance Objective 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. (SY19-20 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. (SY19-20 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. (SY19-20 interim goal = 57.2%)

## **Targeted or ESF High Priority**

**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 to 70% by 2025. (SY19-20 interim goal = 42.7%)

## **Targeted or ESF High Priority**

**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. (SY1920 interim goal = 44.3%)

## **Targeted or ESF High Priority**

**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. (SY19-20 interim goal = 59.3%)

## **Targeted or ESF High Priority**

**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. (SY19-20 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. (SY19-20 interim goal =33.9%)

Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 5 Math STAAR will increase from 40.9% in 2019 to 90% by 2025. (SY19-20 interim goal = 42.8%)

**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 SY19-20 interim goal = 24.%).

**Performance Objective 7:** 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**

**Performance Objective 8:** Increase Parental Involvement and Communication - During the 19-20 school year, 90% of parents will attend at least 1 event before, during or after school and interact with the teacher through the student/parent planner. (18-19 data-85% at student programs and 30% parent teacher conferences)

**Performance Objective 9:** Reduce the turn-over rate of teachers at Couch by 50% (13 new teachers in SY19-20)