



DISTRICT/CAMPUS
IMPROVEMENT PLAN
2023-2024

COUPLAND ISD



AUGUST 20, 2023

COUPLAND ISD
COMPREHENSIVE NEEDS ASSESSMENT

August 2023

Executive Summary

Coupland ISD is a small rural district on the outskirts of the greater Austin area in East Williamson County. The community takes pride in their school. Historically, the number of transfer students that were enrolled in Coupland exceeded the number of in district students. However, last year the percentages flipped and now 79% of the student body resides in the district. The majority of the transfer students are from Elgin and Taylor ISD.

Demographics

Enrollment numbers have increased steadily over the last four years. Current growth is 6% over the previous year. Continued development of farm land into developer neighborhoods has resulted in new homes, so the district's increased enrollment is a direct result of increased district residency. The demographic breakdown is as follows:

- 33% White
- 62% Hispanic
- 5% All other ethnicities
- 60% Economically Disadvantaged
- <1% Gifted & Talented
- 20% Special Education
- 31% At Risk
- 12% 504
- 29% Emergent Bilingual

Students who are identified as at risk are primarily due to failure to meet the satisfactory performance standard on STAAR (4-8) or a readiness assessment (K-3). At risk students constitute 31% of the school population which is an decrease of 20% since the 2021-2022 school year. The number of students who are Emergent Bilingual has increased significantly from 13% to 29% in two years. At present, Coupland does not have any migrant students.

A review of staff demographics reveals that 86% of the faculty are white females and 14% are white males. Each elementary grade level has two teachers (K-5). In grades 6-8, the students have the same four core teachers for three years. Historically, class size has been small but despite a growing population of students, we maintain an average class size of 15 for the 2023-2024 school year.

Student Achievement

Achievement data is disaggregated in a number of ways. The data is viewed through the lens of instruction where trends in reporting categories and supporting standards are studied from year to year to determine if any holes exist in the curriculum. Data is also reviewed on a student by student basis to determine if growth is continuing on a yearly basis. Data is stored in Eduphoria under the tab 'Aware' where staff are able to review student data from the previous year.

Mid-year, a state STAAR interim assessment is given in all core subjects that are tested grades 3-8. Reports from interim results give a percentage of a student's likelihood of passing the STAAR test. It also gives teachers the objectives students have mastered or still need work in. For grades K-2, the TPRI is administered three times each year to show beginning reading skills. Every six weeks, teachers schedule a data meeting with the principal to go over student progress. TPRI data shows that there is a gap in performance between white students and their hispanic peers that closes by the time students reach 4th grade. The discrepancy between students who are on the honor roll each six weeks and students achieving the meets and/or mastered level on STAAR is shrinking so there is better alignment between the standards. Historically, Coupland School performed well on state performance measures. In 2021-2022 under the A-F Accountability Rating system, Coupland School and Coupland ISD received an overall rating of 86 or B. The school scored "Met Standard" in each domain and received a distinction for Academic Achievement in Social Studies.

The school's English as a second language population has grown significantly in recent years but has leveled off and now comprises 29% of the total population. The performance gap between the ESL students and native English speakers is greater at the lower grades but the gap narrows as they students move up in the grade levels/school system. Our school implements an ESL program as we do not have the number of students at any one grade level to meet the requirement for bilingual education.

Overall, the students in Coupland performed higher than the state averages. According to our Federal Report Card, in 2022, the White and English Learners performance in math and reading is still below expectations. All other subgroups met the performance thresholds in math. In reading, we met thresholds as a campus but all subgroups failed to meet individual targets.

School Culture & Climate

School employees are very close and describe the atmosphere as “family”. Overall, the students are well behaved and report a positive feeling about the school. Employee surveys reveal that the staff feels valued. 100% of the employees like working here and there was minimal employee turnover from 2022-23 to 2023-24 school year. Employees believe they are supported and the principal is visible. Attitudes reveal that staff and students feel safe at school, and they are pleased with the established security measures.

Students in grades 6-8 were able to participate in athletics and One Act Play. The school offers volleyball, football, basketball and track for both boys and girls. The school has a Student Council and National Junior Honor Society. During the second semester, 5th grade students participate in the DARE program with the Williamson County Sheriff's office. Coupland students are included in the Boys and Girls Club in Taylor, Texas. Each year, all grade levels participate in the National Red Ribbon Week campaign to promote drug free awareness. A safe school is promoted by the school social worker that uses anti-bullying and mental health awareness lessons in all grade level classrooms.

There is no evidence of gangs, drug abuse or violence and school pride continues to increase. In the spring, we did find evidence of vaping in the middle school. Student surveys indicate only 49% of the students believe their teacher know them well and 47% feel that they always receive individual attention when they need it. 81% of the students reported that there are clear expectations for behavior. Improvements to the playground are still the number one request among students.

25% of the students were represented in the parent survey which is down from the previous year. Parent survey results reveal they are satisfied with the school and their child's education. Over 86% of the responses revealed parents believe their child feels a sense of belonging at school and has a trusting relationship with the teacher. 96% indicate they receive regular communication from the school. 47% report that they do not use the parent portal which is a reduction since last year. Parent survey results also indicate a strong desire to add a high school.

Staff Quality, Recruitment & Retention

All teachers have a Bachelor's Degree and five of them have a Master's Degree. Teachers receive feedback regarding their instructional performance through Eduphoria. T-TESS summary data reveals that the majority of teachers fall in the proficient range. The observation information is entered by the appraiser and the teachers can view the data online. The district is participating in the Teacher Incentive Allotment.

The five instructional paras are a mixture of new and returning staff. Attendance data for employees reveals that attendance is good. When vacancies occur, they are posted on our website along with the ESC 13 website and TASA.net. We struggle to grow our applicant pool and are finding it increasingly difficult to recruit highly qualified staff into vacant positions. The employees play an active role in determining professional development needs. They set goals as part of the evaluation process and professional development is integrated in the goal setting process. Additionally, they provide feedback to the administrator on school-wide needs. A committee works on the school calendar each year and sets the training days. Teachers have 3 days to participate in training specific to their needs. .

Curriculum, Instruction and Assessment

Coupland participates in the statewide adoption of textbooks. The textbooks are clearly aligned with the TEKS and the TEKS are referenced in each lesson. Math and Science textbooks were adopted in the 2014 school year and Social Studies was adopted in 2015. New Reading and Language Arts curriculum was implementation in the 2019 school year. Additionally, teachers have created End of the Year standards and assessments across all grades and subjects to ensure curricular alignment and proper scope of material. Students who perform below expectation on readiness assessments Grades K-3 and do not meet passing standards for STAAR grades 4-8 are assigned to reading intervention. Students in grades 6-8 are assigned to an intervention period in reading and math if they fail the previous year's STAAR test. The campus continues to refine the MTSS (muti -tiered system of supports) process to include documentation and progress monitoring in ESPED. The campus participated in the state's interim assessment online tools to benchmark performance at midyear. In order to address achievement expectation concerns, third and fourth grade science is now utilizing new supplemental materials from StemScopes. The PTA does provide some support for teacher requested instructional materials. Teachers continue to expand the use of technology to enhance student engagement. Additional needs include supplemental math spiral reviews that align with the Go Math curriculum currently being used.

Family & Community Involvement

Coupland has a high percentage of students that transfer from neighboring districts (26%). Their parents have a high investment in their education and are more willing to attend conferences, volunteer, etc. The local church is supportive and provides volunteers, and the use of facilities. The church also provides outreach support during the holiday season. Citizens Bank in Coupland has adopted our school and provides supplies each year. We have an increased number of families that have Spanish as their home language so the school now has a translator to assist with in person contact/conferences. The school sends all Remind messages and newsletters in Spanish. The website provides all kinds of

information to the community on programs and events. It also has a translator so that they can receive information and updates in their native language. Parents have been given the opportunity to be a part of decision making through attending PTA meetings, Parent Surveys, and open school board meetings. The school uses REMIND, email, Facebook, and a Thursday Newsletter to communicate with parents. Lower elementary grades send home weekly folders for parents to sign and send back to school.

School Context & Organization

Because the district is small, many faculty and staff members wear multiple hats. Teacher input is solicited through meetings, surveys and individual conversation. The school utilizes all state required assessments and the teachers have autonomy to use formative assessments as they choose. Teachers provide tutoring to students before, after and during the school day as needed. The overall perception of the school is that it has a strong academic program and is one of the better schools in the area. The PTA meets monthly and provides financial support to classroom teachers.

Technology

Technology is up to date and reliable. The teachers have adequate computers to perform required tasks such as attendance and gradebook. They have classroom Chromebooks grades 1-8 and computer carts that have computers for the entire class to have a computer at one time. This cart can be checked out daily. The computer lab is maintained hosts Tech Apps. All middle schoolers receive explicit instruction in keyboarding and technology applications. E-rate funds were used to purchase additional wireless points of access, and internet services. The campus has a Technology Specialist who provides technology support and professional development. He also manages the network. The adopted textbooks have online resources for teachers and students.

PRIORITIES

Student Achievement:

- ❖ Increase number of students achieving the Meets and Mastered level on all STAAR assessments
- ❖ Increase student performance on the written composition
- ❖ Increase the performance of ESL students

Curriculum, Instruction & Assessment

- ❖ Increase use of differentiated instruction

- ❖ Supplement instruction for vacancies

Technology

- ❖ Integrate technology applications into daily instruction
- ❖ Inventory the online resources used to support instruction

District/Campus Improvement Team Members

Name	Role
Tammy Brinkman/ Brian Booker	Chairperson
Melissa Price	Classroom Teacher
Brandi Smith	Classroom Teacher
	Parent
	Parent
	Community Member
	Community Member
	Business Member

DATA SOURCES:

PEIMS: 2021, 2022

STAAR results: 2022, 2023 not yet available

PBMAS 2022

Results Driven Accountability (RDA): 2022, 2023 not yet available

School Report Card: 2022, 2023 not yet available

TxEIS attendance reports: 2021, 2022, 2023

TxEIS discipline reports: 2021, 2022, 2023

Parent, employee and student survey results: 2023

Master schedule: 2023

Teacher evaluations and exit interviews: 2023