

Leander Independent School District
Cox Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



Vision

**Students will exit our system with the same passion for learning they had when they entered,
without economics determining success.**

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cox Elementary services approximately 706 students in Early Education through Fifth grade. The school is 47% female and 52% Male. Our Race Demographics are 65% White, 17% Hispanic-Latino, 9% Asian, 4% Two-or-More, and 2% Black - African American. Students by Program include, 3% ESL, 15% Economically Disadvantaged, 18% Gifted and Talented, 8% Special Education, 3% Dyslexia, 3% LEP, and 33% At Risk. With five to six classes at each grade level (K-5), the campus employs 45 classroom teachers, seven Instructional Assistants, seven Special Education staff support (LSSP, Diagnostician, Speech, OT, PT, APE, COTA), one Librarian, one Instructional Coach, three Office Para-professionals, one Nurse, and two Administrators.

Based on the Texas Education Agency 2015 Accountability Summary, Cox Elementary Met Standard in all areas, including Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. In addition, the school received a Distinction Designation from TEA in Top 25 Percent Student Progress. STAAR reports indicate improvement is needed in all areas in Special Education (62% of sped students met satisfactory in all subjects) and Economically Disadvantaged in writing.

Demographics Strengths

GAP

- Based on TEA STAAR reports for Reading, Cox is successfully closing the GAP in 4th grade reading (GAP of 5), and 5th grade reading (GAP of 7).
- Based on TEA STAAR reports for Math, Cox is successfully closing the GAP in 3rd grade math (GAP of 5 for Eco Dis) and 4th grade math (GAP of 6).
- Based on TEA STAAR reports for 5th grade science, Cox is successfully closing the GAP (GAP of 3)

ELL

- Based on TEA STAAR reports for math, ELL students scored higher than campus average.
- Based on TEA STAAR reports for 3rd grade math 100% ESL students passed

Special Education

- 82% of our 5th Grade Special Education Students were successful on the 5th Grade Reading STAAR.

Demographics Needs

GAP

1. Based on TEA STAAR reports there is a gap of 26 in 3rd grade reading.
2. Based on TEA STAAR reports there is a gap of 15 in 4th grade writing.

ELL

1. Based on STAAR Reading reports in 3rd grade reading 71% of our ESL students passed (7 students) as compared to 90% overall.

Male/Female

1. Based on STAAR Reading reports in 3rd grade reading 96% of female students passed and 85% male passed.

Sped

1. Based on STAAR reports, special education students score lower in all areas as compared to non-special education students.
 - 3rd Special Education Math 71% / General Education 97% (7 students) Special Education Rdg. 63% / General Education 93% (8 students)
 - 4th Special Education Math 55% / General Education 91% (11 students) Special Education Rdg. 55% / General Education 94% (11 students) Special Education Wtg. 31% / General Education 88% (13 students)
 - 5th Special Education Math 79% / General Education 97% (14 students) Special Education Rdg. 82% / General Education 97% (11 students) Special Education Science 75% / General Education 92%

Student Achievement

Student Achievement Summary

Based on the Texas Education Agency 2015 Accountability Summary, Cox Elementary Met Standard in all areas, including Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. In addition, the school received a Distinction Designation from TEA in Top 25 Percent Student Program.

Student Achievement Strengths

Based on the STAAR Test Results and/or District Assessments, feedback loops, and administrator observations, Cox Elementary School Student Achievement Strength Indicators are as follows:

Reading:

- 3rd Grade Reading 90% passing which is above LISD (87%) average and state average (77%). Advanced rate: 30%
- 4th Grade Reading 90% passing which is above LISD (85%) average and state average (74%). Advanced rate 34%
- 5th Grade Reading 96% passing which is above LISD (91%) average and state average (78%). Advanced rate 53%
- District Assessments for PK-5 indicate that in most grade levels, Cox Elementary is above district average.
- Based on the STAAR Assessment the GAP in 4th Grade is 5 points and in 5th grade 7 points.

Writing:

- Based on the STAAR, grade 4 writing 82% is above LISD average (77%) and state average (70%).

Math

- Based on raw scores provided by TEA in Math, Cox Elementary was above district average in grades 3 - 5.
- Based on TEA STAAR math 3rd grade meeting passing standard is up from 74% in 2013-14 to 95% 2014-15 and in 4th up from 80% in 2013-14 to 88% in 2014-15.
- District Assessments for PK-5 indicate that in most grade levels, Cox Elementary is above district average.
- Based on raw scores provided by TEA, 3rd grade gap between economically disadvantaged and non-economically disadvantaged is 1, 4th grade gap is 3 and 5th grade gap is 9.

Science

- Based on TEA STAAR reports, Cox Elementary 5th grade science at 91% passing was above LISD average of 82% and State average of 72%.
- Based on District Science Assessments Cox Elementary is above district average in all subject areas in grades K-4.

Social Studies

- During the school year district facilitators provided training in use of Social Studies DBQs and Project Based Learning. Based on teacher feedback and administrator observations at least 25% of teachers are utilizing DBQs in their classroom and 100% utilize project based learning in social studies.

College and Career Readiness

- Advanced Performance based on TEA STAAR for all subjects for Cox Elementary was 29.6% as compared to district at 26.0%.
- Advanced Performance based on TEA STAAR for Reading for Cox Elementary was 39.4% as compared to district at 34.2%.
- The percentage of students making at least one year's worth of growth in reading increased from 76% to 82%.
- This year the campus had two DI teams.
- The campus hosted David Molina to assist in creating understanding of Rigor on our campus.
- Career Day

Student Achievement Needs

Based on the STAAR Test Results and/or District Assessments, feedback loops, and administrator observations, Cox Elementary School Student Achievement Needs Indicators are as follows:

Reading

1. Based on the 3rd Grade STAAR Reading reports, there is a GAP of 26 between economically disadvantaged and non economically disadvantaged students (12 students).
2. Based on the 3rd Grade STAAR Reading reports, Economically Disadvantaged students scored 67% (12 students)
3. Based on the 4th Grade STAAR Reading reports, Special Education Students scored 55% (11 students).
4. Based on DRA Indicators grades K, 1, 2, and 4 scores are stagnant or lower than the previous year.
5. Based on the 3rd Grade STAAR Reading reports, Special Education Students scored 63% (8 students).
6. Based on the 4th Grade STAAR Reading Hispanic Students scored 78% (19 students).
7. Based on the 3rd Grade STAAR Reading reports, female testers out scored male testers by 11% points.

Writing

1. Based on the 4th Grade STAAR Writing Economically Disadvantaged is 70% (20 students).
2. Based on the 4th Grade STAAR Writing Sped is 31%.

Math

1. Based on the 3rd Grade STAAR Math reports, emphasis needs to be placed on Data Analysis and Personal Financial Literacy and Geometry and Measurement.
2. Based on the 4th Grade STAAR Math reports, emphasis needs to be placed on Data Analysis and Personal Financial Literacy and Geometry and Measurement.
3. Based on the 5th Grade STAAR Math reports, emphasis needs to be placed on Numerical Representations and Relationships and Data Analysis and Personal Financial Literacy.
4. The Vertical Math team needs to assess these areas by grade level to ensure solid foundations are created and supported through the grade progression.

Science

1. Based on the 5th Grade STAAR Science reports, emphasis needs to be placed on Matter and Energy.
2. Based on District Science Assessment reports, emphasis needs to be placed on 3rd grade Machines, 4th grade ecology, 5th grade Mixing it UP and 5th grade Energy Explorations.

Writing

1. Based on 4th Grade STAAR Writing the campus must focus on supporting economically disadvantaged students.

CCR

1. Continue to utilize David Molina strategies to increase student-to-student discourse and raise rigor in learning.
2. Continue to provide opportunities for students to meet and learn from community members and their careers.

School Culture and Climate

School Culture and Climate Summary

Cox Elementary provides a safe and enjoyable climate for students, parents and staff. The campus focuses on the whole child by providing a positive learning environment surrounded by welcoming classrooms, parent volunteers, and clear campus behavior expectations provided through programs such as No Place for Hate, the Leader in Me 7 Habits, the campus HOPE/discipline committee, and our mighty fine difference maker program. As indicated on parent, student and staff surveys, the campus strengths are a safe learning environment and an environment that is inviting for parents and families.

School Culture and Climate Strengths

Student Survey

- Based on the Student Survey 93% of students indicated that they feel safe in their classroom and 90% feel safe outside their classroom.
- Based on the Student Survey 97% of students indicated that they understand what they are learning in class and why it is important.

Parent Survey

- 98% of the Cox Elementary Parents indicated on the survey that they felt the campus provides a safe and supportive learning environment for their child.
- 92% of the Cox Elementary Parents indicated on the survey that they felt the campus faculty and staff listen to their concerns and are responsive to the needs of their child.
- 95% of the Cox Elementary Parents indicated on the survey that they felt the campus provided an environment that is inviting for parents and families.

Based on the Employee Engagement Survey the campus strengths are:

- Employee Development which indicates that employees feel that Cox provides opportunities for growth in organizational responsibilities and personal needs. (92%)
- Quality which indicates that employees feel the organization delivers superior products and services to its customers exhibiting an understanding the needs of customers coupled with a continuous examination of products and processes for improvement. (92%)
- Team constructs which indicates that employees view their work groups as effective, cohesive, and open to the opinions of all its members. (90%)

Discipline Efforts

- The campus HOPE committee continually re-evaluates the discipline expectations for continuous improvement and consistency throughout the campus.
- The percentage of students with 5+ infractions has dropped from 3.6% to 2.7%.

Campus Attendance

- The campus attendance rate is 96.2% which is slightly above the district rate of 95.8%.

Health

- Based on the Fitnessgram 75% of males students have a healthy BMI which is up from 70.3% and 72.8% of female students have a healthy BMI.

No Place for Hate - The campus completed year three of the Anti-defamation League No Place for Hate.

School Culture and Climate Needs

Based on the Student Survey areas for improvement are:

1. Providing opportunities to interact with other students to support learning (85%)
2. Knowing learning goals and tracking progress throughout the year (89%)

Based on the Parent Survey areas for improvement are:

1. Providing the support needed for enrichment/advancement when appropriate. Parent comments included the need for a more enriched PACE setting and resources for parents to support their child from home. (80% felt their child received support for enrichment/advancement)
2. providing opportunities to enrich my knowledge as a parent to best assist my student with their academic and social-emotional needs (wellness, health, drug trends, assessments, college readiness, etc.) (80%)
3. Providing opportunities for students to participate in community service projects (troops, nursing homes, beautification projects, recycling, etc.) (50%)

Based on the Employee Engagement Survey the areas for improvement are:

1. An overall culture of trust and fairness (70%)
2. Some supervisory Relationships (82.7)

3. Internal Communication (81%)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cox Elementary utilizes the LISD Curriculum Documents which are aligned to Texas Education Agency TEKS to insure that a guaranteed and viable curriculum is taught to all students. The past year's performance goals were focused on closing the gap between economically disadvantaged students and non-economically disadvantaged students in all academic areas, increasing the number of special education students meeting expectations on the TEA STAAR, and increasing the percentage of students making at least one year's worth of growth in reading as measured by the DRA. The campus problem of practice focused on math providing differentiated, rigorous instruction with opportunities for student collaboration.

Cox Elementary continuously strives to improve instruction to meet the individual needs of all students through our QUEST Program, special education program and the RtI process.

Throughout the year teachers and administrators completed observations and learning walks to provide feedback to all educators regarding classroom instruction. In addition Dr. Molina visited classrooms with a group of teachers to provide ideas and strategies to raise the level of rigor in instruction all all levels.

Curriculum, Instruction, and Assessment Strengths

Student Survey

- 97% of students indicated on the student survey that they understand what they are learning in class and why it is important.
- 93% of students indicated on the student survey that they received help when struggling to learn.
- 93% of students indicated on the student survey that they were excited and actively participated in class learning activities.

Curriculum, Instruction, and Assessment Needs

1. 2014-15 campus goals were written to increase the number of students who understood and exhibited the 7 Student Learning Behaviors to 95%. Although improvement was noted, the goal was not met. Cox will need to continue to embrace the 7 SLBs and insure the students exhibit these throughout their learning (91%)
2. Based on the student survey Cox Elementary needs to focus on allowing opportunities for students to interact with each other during their learning, improve on student tracking of progress, and offer more challenge. (85.3%)

3. Cox Elementary needs to continue to focus on support student in goal setting and tracking their progress and provide challenge in the classroom for those who need challenge opportunities. (Goal for all was 95% . Achieved was 88.31% . Teacher 96.03, student 91.31, parent 87.6)

Family and Community Involvement

Family and Community Involvement Summary

Cox Elementary is a place where family, school and community come together to support learning in our school. The school offers many family activities throughout the school year such as, Literacy Night, Culture Fair, Math Night, Fun Runs, Talent Show, performing arts programs, science fair, spelling bee, carnival, and more. Cox Elementary has a strong and functional PTA, volunteer and mentor program. Cox and its feeder schools and organizations frequently collaborate to offer opportunities for involvement of middle school and high school students with elementary activities. Each year the VR athletic teams, music students, and PALS, support the school in various ways, including morning announcements, assemblies, greeting students, and mentoring. In addition, some of the HMS organizations participate in QUEST readings and often provide concerts and performances to the Cox Elementary students. Cox also supports an active Watch Dog program where Dads are involved in our school.

Family and Community Involvement Strengths

- Feeder school involvement
- Watch Dog Program
- Active PTA
- Many Volunteers
- Based on the Parent Survey 95% believe that the campus provides an environment that is inviting for parents and families.

Family and Community Involvement Needs

1. Although our PTA is active and during special event we have numerous volunteers, frequently the organization of these events is created by a small number of the same volunteers, thus resulting in burn-out.
2. Increase the number of literacy and math nights to one per semester rather than one per year.
3. Increase the number of parents indicating that the campus keeps me informed about my child's academic progress (89%)
4. Increase the number of parents indicating that the campus provides opportunities to enrich my knowledge as a parent to best assist my student with their academic and social needs. (70%)

Technology

Technology Summary

The Cox Elementary campus continues to grow in the utilization of technology in many ways. Campus communication efforts have been greatly enhanced by the use of the campus website, teacher and grade level websites, emails, written and voice electronic messages, Facebook, Twitter, and various Goggle communication tools. All of the instructional staff received specific technology training throughout the 2014-2015 school year to assure up-to-date teaching strategies and equipment availability, in order to provide quality technology usage in the classrooms. The campus and district will continue to support staff and students through new devices and professional development in regards to integrating technology across the curriculum.

Technology Strengths

- 90% of the teachers maintain an up-to-date website with critical information for students and parents.
- 100% of Instructional staff received training through Educate Ignite
- 100% of the Instructional staff support BOT in order to allow maximum usage of technology in the classroom.
- 75% of teachers utilize Go Noodle in the classroom to enhance student alertness and involvement in academics through whole brain activities.
- 85% of Cox Elementary Teachers are active on Twitter.

Technology Needs

1. Continue to encourage ALL teachers to maintain an up-to-date website with critical information for students and parents.
2. Support instructional staff and students throughout the process of the district technology roll-out.
3. Encourage the use of Google Classroom and other Google tools to enhance learning in all classrooms.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- NCLB Report Card data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

Parent/Community Data

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

Support Systems and Other Data


- Action research results

Goals

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 1: Increase the number of teachers and students utilizing 21st century technology learning tools at least three days a week in the classroom (including but not limited to iPads, personal devices, laptops, Chrome Books) from 92% to 100% .


Summative Evaluation: As indicated by lesson plans, learning targets, learning walks, feedback loops, tweets, Facebook, Goggle Apps)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All students will participate in activities to assist in social media awareness and self management with responsible decision making.	All Staff	Student, staff feedback loops. Discipline referrals.			
Funding Sources: 199 - General Funds					
2) Utilization of social media to extend technology awareness across the campus.	All Staff	Feedback loops and survey social media accounts such as Twitter, Facebook, instagram.			
Funding Sources: 199- General Fund Revenue					
3) Assist teachers in creating and utilizing Google classroom.	Administration, Technology Teacher Leader, Classroom teachers, IC	Shared Google sites, feedback loops, learning walks			
Funding Sources: 199 - General Funds					
4) Continue "Tech Tuesday" share meetings for staff to share ideas as to how they are utilizing technology learning tools in classrooms.	Tech teacher leader, IC, Campus Administration	Participation, Learning Walks			
Funding Sources: 199 - General Funds					
5) Allow opportunities for students to solve real-world problems through the use of technology	All staff	Learning Walks			
					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 2: Increase the percentage of students making at least one year's worth of growth in reading from 77% to 82%, while maintaining over 90% in 5th grade.


Summative Evaluation: As measured by the DRA standard expectations set by the district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Focused reading flex groups targeting struggling readers.</p>	Classroom teachers, SRP, IC, Sped teachers	Flex groupings, student progress monitoring, running records, DRA and TPRI			
2) Provide professional development in guided reading for teachers.	IC, Campus Administration	Learning Walks			
Funding Sources: 199 - General Funds					
3) Book Buddies between grade levels	Collaborative Teams	Learning Walks, Feedback Loops			
Funding Sources: 199 - General Funds					
					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 3: Increase the percentage of students indicating that they feel challenged to learn in class from 88% to 92%.






Summative Evaluation: As indicated on the district student survey.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide opportunities in the classroom for students to take ownership of learning through self-advocacy, and recognizing the need for challenge and where to go for that challenge.	Classroom Teachers	Teacher, parent, student surveys.			
	Funding Sources: 199 - General Funds				
2) Lesson Design which includes rigorous learning targets and a connectedness to real life.	Classroom Teachers	Learning Walks, lesson plans			
	Funding Sources: 199 - General Funds				
3) Create challenge corners or activities in each classroom for students to utilize.	Classroom Teachers, IC, Campus Administration	Learning Walks, Student Surveys			
	Funding Sources: 199 - General Funds				
					

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 4: Increase the number of students performing at the advanced level on STAAR in each tested area by 10%, while maintaining over 50% in 5th Reading. (Current results: 3rd Reading 30%, Math 25%; 4th Reading 34%, Math 24%, Writing 10%; 5th Reading 53%, Math 35%, Science 20%)

Summative Evaluation: As measured by STAAR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Teacher will create and maintain a challenge corner in the classroom for students who need to be challenged independently.</p>	Classroom Teacher	Challenge spots, Learning Walks			
Funding Sources: 199 - General Funds					
<p>System Safeguard Strategies</p> <p>2) Small group instruction to challenge students at an advanced level.</p>	Classroom Teachers	Learning Walks, STAAR results			
Funding Sources: 199 - General Funds					
<p>System Safeguard Strategies</p> <p>3) Teachers will include links and activities for challenge on their grade level and/or individual website.</p>	Classroom Teacher	Websites			
Funding Sources: 199 - General Funds					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 1: Decrease the gap between Economically Disadvantaged students and Non-Economically Disadvantaged students in reading to less than 10 percentage points in 3rd grade, while maintaining a gap of less than 8 in 4th and 5th grades; and in math, maintain a gap of less than 8 in 3rd, 4th, and 5th grade.

Summative Evaluation: As measured by district assessments and/or STAAR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
System Safeguard Strategies 1) Focused reading and math flex groups.	Classroom teachers, collaborative team PLC	Learning walks, PLC agenda and notes, STAAR			
Funding Sources: 199 - General Funds					
System Safeguard Strategies 2) Provide tutoring before, during and after school for struggling students. *Initiate morning groups to provide homework support *Before school reading intervention groups by SRP *General tutorial support for all students all subject *Buddy Reading program	Classroom Teachers, SRP	participation, RtI, Assessment data, Student performance			
Funding Sources: 199 - General Funds					
System Safeguard Strategies 3) Vertical teaming to address differentiation and closing the gap in teaching the curriculum and student performance.	Administration, IC, Vertical Teams	Lesson Design, Vertical PLC Agenda/Notes/ Vertical Team Goals and action plans.			
Funding Sources: 80-199 State Compensatory Education					
System Safeguard Strategies 4) Volunteer Mentor Program to support students in reading.	SRP teachers, Counselor	Mentor/student lists and calendar. Student success			
Funding Sources: 199 - General Funds					
System Safeguard Strategies 5) Utilization of specialists for intervention strategies (Sped, SRP, Dyslexia, QUEST, ESL, IC Facilitators, RtI Committee)	All Staff	RtI Meetings, Observations, Assessment Data			
Funding Sources: 199 - General Funds					
System Safeguard Strategies 6) Provide intensive training in Tier 2 strategies.	Administration, IC, Facilitators	Observations, RtI Meetings, Assessment Data			
Funding Sources: 199 - General Funds					
System Safeguard Strategies 7) Collaborative teams will create a flex-time which focuses on individual student needs, appropriate grouping and sharing of students.	Collaborative Teams	Assessment Data, RtI Data, Flex grouping data			
Funding Sources: 199 - General Funds					
8) Jump start push in for targeted student groups by SRP teachers prior to reading assessment testing followed by targeted intervention for identified students.	SRP teachers Classroom teachers	DRA and TPRI Data			
Funding Sources: 199 - General Funds					


9) Teachers will know who their economically disadvantaged students are and will closely monitor the gap throughout the year and provide support as needed.	Classroom Teachers	ITTC data, Assessment data			
	Funding Sources: 199 - General Funds				
10) Teachers will utilize kid watch grids/reading progress charts which provides a quick glance at students in sub groups.	Classroom Teachers	kid watch grids			
	Funding Sources: 199 - General Funds				
11) Utilize intervention resource from Bridges.	IC, Classroom Teachers	Student achievement data			
	Funding Sources: 199 - General Funds				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 2: Increase the percentage of Special Education students meeting satisfactory requirements on the STAAR math from 68% and reading test from 67% to 80% .


Summative Evaluation: As measured by STAAR

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continue with the special education co-teach, inclusive model in all classrooms.	Classroom Teachers Special Education Teachers	learning walks Student Improvement Lesson Design			
Funding Sources: 199 - General Funds					
System Safeguard Strategies 2) Create monthly "sped talks" (reminders and updates) during the first 5 minutes of staff meetings.	Special Education Team	Staff meetings More cohesiveness between gen ed and sped.			
Funding Sources: 199 - General Funds					
3) Once per 9 weeks have a "sped open house" where sped teachers/LSSP are available for conferences with teachers regarding strategies and specific students.	Sped team leader Administration	Meetings Student improvement			
Funding Sources: 199 - General Funds					
4) Utilize Bridges intervention resources.	Classroom teachers, special education teachers	lesson plans			
Funding Sources: 199 - General Funds					
					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 3: Increase the percentage of all students meeting satisfactory requirements on the 4th grade STAAR writing from 82% to 88% with a focus on at risk students (67%).


Summative Evaluation: As measured by STAAR

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
System Safeguard Strategies					
1) All teachers attend writing professional development during summer PD.	Administration	Sign in sheets Learning Walks			
	Funding Sources: 199 - General Funds				
2) Writing training follow-up throughout the school year	IC, Campus Administration	Improved writing scores			
	Funding Sources: 199 - General Funds				
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Increase the percentage of strongly agree or agree survey responses from 88% to 92% by all stakeholders in regards to a shared vision of student ownership, find meaning in their learning, and feel students are appropriately challenged.


Summative Evaluation: As evidenced by faculty/staff, parent, and student annual surveys.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Each grade level collaborative team will develop a consistent method for students to track and own progress based on readiness standards/EUS	Teachers	Data Binders, Google Docs, Learning Walks			
	Funding Sources: 199 - General Funds				
2) Create a new learning walk for which combines SLB look fors, Molina Strategies, and focus on problem statement.	All staff	Learning Walks			
	Funding Sources: 199 - General Funds				
System Safeguard Strategies 3) Teachers will write rigorous, student-friendly learning targets and trajectories.	Teachers	Learning Walks, Lesson Plans			
	Funding Sources: 199 - General Funds				
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: Increase the number of students who understand and exhibit the 7 Student Learning Behaviors from 92% to 95%.


Summative Evaluation: As evidenced by learning walk data, student data notebooks, journals, feedback loops, and classroom data boards, and student survey responses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Feedback loops with staff and students to determine perceptions of the understanding of SLBs in the classroom.	Administration	Feedback Loops and Surveys			
	Funding Sources: 199 - General Funds				
2) Provide student friendly visual aids to represent and help students better understand the 7 SLBs and provide students with a copy of the 7 SLBs for their planners/data notebooks.	teachers, administration	planners/data notebooks			
	Funding Sources: 199 - General Funds				
3) Create a new learning walk for which combines SLB look fors, Molina Strategies, and focus on problem statement.	All Staff	Learning Walks			
	Funding Sources: 199 - General Funds				
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 3: Increase the number of students who know their learning goals and track progress throughout the year from 89% to 95%, and the number of students who indicate they interact with other students to help them learn more from 85% to 90%.


Summative Evaluation: As indicated by the annual student survey, feedback loops, and classroom learning walks.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
System Safeguard Strategies 1) Provide staff development for teachers to increase student-to-student discourse in their lessons.	administration	Learning Walks			
	Funding Sources: 199 - General Funds				
2) Each grade level collaborative team will develop a consistent method for students to track and own progress based on readiness standards/EUS	Collaborative Teams, IC	Learning Walks			
	Funding Sources: 199 - General Funds				
3) Create a new learning walk for which combines SLB look fors, Molina Strategies, and focus on problem statement.	All Staff	Learning Walks			
	Funding Sources: 199 - General Funds				
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 1: Increase the percentage of strongly agree or agree survey response on the parent survey indicating, "the campus provides opportunities to enrich my knowledge as a parent to best assist my student with their academic and social needs," from 70% to 85%.

Summative Evaluation: As indicated on the parent annual survey


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Sponsor a parent STAAR Information Night	Administration, IC	Participation, teacher and parent survey and feedback loops			
2) Sponsor a Math and Literacy Night in the fall and spring to support parents in working with their students.	Administration, IC	Participation in activity, parent, student, and teacher survey and feedback loops.			
	Funding Sources: 199 - General Funds				
3) Include online activities as a link on teachers websites which supports parents in working with their students at home on intervention or challenge.	classroom teachers, IC	Parent, student and teacher surveys, websites			
	Funding Sources: 199 - General Funds				
4) Create a parent "cheat sheet" which explains educational terms and acronyms.	IC, Campus Administration	Parent survey			
5) Provide student led conferences	All teachers, Campus Administration	participation in conferences			
	Funding Sources: 199 - General Funds				
6) Encourage more participation in the Watch Dog program	Assistant Principal	Participation in program			
	Funding Sources: 199 - General Funds				
7) Invite parents to be a part of campus improvement teams	Campus Administration	Parent involvement			
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 2: Cox Elementary will complete year four of the Anti-defamation League No Place for Hate and continue to incorporate activities from LISD C squared and strategies from the Leader in Me.


Summative Evaluation: As indicated by the Anti-defamation League receipt of year four award and recorded activities throughout the year involving C Squared and the Leader in Me.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Establish the actions a student should take to obtain assistance and intervention in response to bullying.	Student Support Services, CAPP Coordinator, Campus Administration	Number of outcries of bullying; student training dates			
Funding Sources: 199 - General Funds					
2) Establish procedures for reporting and investigating an allegation of bullying	Student Support Services	Manuals, training data			
Funding Sources: 199 - General Funds					
3) Monthly assemblies sponsored by the student council and No Place for Hate council, which focuses on school climate.	Counselor, Campus Administration	Discipline referrals, student surveys			
Funding Sources: 199 - General Funds					
4) Campus Emergency Plans and Drills	Campus Administration	Drills, Plan			
Funding Sources: 199 - General Funds					
5) Lessons concerning ethical principles	Counselor, classroom teachers	Lesson plans, announcements			
Funding Sources: 199 - General Funds					
6) Red Ribbon Week	Counselor, School Administration	Participation in activities			
Funding Sources: 199 - General Funds					
7) Campus Discipline Management Plan	Campus Administration, All staff	Discipline referrals			
Funding Sources: 199 - General Funds					
8) SAMA training and practice	Campus Administration, Sped Team Lead	Roster of training			
Funding Sources: 199 - General Funds					

9) Complete No Place for Hate requirements for year 4.	Campus Administration, No Place for Hate Sponsors	No Place For Hate certificate/banner			
Funding Sources: 199 - General Funds					
10) Continue Difference Maker Campaign	Campus Administration	Difference Maker wall			
Funding Sources: 199 - General Funds					
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Focused reading flex groups targeting struggling readers.
1	4	1	Teacher will create and maintain a challenge corner in the classroom for students who need to be challenged independently.
1	4	2	Small group instruction to challenge students at an advanced level.
1	4	3	Teachers will include links and activities for challenge on their grade level and/or individual website.
2	1	1	Focused reading and math flex groups.
2	1	2	Provide tutoring before, during and after school for struggling students. *Initiate morning groups to provide homework support *Before school reading intervention groups by SRP *General tutorial support for all students all subject *Buddy Reading program
2	1	3	Vertical teaming to address differentiation and closing the gap in teaching the curriculum and student performance.
2	1	4	Volunteer Mentor Program to support students in reading.
2	1	5	Utilization of specialists for intervention strategies (Sped, SRP, Dyslexia, QUEST, ESL, IC Facilitators, RtI Committee)
2	1	6	Provide intensive training in Tier 2 strategies.
2	1	7	Collaborative teams will create a flex-time which focuses on individual student needs, appropriate grouping and sharing of students.
2	2	2	Create monthly "sped talks" (reminders and updates) during the first 5 minutes of staff meetings.
2	3	1	All teachers attend writing professional development during summer PD.
3	1	3	Teachers will write rigorous, student-friendly learning targets and trajectories.
3	3	1	Provide staff development for teachers to increase student-to-student discourse in their lessons.

Addendums

110 CHARLOTTE ANN COX ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: SHERI HAWTHORN

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
49	13.6	0	0	2

Grade	Total	%
EE	4	0.6%
PK	18	2.6%
KG	83	12.2%
01	101	14.8%
02	108	15.9%
03	133	19.5%
04	118	17.3%
05	116	17.0%
Campus Total	681	

Ethnicity		
ASIAN	63	9.3%
BLACK	25	3.7%
HISPANIC/LATINO	135	19.8%
AMERICAN INDIAN	4	0.6%
TWO OR MORE RACES (MULTI)	33	4.8%
WHITE	421	61.8%

Gender		
FEMALE	320	47.0%
MALE	361	53.0%

Economically Disadvantaged		
N	555	81.5%
Y	126	18.5%

Gifted and Talented		
N	572	84.0%
Y	109	16.0%

Students with Disabilities		
N	630	92.5%
Y	51	7.5%

English Language Learners		
N	648	95.2%
Y	33	4.8%

At Risk Students		
N	389	57.1%
Y	292	42.9%

Students in Bilingual Program		
N	680	99.9%
Y	1	0.1%

Students in ESL program		
N	648	95.2%
Y	33	4.8%

COX (110)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning Learner engagement	Increase the percentage of "strongly agree" or "agree" survey responses from 91% to 95% by all stakeholders in regards to a shared vision of student ownership and finding meaning in their learning - evidenced by the district faculty/staff, parent, and student annual surveys.	Met Student goal Did not meet teacher and parent goal Teacher 86.03% Student 91.31% Parent 87.6% Average: 88.31%	Collaborate with staff to design lessons which provide opportunities for challenge and ways for students to more purposefully track and find meaning in their learning.
	Collaboration (Student) Supportive learning environment	Increase the number of students who understand and exhibit the 7 Student Learning Behaviors from 85% to 95% as evidenced by learning walk data, student data notebooks, journals, and classroom data boards.	Did not Meet Goal 92%	Improvement noted especially with the learning target. Collaborate with teachers to create common language and regularly refer to the 7 SLBs by name. Set goals to provide more rigor opportunities in lessons, student-to-student discourse, self assessment and goal tracking.

COX (110)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Eliminating the Achievement Gap	Essential learning aligned to TEKS	Decrease the gap between Economically Disadvantaged students and Non-economically Disadvantaged students in math from 19 pts. to 8 points, and in reading from 15 pts. to 8 pts., specifically in grades 3 and 4, while maintaining a gap of less than 8 pts. in 5th grade - measured by district assessments and/or the STAAR.	Did not meet Goal Rdg. Gap: 3rd 26; 4th 5; 5th 7 Average: 12.6 Math Gap: 3rd 6; 4th 7; 5th 17 Average: 10	Collaborate with staff to design lessons which provide more interventions for struggling readers and better utilize the Rtl process.
	Lesson design			
	High yield strategies	Increase the percentage of all students meeting satisfactory on the STAAR math from 84% to 88%.	Met Goal Campus Average: 93% 3rd: 95% (up from 74%) 4th: 88% (up from 80%) 5th: 96%	Collaborate with staff to utilize Bridges and district resources to continue to up the rigor in Math and support struggling students through interventions and the Rtl process.
	Assessment of / for learning			
Plan for intervention / challenge	Increase the percentage of Special Education students from 75% to 80% meeting satisfactory requirements on the STAAR math test in grades 3 and 4 while maintaining over 90% in grade 5.	Did Not Meet Goal 3rd: 71% (7 students) 4th: 55% (11 students) 5th: 79% (14 students) Average: 68.3%	Insure quality inclusion support and collaboration time between the general education teacher and special education teacher. Review math goals for sped students to create appropriate goals for intervention support.	
Data analysis and goal setting				

COX (110)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Lesson design Assessment of / for learning	100% of teachers and students will utilize 21st century technology learning tools at least three days a week in the classroom (including but not limited iPads, personal devices, laptops, Chrome Books) - indicated by lesson plans, learning targets, learning walks, feedback loops, tweets, Facebook) - Baseline to be established 2014-15.	Did not Meet Goal 92% of students and teachers utilize technology other than their website and email, at least 3 days a week. 85% of teachers have twitter accounts and 100% have been trained through educate.	Continue to support teacher technology learning through PD opportunities utilizing the campus tech teacher and other district support staff. Encourage the use of Google classroom.
	Learner engagement Plan for intervention / challenge	Increase the percentage of students making at least one year's worth of growth in reading from 76% to 85%, while maintaining over 90% in 5th grade as measured by the DRA standard expectations set by the district.	Met goal in 5th Grade Did not Meet in all grades Increase to 77% and 5th was 94%.	Continue to support guided reading groups, running records and consistent DRA testing. Utilize the RtI process to insure interventions are in place.
	Student ownership of learning Collaboration (Student)	Increase the percentage of students indicating on the district survey that they feel challenged to learn in class from 87% to 93%.	Did not meet goal 88% of students feel challenged	Clearly define what challenge looks like. Collaborate with teacher to design lessons with higher rigor and challenge opportunities.
Focus on Whole Student	Supportive learning environment Collaboration (Student)	Increase the percentage from 96% to 98% of parents indicating on the district survey that the campus provides a safe and supportive learning environment for my child.	Met Goal 98%	Continue to create a supportive learning environment through communication, creative programming and activities.
	Plan for intervention / challenge Learner engagement	Cox Elementary will complete year three of the Anti-defamation League No Place for Hate and incorporate activities from LISD C squared and strategies from the Leader in Me.	Met Goal Completed year 3 of No Place for Hate; Created a Stu Co based on the Leader-in-Me 7 habits; Participated in the district's c squared meeting	Continue with NP4H8 and student council.