

Northwest Independent School District
Cox Elementary School
2018-2019 Campus Improvement Plan



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Wayne A. Cox Elementary School Mission

Wayne A. Cox Elementary is committed to creating a culture of high achievement and performance for all learners, both students and staff, while fostering positive relationships within our school community.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cox Elementary opened in the Fall of 2013. For 2017-2018 we served a total of 529 students. We are a high performing, upper middle class school with a growing ED/At Risk population. Our ELL students are on the higher end, and performing well. We have a high 504/dyslexia population and a have GT population. This is very comparable to our feeder schools of Tidwell Middle and Byron Nelson High School. We are growing by approximately 100 students per year. Currently, we are 49% male and 51% female. Our population is 68% white, 16% Hispanic, 7% Asian, 7% African American, and 2% 2 or more races. Our GT population is 10% and we have a 4% ELL population. We are 7% free and reduced, 3% reduced and 31% At-Risk. We have 10% SPED population and 6% 504 population.

Overview of areas:

Clubs were a huge success. Almost 350 kids participating after school once a week. Challenge is to find a way for everyone to participate. We have a large population of students who ride the bus or go to day care after school. We also have some of our special populations that due to transportation cannot attend.

Our participation in UIL this year was much better than last year. However, we still feel there is room for growth.

One area that we want to see improved is our participation in Destination Imagination. We have very few students who are involved in.

Our Attendance rates are low compared to other elementary schools. We continue to brainstorm attendance incentives.

Demographics Strengths

STRENGTHS

Our campus is focused on building a culture of achievement through committed students, community, and staff. Due to the plan for the growing communities around the campus, we expect continual, consistent growth with young families from a variety of economical and educational backgrounds.

Teachers invest their time in getting to Know our kids. We work together as a partnership between school and home to support the whole child.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff is in need of additional training and professional development to meet the needs of the Whole Child. **Root Cause:** The demographics at Cox Elementary are changing rapidly due to attendance boundaries and growth in the area.

Student Academic Achievement

Student Academic Achievement Summary

DRA

Grade Level	Total Students	Independent Text	Percentage Below Grade Level	Percentage Above Grade Level
Kinder	112	9.37	4.46	95.54
First	95	22.72	14.74	85.26
Second	95	22.72	14.74	85.26
Third	99	39.05	14.14	85.86
Fourth	93	47.51	11.83	88.17
Fifth	92	49.43	4.35	95.65

STAAR 2018	Approaches	Meets	Masters
3rd Reading	96%	79%	57%
3rd Math	94%	78%	44%
4th Reading	85%	54%	24%
4th Math	90%	68%	50%
4th Writing	71%	54%	18%
5th Reading	91%	80%	45%
5th Math	97%	76%	49%
5th Science	92%	63%	26%
6th Math	100%	100%	67%

PBMAS 3rd Grade MATH

Hispanic	93%	73%	44%
White	94%	79%	37%
African American	86%	57%	43%
Economically Disadvantages	100%	56%	33%
ELL	50%	50%	50%

SPED	71%	29%	0%
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PBMAS 3rd Reading

Hispanic	93%	67%	60%
White	96%	81%	54%
African American	100%	86%	71%
ED	100%	50%	50%
ELL	71%	43%	14%
SPED			

PBMAS 4th Math

Hispanic	92	46	31
White	88	68	51
African American	83	50	17
ED	83	33	17
ELL	100	100	67
SPED	75	50	12

PBMAS 4th Reading

Hispanic	85	46	31
White	83	50	23
AA	83	67	0
ED	83	67	0
ELL	100	100	0
SPED	56	56	11

PBMAS 4th Writing

Hispanic	69	38	15
White	66	52	17
AA	67	33	0
ED	83	67	17

ELL	100	100	33
SPED	44	22	0
PBMAS 5th Math			
Hispanic	100	75	58
White	97	77	46
AA	80	40	40
ED	80	60	20
ELL	100	100	0
SPED	80	40	0
PBMAS 5th Reading			
Hispanic	92	83	42
White	92	80	45
AA	80	60	40
ELL	100	100	0
SPED	60	20	0
ED	80	70	40
PBMAS 5th Science			
Hispanic	83	67	17
White	97	64	24
AA	60	40	0
ED	100	50	0
ELL	100	0	0
SPED	80	40	0

Student Academic Achievement Strengths

Our accelerated math students are performing well in accelerated classes.

We saw gains in SPED scores but this is still our lowest area and needs work.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of SPED students achieving "approaches" does not align with the percentage of regular education students achieving "approaches". **Root Cause:** Misuse of resources, lack of information, lack of understanding, and lack of teacher knowledge.

Problem Statement 2: There is a large number of students that are one or two questions from "masters". **Root Cause:** This suggests we need to purposefully differentiate instruction for our students who excel.

Problem Statement 3: GT and Academically High students are not achieving to their potential. **Root Cause:** This may be from a lack of understanding how to compact curriculum, provide individual learning or challenging their thinking.

School Processes & Programs

School Processes & Programs Summary

We recruit highly qualified and talented teachers at Cox Elementary. Teachers embrace high expectations for themselves and are committed to the success of their students, the school, and NISD. New teachers are provided with a mentor for two years and teachers new to Cox Elementary are provided a "buddy" for the year. The 2018-2019 Cox mentor coordinator has developed a plan for frequent and intentional activities to promote and support the new teachers needs which will help them become an integral part of the Cox family. Our staff is committed to continuous improvement and will seek out professional growth opportunities.

We believe in the power of an aligned curriculum and our teams use intentional planning a a way to ensure every student is receiving dynamic learning experiences. Intentional PLC work is also an area that our staff continues to work towards. PLC's are used to look at analyze and give feedback on teacher and student work.

Our leadership team consists of an Operational Leadership Team and an Instructional Leadership Team. The OLT also serves as the Campus Safety Team. The OLT handles all operational areas so the ILT can devote time to focusing on instruction, data, and continual growth and improvement in the classroom.

RTI, 504, and ARD committees meet to discuss the needs and progress of students.

Staff Recognition Programs Include; Difference Maker Awards, Thankful Thursdays, Kudos in every staff newsletter, and the staff "Talk of the School."

Teacher retention has been consistent.

Our most recent OHI indicates that the organizational health of our campus is very strong.

Does the rigor and relevance of instruction align with the TEKS. Is it cognitively demanding? How do we know?

~Grade levels plan together weekly. During these planning sessions, teachers discuss the content of the lesson and how it will be delivered. They plan high level questions, and look at ways to differentiate for the varying needs of students. This year, teachers will incorporate the use of depth and complexity icons into their planning. There is also a focus on being more intentional with making sure lessons are rigorous, relevant, as well as engaging.

What programs provide intervention? Enrichment?

- Dyslexia Intervention
- 3 and 4 Comp ed tutoring
- Relationship building with behavior kids Principal lunch/lunch bunch
- RTI

School Processes & Programs Strengths

Cox Elementary Goals, Problem of Practice and Theories of Action

Goals:

All students will exceed a years growth.

K-2 All students will exceed a years growth as measured by the DRA2 assessment.

3-5 Each grade level and tested content area will increase mastery level by 15% as measured on STAAR.

Students are not performing to their full potential. Literacy diagnostics and STAAR shows that while our students are meeting the minimum expectations, many are not meeting or exceeding a year's growth. Student survey data shows that students find great value in lessons that allow choice and voice. Students need activities that push them to the next level and are aligned with their learning styles and interests.

Our PoP - Our students are not reaching their full potential. Cox Elementary students deserve an environment that supports the WHOLE child through personalized learning experiences.

Theories of Action:

1. If we intentionally plan for differentiation and personalized learning opportunities, execute these plans with fidelity and set goals with students, then we can empower students to reach their full potential and exceed growth measures academically.

- Depth and Complexity
- RRE

2. If we utilize morning meetings, advisory time, and small group instruction to build 21st century skills, build relationships and focus on social emotional learning, then we can address student needs and support and develop the Whole child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our staff is early in the development and implementation of powerful and intentional PLC's. **Root Cause:** Changing dynamics in the PLC process.

Problem Statement 2: We have several initiatives (R and R, D and C) that occur and sometimes focus on the new initiatives instead of melding them in to the existing ones. **Root Cause:** Changes in district initiatives, not having enough time to process and see how everything melds together.

Perceptions

Perceptions Summary

A culture of high achievement and performance for all learners is being fostered through the relationships within our entire school community which includes our students, staff, and parents. Cox Elementary focuses on developing the whole child (social, emotional and academic) by creating a strong campus culture that promotes student creativity and risk taking. Teachers learn through and with each other by observing in each others classrooms, participating in vertical PLC's, and through professional feedback that promotes effective teaching practices and building relationships with students.

Cox provides ample opportunities for parent involvement and is always looking for ways to build community partnerships.

Perceptions Strengths

Parent Survey Strengths-

- 100% of parents feel there were multiple ways to volunteer
- 98% of parents feel comfortable talking to teachers about child's progress
- 96% of parents feel the instruction is relevant and is preparing students for life.
- 97% of parent responses were agree or highly agree in the parent survey.

Staff Survey Strengths:

- 100% of staff feel activities are aligned with the mission and vision of Northwest.
- 96% of staff find their work assignments interesting and enjoy working with the administration
- 100% of staff feel actions of the principal are consistent with her words.

42% of all students were involved in clubs

More PTA involvement:

- Fall Carnival
- Daddy Daughter Dance
- Mother Son Nerf Gun Wars
- Cookies with Santa

- Fine Arts Night
- Cougar Trade Days
- Career Fair

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents indicated that staff and school websites were not providing adequate information about learning opportunities and activities.

Root Cause: As the school continues to grow, staff may not be aware of how parents prefer communication about opportunities and activities in a timely manner.

Problem Statement 2: Annual recruitment of staff members results in a continued focus on learning processes, the needs and culture of the campus as well as state/district curriculum. **Root Cause:** We are a fast growth school .

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Teachers will engage in reflective and intentional lesson study cycles once a six weeks.

Evaluation Data Source(s) 1: Lesson design documents. Focused walk-through, peer observation, PLC's, Agenda and Minutes, Evidence of student performance /products.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will engage in walkthroughs providing opportunities for self-reflection and open and honest feedback.	Principal, Assistant Principal, Team Leaders, Teachers	Closing achievement gaps, alignment in grade level content area lessons, evidence of feedback cycle.				
Problem Statements: Student Academic Achievement 2						

Performance Objective 1 Problem Statements:



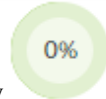

Student Academic Achievement
Problem Statement 2: There is a large number of students that are one or two questions from "masters". Root Cause 2: This suggests we need to purposefully differentiate instruction for our students who excel.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: 3-5 grade student will increase their STARR Reading and Math Master's rates by 10 % for the 2018-2019 school year.

Evaluation Data Source(s) 2: Benchmarks, CBA's and STAAR assessment.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Lessons will be planned in collaboration with the GT teacher to meet the needs of ALL students.		Differentiated and personalized lesson plans that are effectively implemented in the classroom will result in an increase in the percentage of master's scores on STAAR.				
Problem Statements: Student Academic Achievement 2, 3						
2) Individualized learning opportunities will be purposefully presented to students.	teachers	When learning opportunities are individualized according to student interest and need, students will develop intrinsic motivation to learn and take more interest and pride in their work.				
Problem Statements: Demographics 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: Staff is in need of additional training and professional development to meet the needs of the Whole Child. Root Cause 1: The demographics at Cox Elementary are changing rapidly due to attendance boundaries and growth in the area.
Student Academic Achievement
Problem Statement 2: There is a large number of students that are one or two questions from "masters". Root Cause 2: This suggests we need to purposefully differentiate instruction for our students who excel.
Problem Statement 3: GT and Academically High students are not achieving to their potential. Root Cause 3: This may be from a lack of understanding how to compact curriculum, provide individual learning or challenging their thinking.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Students in K-2 will exceed DRA expectations by 10% over 2017.

Evaluation Data Source(s) 3: DRA progress and Reading levels.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Increase use of phonics resources to develop more advanced decoding skills						
Problem Statements: Demographics 1 - School Processes & Programs 2						
2) Six Weeks data meeting to discuss progress of students as well as next steps.	Teachers, Administrators, Intervention Specialist	Teachers will learn through looking at data and collaborative discussion and make informed decisions on next steps for students. This will lead to an increase in reading achievement				
Problem Statements: School Processes & Programs 1						
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Staff is in need of additional training and professional development to meet the needs of the Whole Child. Root Cause 1: The demographics at Cox Elementary are changing rapidly due to attendance boundaries and growth in the area.
School Processes & Programs
Problem Statement 1: Our staff is early in the development and implementation of powerful and intentional PLC's. Root Cause 1: Changing dynamics in the PLC process.
Problem Statement 2: We have several initiatives (R and R, D and C) that occur and sometimes focus on the new initiatives instead of melding them in to the existing ones. Root Cause 2: Changes in district initiatives, not having enough time to process and see how everything melds together.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Teachers will engage in weekly, purposeful, and intentional learning communities focused on teacher and student work.

Evaluation Data Source(s) 4: PLC agendas and minutes, increased knowledge of individual knowledge of students strengths and weaknesses, evidence of more cohesive teams, evidence of aligned instructional practices and team goals.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Administration will model effective data and team building protocols with staff.	Administration	Effective use of protocols with teams. Increased collective efficacy				
	Problem Statements: School Processes & Programs 1					
2) Grade level teams will utilize protocols to analyze teacher and student data, explore research, create formative assessment opportunities, and help to create high functioning teams.	Administration and teachers	High performing teams				
	Problem Statements: School Processes & Programs 1					
3) Teams will develop a collaborative ownership of all students in a grade level through discussions of student progress, goal setting and assessment results in staff/grade level/ PLC's as well as RTI. (Not a my class mentality)	Teams Administration Support Staff	Increase in student achievement				
	Problem Statements: School Processes & Programs 1					

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff is early in the development and implementation of powerful and intentional PLC's. Root Cause 1: Changing dynamics in the PLC process.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 5: Teachers will incorporate the use of rigor and relevance, depth and complexity, and social emotional learning into weekly lesson plans.


Evaluation Data Source(s) 5: Benchmarks, CBA's. STAAR reading and math results.

Student growth over time.

Work Samples.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will dissect and analyze grade level TEKS.	Administration, teachers, Team Leaders	Alignment of TEKS to lessons and tasks! Academic growth in all students. especially focused on the ED Intentional adjustments in lessons to increase rigor, relevance, and engagement				
	Problem Statements: School Processes & Programs 1					
2) Analyze exemplars and artifacts	Principal, Assistant Principal, Teachers, Team Leaders	Alignment between TEKS and Tasks. Alignment in grade-level or content area lessons Academic growth in all students. Intentional adjustments in lessons to increase rigor, relevance, and engagement.				
	Problem Statements: School Processes & Programs 1					
3) Teachers will differentiate instruction according to student needs	Principal, AP, Teachers, and Team Leaders	Decrease gaps in student learning with SPED, ED, At Risk populations.				
	Problem Statements: Student Academic Achievement 1, 2, 3					
4) Teachers will use the Rigor, Relevance, and Engagement rubrics as a tool for planning and reflecting on lessons.	Principal, AP, teachers, Team Leaders	Alignment between TEKS and Tasks. Alignment in grade-level or content area lessons Academic growth in all students. Intentional adjustments in lessons to increase rigor, relevance, and engagement.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2, 3					
5) Teachers will implement depth and complexity icons in their planning.	Administration, teachers, team leaders	Decreased gaps in student learning High level thinking increased				
	Problem Statements: School Processes & Programs 2					

6) Teachers will participate in Rigor, Relevance and Engagement and Depth and Complexity walkthroughs.	Principal, AP, Teachers, Team Leaders	Alignment between TEKS and Tasks. Alignment in grade-level or content area lessons Academic growth in all students. Intentional adjustments in lessons to increase rigor, relevance, and engagement.				
	Problem Statements: School Processes & Programs 2					
7) Teachers and Administrators will utilize vertical PLC's/Staff Meetings to showcase Depth and Complexity strategies and techniques for successful implementation .	Administrators and staff.	Teachers learning through and with each other. Academic growth in students.				
	Problem Statements: Demographics 1 - School Processes & Programs 1					
8) Staff will participate in a multi-campus collaborative PLC to help with the intentional and successful implementation of depth and complexity in the classroom.	Administrators, teachers	Teachers learning through and with each other. Academic growth in students.				
	Problem Statements: Demographics 1					
9) Teachers will increase use to Makerspace. Intentional use during some lessons as opposed to utilizing it when there is extra time.	Librarian, teachers, administrators, Gates Teachers	Increased Student Achievement				
	Problem Statements: Demographics 1					
						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Staff is in need of additional training and professional development to meet the needs of the Whole Child. Root Cause 1: The demographics at Cox Elementary are changing rapidly due to attendance boundaries and growth in the area.
Student Academic Achievement
Problem Statement 1: The percentage of SPED students achieving "approaches" does not align with the percentage of regular education students achieving "approaches". Root Cause 1: Misuse of resources, lack of information, lack of understanding, and lack of teacher knowledge.
Problem Statement 2: There is a large number of students that are one or two questions from "masters". Root Cause 2: This suggests we need to purposefully differentiate instruction for our students who excel.
Problem Statement 3: GT and Academically High students are not achieving to their potential. Root Cause 3: This may be from a lack of understanding how to compact curriculum, provide individual learning or challenging their thinking.
School Processes & Programs
Problem Statement 1: Our staff is early in the development and implementation of powerful and intentional PLC's. Root Cause 1: Changing dynamics in the PLC process.
Problem Statement 2: We have several initiatives (R and R, D and C) that occur and sometimes focus on the new initiatives instead of melding them in to the existing ones. Root Cause 2: Changes in district initiatives, not having enough time to process and see how everything melds together.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 6: Staff will provide opportunities for students to participate in student interest programs to develop 21st century skills and foster the development of the whole child every six weeks.

Evaluation Data Source(s) 6: Rosters, Increased enrollment in clubs, UIL, and destination imagination

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Staff will provide interest clubs once a six weeks during the school day to include ALL students in the clubs (Cougar Camp).	Principal, AP, Teachers, Team Leaders	Increased participation Increased attendance				
	Problem Statements: Demographics 1					
2) Increase involvement in UIL over last year.	Teachers and Administrators	Increase UIL participation				
	Problem Statements: Student Academic Achievement 2					
3) Intentional use of morning meetings to build student confidence, 21st century skills, campus core values, social/emotional learning, and address classroom/campus issues.	Administration, Teachers, Counselors	Confident students prepared for 21st century Increased academic Achievement				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3					
4) Cox Staff will implement reading and math buddies.	All staff	Increased achievement in reading as well as increased self confidence.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3					
5) Increase involvement in Destination Imagination Participation	Gates Teacher	Increased DI participation. Increase in problem solving/creative thinking skills.				
	Problem Statements: Student Academic Achievement 1, 2, 3					

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Staff is in need of additional training and professional development to meet the needs of the Whole Child. **Root Cause 1:** The demographics at Cox Elementary are changing rapidly due to attendance boundaries and growth in the area.

Student Academic Achievement

Problem Statement 1: The percentage of SPED students achieving "approaches" does not align with the percentage of regular education students achieving "approaches". **Root Cause 1:** Misuse of resources, lack of information, lack of understanding, and lack of teacher knowledge.

Problem Statement 2: There is a large number of students that are one or two questions from "masters". **Root Cause 2:** This suggests we need to purposefully differentiate instruction for our students who excel.


Problem Statement 3: GT and Academically High students are not achieving to their potential. **Root Cause 3:** This may be from a lack of understanding how to compact curriculum, provide individual learning or challenging their thinking.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 7: Cox will ensure that positive character qualities and social emotional development will be encouraged, promoted, and recognized to foster a positive learning environment for all students.

Evaluation Data Source(s) 7: student recognition, student surveys, parent surveys,

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Comprehensive guidance program.	Counselor	Student confidence, self esteem, and self efficacy.				
Problem Statements: Demographics 1						
2) Expand Student Leadership Opportunities: Safety Patrol *Student Council	Counselor, teachers, administrators					
Problem Statements: Demographics 1						
3) Provide more parent education on bullying and other parent interest topics. Invite Christie Hobbs to speak to parents.	Staff, Counselor, District Attorney	Increased Self Awareness				
Problem Statements: Perceptions 1						
4) Individualized incentives for attendance (teachers create incentives with the class to develop more buy in)	teachers	Increased attendance				
						

Performance Objective 7 Problem Statements:


Demographics
Problem Statement 1: Staff is in need of additional training and professional development to meet the needs of the Whole Child. Root Cause 1: The demographics at Cox Elementary are changing rapidly due to attendance boundaries and growth in the area.
Perceptions
Problem Statement 1: Parents indicated that staff and school websites were not providing adequate information about learning opportunities and activities. Root Cause 1: As the school continues to grow, staff may not be aware of how parents prefer communication about opportunities and activities in a timely manner.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Provide teachers with meaningful staff development opportunities that continue to support district initiatives and best practices throughout the year.

Evaluation Data Source(s) 1: attendance, certificates, staff surveys, retention rates,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Increased opportunities for staff led professional development.	Administration and staff	build capacity, increased collective efficacy.				
Problem Statements: Demographics 1 - Perceptions 2						
2) Professional Development Needs Determined by Staff. `Social Emotional Learning `Depth and Complexity	campus and district staff	increased academic achievement increased teacher self efficacy and knowledge				
Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2						
3) All staff members will participate in book study "Inside the Magic Kingdom" and develop staff commitments.	All Staff	positive culture				
Problem Statements: Perceptions 2						
4) Teachers and Administration will collaborate with Instructional Technologist to plan purposeful and intentional integration and application of technology .	Instructional Technologist, Teachers	Student Work and e-portfolios will lead to an increase in student achievement.				
Problem Statements: Student Academic Achievement 1, 2, 3						
						

Performance Objective 1 Problem Statements:

Demographics
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Problem Statement 3: GT and Academically High students are not achieving to their potential. **Root Cause 3:** This may be from a lack of understanding how to compact curriculum, provide individual learning or challenging their thinking.

School Processes & Programs

Problem Statement 2: We have several initiatives (R and R, D and C) that occur and sometimes focus on the new initiatives instead of melding them in to the existing ones. **Root Cause 2:** Changes in district initiatives, not having enough time to process and see how everything melds together.

Perceptions


Problem Statement 2: Annual recruitment of staff members results in a continued focus on learning processes, the needs and culture of the campus as well as state/district curriculum. **Root Cause 2:** We are a fast growth school .

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Cox will provide effective and intentional weekly communication to parents/community (office marquees, e-mail, messenger, facebook, twitter

Evaluation Data Source(s) 1: Parent Survey, Communication Sources, Volunteer Participation, Attendance at School Events

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Multimedia approach to communicating with parents. facebook twitter webpage messenger (text, phone, e-mail) teacher webpages	All Staff	parent community involvement parent/community satisfaction				
	Problem Statements: Perceptions 1					
2) Include more information on grade level/school achievements in communication	administrators	well informed parents (with tools for helping students grow and learn)				
	Problem Statements: Perceptions 1					
3) Teachers will update and maintain grade level web pages and send timely information to parents about upcoming events, classroom activities, and student progress.	Teachers and Administrators	Increased parent knowledge about school/grade level events and progress of students.				
	Problem Statements: Perceptions 1					
4) Surveys will be sent to analyze effectiveness of campus events and get feedback and suggestions for improvement.	Administration	Parents are a huge part of the success of our school. These surveys will allow parents to voice successes and concerns and be part of decision making leading to a stronger parent /school community.				
	Problem Statements: Perceptions 1					
						

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parents indicated that staff and school websites were not providing adequate information about learning opportunities and activities. **Root Cause 1:** As the school continues to grow, staff may not be aware of how parents prefer communication about opportunities and activities in a timely manner.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Cox will engage parents and community members in partnership activities.

Evaluation Data Source(s) 2: Attendance at events, participation at events, parent survey.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Each grade level will participate in a Service Learning Project.	Teachers, Administrators	Enhancement of organizational and interpersonal skills				
2) Invite Academy Students to collaborate and inform 3-5 students of advanced academics and academies.	Gates Teacher, Counselor, Administrators	Increased high school/college/career knowledge and readiness.				
3) Increase capacity of Mentor Program	Counselor	Increased self esteem Academic achievement				
4) Campus Administration will meet frequently with PTA and coordinate with PTA and Staff to host family events and learning opportunities on campus.	Camus Administration	Increased parent /staff involvements and a stronger school community.				
	Problem Statements: Perceptions 2					
5) Cox Elementary will host Facebook Live events to discuss pertinent issues and get parents perspectives and feedback.	Campus Administration, Instructional Technologist, and Staff	Increased awareness and knowledge of important topics surrounding education and a stronger school community.				
	Problem Statements: Perceptions 1					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parents indicated that staff and school websites were not providing adequate information about learning opportunities and activities. Root Cause 1: As the school continues to grow, staff may not be aware of how parents prefer communication about opportunities and activities in a timely manner.
Problem Statement 2: Annual recruitment of staff members results in a continued focus on learning processes, the needs and culture of the campus as well as state/district curriculum. Root Cause 2: We are a fast growth school .

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	5	3	Teachers will differentiate instruction according to student needs

Campus Improvement Plan Review Committee

Committee Role	Name	Position
Administrator	Melissa Butler	Counsleor
Administrator	Garretson Stephen	Assistant Principal
Administrator	Kim Becan	Principal
Community Representative	Rose Brenner	Community Member/Adopt a School Partner
Community Representative	Chase Rowe	Parent and Adopt a School Community Partner
Parent	Mike Reisenger	Parent
Parent	Kasey Johnson	Parent/PTA President
Classroom Teacher	Kelly Quaglieri	Intervention Specialist
Classroom Teacher	Tiffany Holland	First Grade Team Leader
Classroom Teacher	Kristin Martin	Kindergarten Team Leader
Classroom Teacher	Kacie Mendez	Second Grade Team Leader
Classroom Teacher	Julie Campbell	Third Grade Team Leader
Classroom Teacher	Elizabeth McBroom	Fourth Grade Team Leader
Classroom Teacher	Marcy Leaf	Fifth Grade Team Leader
Classroom Teacher	Cindy Ford	Gates Teacher
Non-classroom Professional	Jillian Phillips	Instructional Technologist
Classroom Teacher	Shirley Carawan	SpEd Teacher