

Channelview Independent School District
Cobb Elementary School
2016-2017 Campus Improvement Plan

Mission Statement

Viola Cobb Elementary is committed to providing each student with the best possible learning opportunities so that they can reach their full academic and social potential.

Vision

Viola Cobb Elementary students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Viola Cobb Elementary is one of thirteen campuses in the Channelview Independent School District. It has served the community for more than 50 years. Currently, our campus serves students in grades K-5 with a current enrollment of 469 students.

The staff of Viola Cobb Elementary is committed to the continuous improvement of the quality of education and academic achievement of our students. We support the goals of the Channelview Independent school district and the state's education goal of "equity and excellence for all students." The purpose of our Campus Improvement Plan is to insure the growth and achievement of all students.

Student Demographic Data	2013-2014	2014-2015	2015-2016
African American	16.4%	15.6%	13.6%
Hispanic	76.8%	74.1%	76.9%
White	3.8%	6.9%	6.6%
American Indian/Alaskan	1.6%	2.5%	0.8%
Asian	0.5%	0.4%	1.9%
Hawaiian/Pacific Islander	0.2%	0.4%	0.0%
Economically Disadvantaged	82.0%	76.1%	89.5%
English Language Learner	30.2%	35.3%	40.9%
Special Education	6.5%	7.4%	8.3%
Gifted and Talented	1.0%	1.0%	3.8%

Average Class Size	2013-2014		
	Campus	District	State
Kindergarten	20.5	18.6	19.2
Grade 1	19.0	19.9	19.3
Grade 2	22.0	18.9	19.3
Grade 3	15.6	17.6	19.1
Grade 4	18.0	17.7	19.1
Grade 5	16.3	21.0	20.8

Demographics Strengths

- Over the past two years the district and campus have worked on having more GT certified teachers and revamping our GT program. As a result, we have seen a significant increase in identifying students that are GT and have prepared with having certified staff to meet the needs of those students.
- Our campus offers tutorials after school as well as during the daily 45 minute intervention time to meet the needs of all students.
- Daily Attendance Rate remains above 96% and meets and exceeds both State and District averages.
- Class sizes in K-2 are in line with state averages, while 3-5 class sizes are smaller than state averages allowing for greater teacher student interaction.
- The percent of students identified as ELL has grown by more than 10% in the last three years. To better address this population, additional bilingual certified staff has been hired to better serve this population and keep class size from increasing.

Demographics Needs

Based upon district data analysis and information on the STAAR exam, these needs are identified and listed in priority order: We will need to prepare ourselves for a diverse student population. Our Economically Disadvantaged, LEP and Special Education populations continue to be areas of targeted concern. LEP, African American and Special Education students need close monitoring and continued in class support. Our Special Education students will continue to need Inclusion support for most if not all core academics.

- Our At Risk populations (Economically Disadvantaged, English Language Learners, and Special Education) continue to grow. There is a need for additional inclusion staff and ESL certified staff.
- RTI time must be structured and teachers provided guidance to ensure maximum impact of the intervention time for all students including those most At-Risk.
- Student data must be reviewed in a timely manner to insure data driven interventions are provided throughout the entire year.

Student Achievement

Student Achievement Summary

Accountability Rating Summary

2013 Accountability Rating: Met Standard

2014 Accountability Rating: Met Standard

2015 Accountability Rating: Met Standard

2016 Accountability Rating: Met Standard

Where We've Been:

All Grades - Satisfactory Standard or Above-Level

2

Subject	Year	All Students	African Amer.	Hispanic	White	Econ Dis.	SPED	ELL
Reading	2016	71%	65%	71%	79%			
	2015	75%	67%	75%	91%	73%	50%	63%
	2014	68%	61%	69%	n/a	66%	32%	53%
	2013	74%	76%	73%	78%	72%	67%	47%
Math	2016							
	2015				N/A			
	2014	67%	39%	73%	n/a	66%	n/a	67%
Writing (4th Only)	2013	71%	64%	73%	78%	69%	60%	68%
	2016							
	2015	57%	54%	56%	n/a	56%	n/a	24%
	2014	56%	62%	54%	n/a	52%	n/a	n/a
	2013	69%	56%	71%	n/a	67%	n/a	n/a

Science	2016							
	2015	72%	77%	67%	n/a	68%	n/a	36%
(5th only)	2014	45%	n/a	47%	n/a	43%	n/a	31%
	2013	44%	50%	43%	n/a	42%	n/a	n/a

All Grades - Advanced Standard-Level 3

Subject	Year	All Students	African Amer.	Hispanic	White	Econ Dis.	SPED	ELL
Reading	2016							
Math	2016							
Writing	2016							
Science	2016							

Data source: Texas Academic Performance Report (TAPR)

Attendance Rate	Campus	State
2015-2016		
2014-2015		
2013-2014	96.6%	95.9%
2012-2013	96.5%	95.8%
2011-2012	97.3%	95.9%
2010-2011	97.2%	95.7%

Mobility	Campus	State
2015-2016		
2014-2015		
2013-2014	18.6%	16.9%
2012-2013	18.7%	17.1%
2011-2012	13.4%	17.9%

Student Achievement Strengths

- The attendance rate remains high around 96-97%
- 5th grade Science Met Expectations percent saw significant growth of 23% increase year to year, 2014 to 2015.

- Reading, All Students, made sizable growth in all sub-populations, 2014 to 2015
- A daily RTI/Prime Time period for student intervention.
- Regularly scheduled PLC meetings with Math & Reading Specialists

Student Achievement Needs

Based upon district data analysis and information on the STAAR exam, our Student Needs are:

- RTI/Primetime Teacher training and expectations are needed
- Teachers need updated computer hardware to engage students and take full advantage of the campus and district resources available.
- 4th grade needs more time for Writing instruction - currently only 45 min per day.
- An additional Science lab is needed to allow more than one class at a time to participate in lab activities.
- Level 3 Advance performance needs to be a focus moving forward. Targeted data driven tutorials need to be offered to all students, not just bubble students or At-Risk students.
- Dual Language Bilingual Education is available in Kindergarten in 2016-2017. Teachers will need ongoing district support, resources, and professional development to ensure a successful implementation.
- Writing scores remained relatively flat and well below state and district averages. Additional student and teacher resources are needed, such as Writing Academy for all 4th grade students and Writing teachers.
- Implement an incentive program for academics and behavior

School Culture and Climate

School Culture and Climate Summary

Primary Data Source: 2016 Culture /Climate Survey Results

1. Differences of opinion and viewpoints are respected on my campus.

	2016 Percentage
Consistently	31%
Often	34%
Infrequently	34%
Never	0%

Staff need to be listened to and their input considered in campus based decisions.

2. I feel safe on my campus.

	2016 Percentage
Consistently	59%
Often	42%
Infrequently	0%
Never	0%

The staff feels safe.

3. I feel respected and supported by administration, staff and students on my campus.

	2016 Percentage
Consistently	43%
Often	39%
Infrequently	14%
Never	4%

Teachers need to feel more supported and respected by their campus leaders.

4. My campus celebrates the achievements and accomplishments of our students, staff and school community.

	2016 Percentage
Consistently	22%
Often	32%
Infrequently	46%
Never	0%

We need to make a bigger point to recognize excellence and celebrate our successes both on the campus and community level.

5. The physical campus environment needs an update and freshening up. New paint and decor would make a big difference.

6. High student attendance rates 96-97% reflect that students feel safe and an acceptable learning environment exists.

Discipline Referral Category	# of Referrals		% Change
	2016	2017	
All Referrals			
1			
2			
3			

4

5

7. The increase/decrease in discipline referrals reflects....

School Culture and Climate Strengths

1. Feeling of safety and security
2. Small school atmosphere
3. High student attendance
4. High Expectations for students and staff
5. High parent participation at school awards ceremonies and parent walks.
6. A high level of excitement for a revived campus vision
7. All staff members are actively involved in the Campus Needs Assessment.

School Culture and Climate Needs

1. Respecting others and their viewpoints
2. Recognize and reinforce the accomplishments of students and staff - incentives for both.
3. More parental involvement at academic events
4. Establish a STAAR Math and STAAR Reading night
5. More physical activity for all students - explore recess options
6. Improve communication with families and the community - marque, campus/teacher websites, school messenger, positive teacher phone calls

7. More support for bilingual families
8. Improve communication with administration and staff by weekly grade level and leadership team meetings.
9. Revise the campus Vision and Mission statements based on the current staff population and staff needs.
10. Build staff/team morale - plan events for team building.
11. Provide training and a support system for teachers to assist teachers with disciplien options.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cobb is 100% Highly Qualified, both professional and paraprofessional. Teachers new to teaching are given a mentor, teachers new to the building are given a buddy. This coupled with the First Year Teacher Academy has increased teacher retention as well as help to maintain a positive moral.

Staff Quality, Recruitment, and Retention Strengths

Professional and Paraprofessional staff are 100% HQ.

District and campus content area coaches/specialists.

District provides a First Year Teacher Academy for all new teachers.

School provides mentor or buddy program.

Campus administrators and leadership team members attend district sponsored and local college and ACP Job Fairs to find qualified candidates.

Campus leadership team members participate in the interview process and have input in hiring decisions.

New Principal has instituted monthly FYT/Principal meetings to maintain open communication and provide support.

New principal has newly furnished the conference room and front office to provide a more professional and welcoming image.

Staff Quality, Recruitment, and Retention Needs

Core teachers have support from curriculum coaches

Provide monthly thank you for all staff, ex snacks, lunch, breakfast, drinks or free dress passes

Focus on building positive relationships with students and fellow teachers.

Make the interview process more welcoming and friendly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cobb utilizes the district curriculum, the curriculum is a living document and standards are rigorous to meet the expectations of STAAR. Teachers use AWARE to disaggregate assessment data, this provides focus for instruction. The use of technology is encouraged, while the availability of technology in the classroom is limited and outdated. Each day all 1st - 5th grade students receive 45 minutes of RTI intervention time. In 16-17 the teachers need to receive training on the Fundamental 5 instructional strategies.

Curriculum, Instruction, and Assessment Strengths

AWARE is used to analyze student performance, CBA's, Common Assessments, Benchmark Test and STAAR.

AWARE provides performance data to drive planning and instruction.

The school district has approved a plan to provide new teacher computers every five years. Our campus is one of the first to receive the new computers being delivered to teachers this year 16-17.

Teachers receive technology training from the district instructional technologist every month.

1st- 5th grade students receive 45 minutes of Prime Time RTI support daily

Writing academies are provided to all 4th grade students twice a year in October and January. (Amber & Chantal)

Curriculum, Instruction, and Assessment Needs

Lessons need to be designed to teach the TEKS at the rigor, level, depth and complexity to which they will be assessed using STAAR.

We need our pull out programs to look closely at the LEP, and Economically Disadvantaged to help these students to meet the passing standard.

Continue the use of "Prime Time Intervention Time" daily

The RTI district process needs to be streamlined and clearly rolled out to the teachers and campuses. Teachers need to be trained at the campus level.

Teachers need updated computers to enter lesson plans, access resources, and to take online trainings.

Family and Community Involvement

Family and Community Involvement Summary

Cobb's attendance zone is extremely diverse and it's that diversity that helps make Cobb a great place to be. Families are appreciative of good communication between themselves and the teachers. All written communication is sent home in English and Spanish as well as all phone messages. The PTO was dissolved in the 15-16 school year and the parent volunteer program is now being restructured. The school has multiple programs that encourage parent participation and involvement.

Family and Community Involvement Strengths

All correspondence is sent home in Spanish and English

All phone message communication is sent in both English & Spanish

Updated campus website and teacher websites - teachers received website training

Outdoor marquee updated regularly. Fund raisere to purchas a new digital marquee is underway.

Monthly Coffee with the Principal events - various topics each month as well as Muffins with Mom, Donuts with Dad, Grandparents Day

Special Programs aimed at parent Involvement: Hispanic Heritage Program, Christmas Program, Texas History Program, CATCH nights, Academic Nights, Jumpstart Camp, Field Day, Sewing & Fashion Club, District Choir

Parenting Partners program in year 2,

Local comminity partners are invited to participate in school events - Excellence 24 ER, Big Kahuna, Peter Piper Pizza, Chick-fila.

PALS - student peer support from high school

Family and Community Involvement Needs

Increased involvement within the school from parents, community and business owners.

Keep parents informed with what's happening at school.

Provide parent education during the evening such as Literacy nights, CATCH, parenting skills and computer safety.

We need to continue to grow and develop our volunteer programs and parental involvement initiatives like Parenting Partners and Coffee with the Principal

To continue keeping parents informed concerning school business.

Continue to raise funds to purchase digital marquee

Plan for and implement student and Parent recognition - 9 week, semester and year end awards.

School Context and Organization

School Context and Organization Summary

Routines and procedures have been developed and continue to be developed for many campus functions including student arrival and dismissal and supervision, emergency procedures and drills, weekly leadership and grade level meetings, RTI/Intervention plans and documentation. Most decisions are made collaboratively via the leadership team which includes the Principal, AP, Counselor, grade level team leaders and departmental team leaders, and specialists. Other specialized committees also are formed to allow teachers input and leadership development including the Technology team and CEIC.

School Context and Organization Strengths

Parenting Partners Education Classes

Large Elementary GT program

Good campus processes and routines as they roll out

Leadership team is very representative of staff. Constructive input and participation is welcomed and encouraged

School Context and Organization Needs

Need for expanded student recognition - academics, attendance, citizenship

RTI training of staff

Expand the use of committees to fine tune parent and staff involvement.

Technology

Technology Summary

The campus is in need of broad technology needs. Most classrooms have computers, but many are not functional. Teacher computers lack the processor speed or operating system to run many of the programs necessary. There are two computer labs available to serve up to 25 in each room for up to 50 students, but also need to be replaced. Much of the hardware needs repair or replacement of items like bulbs and filters to work properly. The campus does have wifi, but it does not reach out to the portables which includes art, 2 science labs, the SPED department, math specialist, and Leveled Library. These portables do have at least one direct connection, but not wifi for student use, trainings or ARD meetings. The campus has two labs, one for teacher reservation and one is part of the groups rotation with Mrs. Smoke as the teacher aide.

Technology Strengths

The campus has two ipad carts with 25 ipads in each. The carts are available for teacher reservation each day. We have approximately 20 ipads that are available for teachers to sign out. The main building has wifi, but the portables do not. There are two computer labs, one for teacher reservation and one as part of the weekly groups rotation. We have established as of 9/2016 a Technology committee comprised of teachers, administrators, and Monique Boone, district instructional technologist. Teachers also attend monthly technology professional development trainings provided by Monique Boone in the computer lab. The school district has approved a plan to provide new teacher computers every five years. Our campus is one of the first to receive the new computers being delivered to teachers this year 16-17.

Technology Needs

ALL teacher computers need to be replaced. All student classroom computers need to be replaced. Additional I-pad adapters (VGA) need to be ordered. We currently only have 7 adapters, but every classroom needs one to be used with the I-pad and projectors. Most of the headphones are damaged and need to be repaired or replaced. Additional i-pads need to be purchased for teachers. We have about 20, and need about 10 more. Most teachers have desktop projectors that are about 10 years old. Some are broken, some need replacement bulbs or basic maintenance. The desk top models require long cables to run across the classroom floor creating a tripping hazard. We need wall mounted interactive projectors that allow bluetooth connectivity to the ipads. Most teachers have printers in their classrooms, but approximately 5-10 do not have printers or need a replacement printer. Basic replacement items like keyboards and mice need to be maintained on campus. Also, the teacher work room technology equipment is outdated. The mainframe computer that connects the poster maker, plaque maker, and die cut machine no longer works, which means none of the other pieces of equipment works either. The Design center computer needs to be replaced. Also, the old poster maker is an old monochrome film machine, which does not allow color posters. We are in need of a poster maker machine that will allow teachers to make anchor charts in the classroom as well as for our dual language program which requires all posters to be made using red or blue text based on the language used.

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Federal Report Card 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals











Goal 1: Improve academic performance for all students.

Performance Objective 1: Improve academic performance of all students in English Language Arts, Math, Social Studies and Science to meet or exceed the state average on assessments.

Evaluation Data Source(s) 1: State assessment results, District CBAs, TELPAS reports, EOY reading inventories, DRA, STAAR, usage reports, Sign in sheets, Time sheet

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide professional development opportunities and consulting services for teachers that support the implementation of research based instructional strategies and interventions for At-risk students in all content areas.	4, 9, 10	Campus administrators, District Curriculum coaches, Math & Reading Specialists.	Course descriptions, certificate of attendance, walkthrough data, evidence of implementation				
Funding Sources: 199 - SCE - \$90.00, 199 - SCE - \$30.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1	1, 2, 9, 10	Administrators Specialists Team/Departmental Leaders	Purchase Order, Inventory List				
2) Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, and Social Studies in order to prepare students for the rigor of state standards and assessments.	Funding Sources: 299 - Title I & II Pooled Funds - \$38987.00, 199 - SCE - \$17691.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4	1, 2, 9	Administrators Reading Specialist Math Specialist	Purchase Order, Inventory List				
3) Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.	Funding Sources: Additional Funds to be Added						















<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p>	1, 2, 9	Computer Lab Aide Reading Specialist Math Specialist District Curriculum Coaches	Purchase Order, Inventory List, Software usage reports, Student Progress Reports				
4) Provide students with access to technology and computer assisted instruction in all content areas		Funding Sources: Additional Funds to be Added					
<p align="center">Critical Success Factors CSF 4</p> <p>5) Provide tutoring to At-Risk students, before, during and after school, or Saturday with certified substitute teachers, computer lab aide, instructional aide, Reading Specialist, and Math Specialist</p>	1, 9	Campus Administration RTI Team Specialists Team Leaders	Intervention logs, STAAR scores, CBA's, and benchmarks				
6) Procure Substitutes for trainings, professional developments, meetings, and program initiatives to support campus goals.		Funding Sources: 199 - SCE - \$4000.00, 199 - SCE - \$500.00					
<p align="center">Critical Success Factors CSF 7</p> <p>6) Procure Substitutes for trainings, professional developments, meetings, and program initiatives to support campus goals.</p>	8	Campus Administrators	Sign-in sheets				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Seek out and bring Educational Programs and presentations to school for students - such as Zoomobile, reptile foundation, Space Center exhibits, Museum displays, etc. for building background knowledge and examples for new learning for ELL and all students.</p>	1	Teachers & Administrators	lesson plans, student samples of follow-up activities				
8) Grade level Field trips to enhance curriculum and build background knowledge for critical thinking		Funding Sources: 199 - SCE - \$1000.00					
<p align="center">Critical Success Factors CSF 6</p> <p>8) Grade level Field trips to enhance curriculum and build background knowledge for critical thinking</p>	1, 10	Campus Administrators Team Leaders	Surveys, CBA & STAAR data				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Improve academic performance for all students.

Performance Objective 2: Increase participation and improve the implementation of the GT program

Evaluation Data Source(s) 2: Parent & Student Survey

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide training to the GT pull out teachers in how to teach Robotics, and how to participate in the robotics competitions		Administrator					
2) Provide daily GT instruction to all identified students.		GT Teacher					
3) Continue GT screening process with the creativity component to maximize student participation in GT identification process							
4) All teachers will maintain their GT certification. Returning teachers and administrators- obtain 6 hour update New Teachers - obtain 30 hours within first year in CISD		Campus Administrators					
5) Purchase instructional materials that support district GT curriculum initiatives							
6) Provide extra-curricular opportunities for GT student participation: field trips, competitions, exhibitions							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: Improve academic performance for all students.

Performance Objective 3: Hire and retain highly-qualified employees.

Evaluation Data Source(s) 3: Evaluation Reports, Teacher retention rate, EOY Teacher Survey, Climate Survey

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue the participation in the First Year Teacher Academy (FYTA) and the Mentor Program, "New Horizons" for new teachers.	5	District Curriculum Dept. Campus Administrators		✓	✓	✓	✓
2) Provide team building activities during meetings and social events to build relationships with each other and improve campus culture.		Social committee, Administrators	Climate Survey				
3) Provide New Teacher Orientation specific to our Campus		Campus Administration, Team Leaders	Agenda, Sign-in sheets	✓	✓	✓	✓
4) Continue to involve staff in daily operations, instructional, and assessment decisions through team leader meetings and team meetings, monthly staff meetings and CEIC meetings	8	Campus Administrators and Team Leaders	Sign in Sheets, Agendas, and Meeting Minutes				
5) Attend local job fairs to recruit qualified candidates.	3, 5	Campus Administrators					
6) Monitor and review applications of interested applicants on the district job board. All applicants have been pre-screened by the Human Resources department and have met the criteria for being considered highly qualified.	5	Campus Administrators	Job board print outs, Applications				
7) Monitor certification requirements and recertification dates for staff. Notify staff of expiration date and provide reminders to ensure that all certifications remain current.	3	Campus Administrators	Copies of Certificates and correspondance				
8) Conduct grade level meetings with administrators once per grading period in order to address grade level concerns.		Campus Administrators Team Leader	Schedule, sign-in sheets, agenda				
9) Implement School Improvement Teams to work on campus goals and activities so that all staff has the opportunity to become an active participant in the decision making process.		School Improvement Team Members					






10) Continue to dedicate funds for payroll costs to maintain employment of highly effective personnel to help increase student academic performance.							
Funding Sources: 299 - Title I & II Pooled Funds - \$28218.00, 199 - SCE - \$140638.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Improve academic performance for all students.

Performance Objective 4: Effectively utilize counselors to promote social, emotional, and academic health of the students.

Evaluation Data Source(s) 4: Guidance Schedule, Counseling Logs, Parent Contact Logs, Red Ribbon Week Event Participation.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide campus wide bully prevention and campus wide aggression/harassment prevention and awareness activities	2	Counselor	Calendar of Events, schedule of lessons				
2) Provide individual or small group counseling to support students that exhibit emotional, behavioral or social issues.	2	Counselor	Sign-in sheets				
3) Provide drug free and abuse prevention awareness activities	2	Counselor					
4) School counselor will serve as an advocate by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families.		Administrators	Contact Logs				
5) Counselor will attend professional development training's to improve skills needed to provide counseling services		Administrator	Registration				
6) Counselor will purchase needed materials for counseling services for example incentives, drug awareness materials, college awareness, etc..		Counselor	Purchase order				
7) Campus counselor will monitor the PALS while on campus. Counselor will conference with PALS about concerns with students receiving services.		Counselor	PALS sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 1: Improve academic performance for all students.

Performance Objective 5: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

Evaluation Data Source(s) 5: Student Performance Data, Parent Survey, Parental Involvement Documentation-Agendas, Flyers (Eng/Sp), School Messenger (Eng/Sp), Sign-In Sheets.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Critical Success Factors CSF 5</p> <p>1) Host parental involvement activities such as: annual title I meeting, evaluation and review of school compact/parental involvement policy, orientation, curriculum and assessment requirements review, academic nights(reading, science, math), and extra curricular events (CATCH, Fine Arts Festival, Music Programs), as well as Coffee with the Principal, Camp Jump Start, and Field Day Events.</p>	6	Campus Administrators, Campus SBDM	Agenda, Flyer, and Sign In sheets				
Funding Sources: 299 - Title I & II Pooled Funds - \$3218.00							
<p>Critical Success Factors CSF 5</p> <p>2) Develop Parent Involvement Policy and School-Parent Compact jointly with parents.</p>	6	Principal, CEIC members	Agenda and sign-in sheets from meeting				
<p>3) Acquire a new digital marquis to improve communication between the school and home/community.</p>	6	Principal, SBDM	Marquis Purchased				
<p>4) Utilize and promote the campus and district website as a resource to increase parental involvement of school events, public awareness of the services we provide, and to share the great news of the many accomplishments of our students and staff at Viola Cobb Elementary.</p>	6	Principal , Campus Webmaster	Events posted on the website				
<p>5) Utilize a web-based monitoring system for parents to view student grades, attendance and discipline. (Home Access)</p>	2, 6	Teachers, Front office staff to assist with enrollment during open houses and throughout the year.	Parent enrollment, access logs				


6) Provide training for teachers and parents on conducting parent conferences, parental involvement, helping their students at home, and effective communication.	4, 6	Parenting Partners Administrator	Agenda, Sign-in sheet, and evidence of implementation				
	Funding Sources: 299 - Title I & II Pooled Funds - \$2500.00						
7) Provide student agendas (K-5th grade) for daily communication between home and school	2, 6, 9	Campus Administrators, Teachers	Purchase Order				
							

Goal 1: Improve academic performance for all students.

Performance Objective 6: Provide a safe and healthy learning and working environment for students, employees and parents.

Evaluation Data Source(s) 6: Campus Raptor Records, Number and Location of AEDs, List of Crisis Team Members, Discipline Data, Emergency management training agendas and Sign-In Sheets, Campus Safety Drills Log, Nurse Clinic Log.

Summative Evaluation 6:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide training on Cyber Safety to make students aware of signs of Cyber Bullying and steps to address concerns.	2	Groups Teachers and Counselor	Training materials and schedule				
2) Promote district Teen Dating Violence Program through guidance lessons.	2, 10	Counselor	Observation and counselor lesson plans				
3) Support suicide and violence prevention through monthly guidance lessons.	2, 10	Counselor	Observation and counselor lesson plans				
4) Provide training for students on the importance of positive decision-making and the dangers of illegal drug use.	2	Counselor	Observation and program schedule				
5) Use Raptor system to provide security during the school day	1	Front office staff and Principal					
6) Provide Staff development on GoLeaps for behavioral RtI and increase number of classroom teachers accessing lessons on a yearly basis.		Assistant Principal and Counselor	sign in sheets, administrative monitoring of go leaps program				
							

Goal 1: Improve academic performance for all students.

Performance Objective 7: Provide a coordinated Health/Wellness program for students and staff.

Evaluation Data Source(s) 7: Fitness Gram results, Documentation of various offerings to students and staff of health related programs and activities, Master Schedule (Recess)

Summative Evaluation 7:

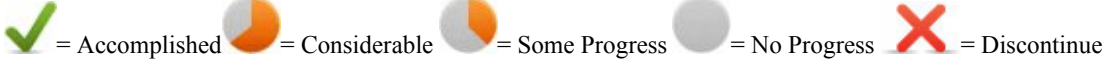
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Incorporate nutrition and hygiene education into health education each nine weeks.	2	Nurse, PE teacher	Nutrition and hygiene lesson plans				
2) Incorporate safety lessons (poisoning, guns/weapons, water safety and fire prevention) into health/wellness education over the course of the school year.	2	Nurse, PE teacher	Safety Lesson Plans				
3) Provide activities which promote wellness with the staff		Campus Administrators Nurse PE Teacher Leadership Team	Flyers, emails, sign-in sheets				
4) Provide activities which promote wellness with the students.		Campus Administrators Nurse PE Teacher Leadership Team	Flyers, emails, sign-in sheets				
5) Continue participation in the Fitness Gram		PE teacher	Fitness Gram Results				
6) Nurse will provide training in the use of Automated External Defibrillator, CPR, assisting a choking victim, blood borne pathogens		Nurse	Sign-in sheets				
7) Continually update Crisis Management Plan and train staff on emergency preparedness and response processes, based on recommendations from annual safety audits.		Campus Administrators	sign-in sheets, agenda				
8) The Crisis Management Team will ensure understanding and implementation of the Crisis Management Plan which will include monthly fire drills and one shelter-in-place, one lockdown, and one tornado drill each semester.		Campus Administrators	Drill Log				
							

Goal 1: Improve academic performance for all students.

Performance Objective 8: Monitor and provide appropriate interventions for At-Risk and struggling students

Evaluation Data Source(s) 8: TAPR, STAAR scores, Curriculum Based Assessments (CBA), DRA, iStation, and SMI

Summative Evaluation 8:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Utilize DRA and Scholastic Math Inventory (SMI) to identify students struggling in Reading and Math at the beginning and middle of the year.	8, 9	Principal, Reading Specialist, Math Specialist, RTI Team, K-5 Teachers	BOY and MOY DRA and SMI summary spreadsheets, at-risk lists				
2) Provide and monitor RTI interventions for struggling students	9	Campus Administrators, Campus Rtl Team, Counselor Reading Specialist, Math Specialist	Record of Intervention forms RTI documentation				
3) Use Prime Time in grades 1-5 to accelerate the learning of struggling and at-risk students.	9	Campus administrators Teachers Math & Reading Specialists	Tutorials, walk throughs and student rosters for tutorials				
							

Goal 1: Improve academic performance for all students.

Performance Objective 9: Increase student attendance to 98%

Evaluation Data Source(s) 9: AEIS Reports and campus PEIMS data; Grade level incentive plans with documented outcome

Summative Evaluation 9:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Monitor student tardies and early leave weekly in order to reduce lost instruction time	2	PEIMS clerk	Student tardy and early leave records reviewed weekly				
2) Provide individual incentives for and recognize perfect attendance and improved attendance each nine weeks.	1	Campus administrators, Homeroom teachers and PEIMS clerk	Attendance data				
3) Implement grade level attendance incentives for each 9 weeks period.	1	Campus Administrators	Attendance data				
4) Teachers will call parents when a student misses school and inform parent of the instruction which has been missed and what the student will need to complete at home.		Teachers	Parent Contact Logs				
5) Provide ongoing, consistent communication with parents regarding the district and campus attendance and tardy policies along with letters to parents tracking their child's attendance	6, 9	Assistant Principal PEIMS clerk	Attendance Report				
6) Utilize interventions to target students who have high rate of absenteeism or tardies: -conference with parents -positive reinforcement -use of district disciplinary options	6	Assistant Principal	Attendance Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Improve academic performance of Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Students in Special Education shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 1: TAPR, PBMAS, TELPAS, PEIMS submissions

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide in class support within the general education setting as indicated in student IEPs	1, 2, 3	Classroom Teachers Resource Teachers Instructional Support Providers	Inclusion Schedule				
2) Provide tutoring before, during, or after school and/or on Saturdays.	9	Resource Inclusion Teacher	Tutoring Attendance				
3) Continue to research and provide needed materials to improve the success of our Special Ed students.		Special Ed Teachers and Administrators					
4) Meet with Case Managers each nine weeks to monitor progress. Monitor all SpEd students to implement appropriate interventions to improve academic progress	2, 9	Resource Inclusion Teacher and Administrator	Intervention data, Record of Intervention forms.				
5) 4) Provide staff development to teachers and staff to support SPED students.	4	Campus Administrators					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Improve academic performance of Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: English Language Learners shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 2: TAPR, PBMAS, TELPAS, PEIMS submissions

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Monitor ELL student performance by disaggregating data on CBAs, benchmarks and state assessments		Bilingual Administrator Bilingual Teachers					
2) Provide tutoring before, during, or after school and/or on Saturdays.	9	Campus Administrators Bilingual teachers.	Sign-in sheets				
3) Continue to research and provide needed materials to improve the success of our Bilingual/dual language students.		Campus Administrators Bilingual Teachers					
Funding Sources: 263 - Title III - \$5250.00							
4) Provide staff development to teachers and staff to support ELL students.	4	Campus administrators					
							

Goal 3: To provide students the opportunity to experience and explore their post secondary career options through a variety of engaging and meaningful career and college awareness programs and events.

Performance Objective 1: Provide information for college and career options to students and their families

Evaluation Data Source(s) 1: Calendar of events, Sign in sheets, Student surveys

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide students with opportunities to learn about careers through Career Day, Guidance, Careers on Wheels, Junior Achievement, Mobile Go Unit and other activities.		Administrators and Counselor	Flyers and Speaker surveys				
2) Expose students to different colleges through displays, college awareness month, wearing college shirts, and college and vocational school visitations.		Counselor	Calendar, Flyers				
3) Host College/University Month: -Spotlight a college/university on the daily announcements -Staff college/university displays -College Spirit Day		Counselor	Photos of events				
4) Promote colleges and universities of staff members on daily announcements in the month of November	1	Counselor	Surveys				
5) Staff and students will wear college shirts on Wednesdays to promote college awareness.		All Staff					
6) Prepare school wide visuals to promote where staff members attended college and what degrees they have earned.	1	Prepare school wide visuals to promote where staff members attended college and what degrees they have earned.	Posters				
							






Goal 4: To provide 21st century skills and opportunities for the students of Viola Cobb Elementary through the active use of instructional technology.

Performance Objective 1: Provide the needed training and resources to help integrate technology into teaching and learning in increase communication with parents, staff, and community.

Evaluation Data Source(s) 1: Professional development logs, schedule

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Train teachers on the use of technology for classroom instruction	4, 5	Principal, Technology Committee	Staff Development Sign In Sheets				
2) Provide appropriate technology for instructional use by teachers (i.e., interactive video projectors, computers, iPads, clickers, smart slates, printers.	1, 5, 10	Principal	Staff surveys				
3) Provide scientifically based instruction utilizing the computer lab paraprofessional.	1, 9, 10	Computer Lab Paraprofessional					
4) Support effective communication utilizing technology resources.		Webmaster Principal	Usage and maintenance of campus webpage, Number of completed teacher webpages posted, documentation of other teacher used resources.				
5) Require 3-6 hours of yearly technology train for all teachers and classroom support staff		Instructional Technology Specialist	Increased confidence in using technology in the classroom				
6) Develop a campus plan for the replacement/updating of technology		Technology Department Staff					
7) Develop technology team to research technology, how to use technology in the classroom, and how to use technology to communicate with home and the community.	1, 4, 5, 6, 8	Administrators and Technology Team					
8) Purchase desktop computers for student use in order to have three in every class.		Administrators and Team Leaders	Technology inventory				
Funding Sources: 299 - Title I & II Pooled Funds - \$1300.00							
9) Develop technology plan to replace teacher technology equipment every 5 years.		District Technology dept.					

10) Purchase and replace technology equipment to make sure every teacher has an interactive projector, desktop, laptop, document camera, printer and IPAD.		Administrators and Team Leaders	Technology inventory				
11) Train staff and Implement the use of the Reminder App to improve communication with families and staff		Administrator and Computer Lab Aide	Reminder App usage for all campus wide events				
12) Provide Twitter information to parents at all parent events and put on the bottom of our notes home to increase the amount of parents following us		Technology Team	Establishment of Twitter account and set goal for followers.				
13) Each grade level will tweet on Twitter weekly.		Administrator	Number of Tweets on Twitter				
14) Teachers will receive training on Teacher websites and 90% will be active users.	6	Technology team Administrators	Training sign-in sheets				
15) Teachers will be trained on the use of Google Drive to improve communication by sharing documents.		Technology Team District Technology specialist	Training sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, and Social Studies in order to prepare students for the rigor of state standards and assessments.
1	1	3	Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.
1	1	4	Provide students with access to technology and computer assisted instruction in all content areas

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Purchase instructional materials needed to support research based instructional strategies and programs for Reading/Language Arts, Math, Science, and Social Studies in order to prepare students for the rigor of state standards and assessments.
1	1	3	Purchase books for use in the Lending Library, AR, Literature Circles, classroom libraries, and nonfiction selections for science/math classrooms.
1	1	4	Provide students with access to technology and computer assisted instruction in all content areas

State Compensatory

Personnel for Cobb Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aletra Cameron	Reading Specialist		1.0
Farren Ford	Math Specialist		1.0

Title I

Schoolwide Program Plan

Note: Only complete the Schoolwide Program Plan Section, do not have to complete the Ten Schoolwide Components if we have our strategies

Our Title I program consists of:

A Math Specialist that provides pullouts for students identified as being below 15% according to SMI. Our program also provides for Professional Development, tutorials, parental involvement such as STAAR Night and the purchasing or researched based instructional materials for the classroom. The Math Specialist also helps in preparing the CBA's each nine weeks. The Specialist helps in the understanding of STAAR and facilitates the understanding of the STAAR and old and new TEKS.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Wanda Smoke	Computer Lab Aide	Title I	1.0

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	William Chalfant	Committee Member
Administrator	Chad Nuetzmann	Committee member
Classroom Teacher	Oscar Garza	Committee member
Classroom Teacher	Xavier Lewis	Committee Member
Classroom Teacher	Kathy Tansey	Committee Member
Non-classroom Professional	Aletra Cameron	Committee Member
Non-classroom Professional	Farren Ford	Committee Member
Parent	Rebecca Diaz	Committee Member