

2021-2022 State of the School Report

DAVID COX ELEMENTARY



Principal Name Celeste Spears-Ellis

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	24.7	18.2	41.7			<5
	CCR	16.5	9.1	33.3			<5
Grade 4	GLP	21.6	23.6	16.7			
	CCR	13.5	14.5	8.3			
Grade 5	GLP	18.8	15.9	20.0			
	CCR	10.0	11.4	10.0			
School	GLP	21.8	19.4	25.0	40.0	11.5	<5
	CCR	13.4	11.5	15.9	20.0	<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	14.1	10.8	23.1			<5
	CCR	5.9	6.2	<5			<5
Grade 4	GLP	9.6	9.1	8.3			
	CCR	<5	<5	8.3			
Grade 5	GLP	13.8	16.3	5.0			
	CCR	10.0	9.3	5.0			
School	GLP	12.6	11.7	11.1	27.3	7.7	<5
	CCR	6.7	5.5	<5	18.2	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	19.8	17.8	15.0			
	CCR	11.1	11.1	<5			

EOG School Composite 2020-21	17.6
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Indistar Indicator: A2.04, A4.01, B2.03, B3.03, C2.01

Implement rigorous, standards-aligned instruction where all students do most of the thinking during the lesson in order to increase the percent of students who are proficient in literacy,

math and science.

Measurable Outcomes: Math 22.6% GLP, Reading 34.7% GLP, Science 29.8% GLP.

All Tested Areas: 95% of students meet or exceed growth goals.

III. CHIEF CHALLENGES

- Staff attendance and coverage of classes: The teaching/learning process is disrupted by staff absences.
- Teacher stress levels: Student social-emotional and academic needs are great this year. Teachers are feeling overwhelmed by students who need so much.
- Supporting quality core instruction: We are still working to implement the core with fidelity in addition to learning how to implement interventions.
- Student needs versus human resources (social emotional and academic): It is challenging to provide interventions to all students with the current staffing model.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Working through Professional Learning Communities to strengthen the core.
- Culture/Climate/School Health Committee working to try to address these areas of need.
- Weekly learning walks to inspect and provide feedback on the core.
- Professional Development to support teacher identified needs.
- Interventions are being implemented so data-based decisions will be made to measure student progress.