

**Wylie Independent School District  
Cox Elementary School  
2023-2024 Campus Improvement Plan**



# Mission Statement

Cheri Cox Elementary's mission is to give 100% for our students, so that they attain healthy growth academically, as well as emotionally, in order to achieve success in their future endeavors.

## Vision

At Cheri Cox..... Every Child Counts and Every Moment Matters

## Core Beliefs

1. Respect for each individual is fundamental to teaching and learning.
2. All children can learn given appropriate time, instruction, and access to resources in a safe environment.
3. Students must have an opportunity for high quality education in the least restrictive environment necessary to realize their potential.
5. Students' learning, attendance, and behavior improve when they are actively engaged in meaningful work.
6. Education is a shared responsibility. It is a partnership of home, school and community.
7. An effective balance and interdependence must exist among the written curriculum, instruction in the classroom, and assessment for and of learning.
8. High standards and expectations must be maintained through a system of accountability for all students, staff and schools.
9. Quality faculty and other staff are essential to school excellence.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cox Elementary is a K-4 campus with approximately 675 students. Class size varies with the average class being approximately 20 students. No classroom is currently exceeding the 22:1 limit set by the state. The campus is at capacity.

The campus currently hosts 10 classrooms that are part of the district's Dual Language Program. Accordingly, the highest ethnic subgroup for the campus is Hispanic, 32.4%. A smaller number of students represent about ten to fifteen additional languages in the campus ESL program.

White -43%

Hispanic - 32%

African American - 13%

Asian - 8%

Two or More - 4%

American Indian/Alaskan Native -.77%

While Special Education numbers are average for the campus, the students qualified for services are more highly represented by Speech Only students. Thus the number of students receiving services outside the classroom and of the speech program is minimal, but growing.

Speech Impairment - 50

Other Health Impairment - 5

Autism - 9

Learning Disability - 11

Students qualify for services through 504 for a variety of needs. A full time dyslexia teacher serve this population.

Students on free and reduced lunch currently represents 29% of the campus population.

We serve a busy suburban neighborhood. Our PTA is very active on campus and provides support in multiple areas on campus.

### Demographics Strengths

Approximately 70% of students come from homes that are not economically disadvantaged.

Parents are generally involved in the school life of their child, and support the school.

The diversity provided by the Dual Language programs adds to the culture of our school.

# Student Learning

## Student Learning Summary

Cox Elementary Met all Federal Safeguards.

4th Grade Math - We had 93% of all 4th grade students approach grade level, 78% meet grade level and 58% master grade level expectations.

4th Grade Reading - We had 84% of all 4th grade students approaching grade level standards, 65% met grade level expectations, and 37% mater grade level expectations.

4th Grade Writing -We had 81% of all students approach grade level, 55% meet grade level, and 13% master grade level expectations.

3rd Grade Math -90% of 3rd grade students approached grade level, 61% met grade level, and 38% met mastery level standards.

3rd Grade Reading - 89% of 3rd graders approached grade level, 61% met grade level, and 40% mastered grade level standards. - this was significant growth in mastery level from 33% to 46% in mastery.

Standards were met in all 4 Performance Indexes - Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary readiness.

The data above shows that student growth in 3rd grade reading achievement need to be addressed and closely monitored.

## Student Learning Strengths

Students in 4th Grade Math exceeded the district expectations for Math in all areas, Math Approaches, Meets, and Masters.

Students in 3rd grade Math exceeded the district expectation for Math Meets with a meets score of 61%.

Students in 4th Grade Reading exceeded the districts expectations for Reading for meets with a meets score of 65%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are exceeding approaching and meet standards, but are not meeting all of the "Mastery" standard at the rate we would expect. **Root Cause:** We have a large number of ELL students that are able to approach, but not meet due to deficits in language, particularly in 4th grade writing.

# School Processes & Programs

## School Processes & Programs Summary

Cox has a very experienced faculty. Many of them have worked at Cox Elementary for 8+ years. We hired 1 new classroom teacher with previous teaching experience. 1 teacher is beginning her first full year and has a school mentor. Our teachers participate in weekly planning and Professional Learning Communities to review data, collaborate, and plan for instruction, enrichment, and intervention.

Cox Elementary follows tightly to the TEKS and grade level curriculum of Wylie ISD. Specific programs/processes that are implemented are Guided Reading, Writer's Workshop, Guided Math, Small Group instruction. We also follow the Fundamental Five as a method for creating engagement and continued student growth in all classrooms. Teachers will continue to implement the ELPS in order to meet the needs of our language learners.

Gathering and Maintaining current student data is the key to meeting student needs. Teachers regularly assess using BAS, MAP data, and unit assessments. We desegregate data and look for root issues and concerns. The staff studies this data to identify areas of strength, areas of concern, plan for instruction, plan for intervention, plan for enrichment.

Response to Intervention is organized in a systemic way to support students' success in the classroom. RtI team meets regularly with the staff to ensure student identification of needs and support.

## School Processes & Programs Strengths

Cox has an experienced staff.

We have a strong Response to Intervention process.

PLC s meet regularly to plan for instruction and analyze data.

# Perceptions

## Perceptions Summary

According to the 2021 climate survey Cox had a very positive perception in the eyes of students, parents, and teachers. Parents were supportive and want to continue to see Cox as a leading elementary school. We embody the beliefs of the Wylie Way.

Cox has a climate of collaboration, open communication, and continued improvement. Parents are encouraged to be involved through volunteering, PTA, etc. Parents are encouraged to come to campus for lunch, conferences, and special events.

## Perceptions Strengths

Students take pride in their school, they indicate that they feel that their teachers care about them.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

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

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

# Goals

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 1:** We will address violence prevention and intervention in classrooms across our campus.

**Evaluation Data Sources:** Bullying Reports

Discipline records





Teacher data

Student climate survey data

administration observations and data

Utilize our SRO for instruction and relationship building

Utilize our school counselor to help address student needs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will educate students in the need to build healthy school relationships with teachers and peers.  <b>Strategy's Expected Result/Impact:</b> Students will build positive relationships that will limit bullying.  <b>Staff Responsible for Monitoring:</b> teachers; administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will celebrate Unity Day and Red Ribbon Week each year.  <b>Strategy's Expected Result/Impact:</b> Students will once again be reminded of the importance of being an upstander, not a bystander.  <b>Staff Responsible for Monitoring:</b> counselor; teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 2:** At Cox we will improve attendance at our campus by teaching students about goal setting and character traits that lead to success.





**Evaluation Data Sources:** Attendance records

Celebrate attendance by popping into a class and awarding students that are present

Teacher will make contact after three consecutive absences, or regular absences that affect academics

Celebrate at awards by recognizing perfect attendance

Reach out to families and students when there are significant absences





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor attendance with regular letters at district set thresholds. <b>Strategy's Expected Result/Impact:</b> When families are aware and reminded they will have students at school. <b>Staff Responsible for Monitoring:</b> assistant principal, attendance clerk, teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 2) Contact parents through caring phone calls when students are absent. <b>Strategy's Expected Result/Impact:</b> Decrease in prolonged absences <b>Staff Responsible for Monitoring:</b> Teachers, admin.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Celebrate good attendance at 9 week award ceremonies as well as 3 week Pop ins for perfect attendance in a shorter cycle. <b>Strategy's Expected Result/Impact:</b> Kids will be excited and be proud to be recognized. <b>Staff Responsible for Monitoring:</b> Asst. Principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 3:** Students will have a common definition and understanding regarding the Wylie Way values of hope, happiness, and achievement, along with respect and responsibility, caring and giving, grit and preparation, and gratitude and celebration.

**Evaluation Data Sources:** Monitoring lesson and checking understanding with students. Student participation in special days and activities.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus staff will establish meaningful school relationships with students beyond their immediate job description</p> <p><b>Strategy's Expected Result/Impact:</b> student's attendance Discipline Referrals' We will write a grant to provide school tutoring/mentoring program in Glenn Knoll or Wylie Butane and on Campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement all activities on the special Wylie Way Days and the follow up days.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans and student products displayed in the hallway</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Wylie Way Committee teachers administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> During the first 9 weeks students will focus on the Wylie Way Core Values of Respect and Responsibility. Lessons will be taught, and discussions conducted. Also, focus on Unity Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will share a common language in regard to what respect and responsibility mean. The things that they are learning will impact their daily life and interactions with others.</p> <p><b>Staff Responsible for Monitoring:</b> teachers counselor; administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> During the second 9 weeks students will focus on the Wylie Way Core Values of Caring and Giving. Lessons will be taught, and discussions conducted. Participation in the Wylie Way Christmas and District Food Drive will be encouraged.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will share a common language in regard to what caring and giving mean. The things that they are learning will impact their daily life and interactions with others.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; counselors; administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> During the third 9 weeks students will focus on the Wylie Way Core Values of grit and preparation. Lessons will be taught, and discussions conducted. Participation in College Week and Mapping your future Day will be encouraged.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will share a common language in regard to what grit and preparation mean. The things that they are learning will impact their daily life and interactions with others.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; counselors; administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> During the fourth 9 weeks students will focus on the Wylie Way Core Values of celebration &amp; gratitude. Lessons will be taught, and discussions conducted. Participation in the district Day of Gratitude, Day of Celebration, Ripples of Hope and Teacher Appreciation will be encouraged.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will share a common language in regard to what celebration and gratitude mean. The things that they are learning will impact their daily life and interactions with others.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; counselors; administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 4:** At Cox we will promote bully-free classrooms and a bully-free campus.





**Evaluation Data Sources:** Student climate  
 Discipline records  
 Bullying reports  
 Utilize the counselor to support social-emotional wellbeing

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will participate in Unity Day to ensure that students are aware of what bullying is and how to stop it. <b>Strategy's Expected Result/Impact:</b> Lower bullying reports <b>Staff Responsible for Monitoring:</b> Counselor Admin	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 5:** Teach students Wylie Way values and additional skills to help them find constructive ways to address conflict.





**Evaluation Data Sources:** Guidance lessons  
 Peer conflict resolution sessions  
 Ask the SEL questions to remind students to think before they react to a situation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The counselor will conduct regular guidance lessons for all grade levels.            Peer conflict resolution sessions for students that are having difficulty.            Ask the restorative discipline questions.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give students strategies for how to work through problems and encourage them to think before reacting to a situation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Admin</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 6:** We will welcome parents to our campus and encourage them to be involved in the daily life of our school to increase parent involvement.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will have parent involvement meetings several times throughout the school year that will be held before or after school.  <b>Strategy's Expected Result/Impact:</b> Parents will know the importance of their involvement in their child's education.  <b>Staff Responsible for Monitoring:</b> Title 1 Facilitator</p> <p><b>Funding Sources:</b> Supplies and Materials for Community Events - Title I - \$1,000, Snacks for Parent Meetings - Title I - \$300, Reading Materials to be distributed at parent events - Title I - \$300</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue the Watch DOGs program to include dad's from across all of the neighborhoods that are a part of our school.  <b>Strategy's Expected Result/Impact:</b> Dad's of students will be a part of our school community.  <b>Staff Responsible for Monitoring:</b> PTA Watch DOG coordinator, Title 1 Facilitator</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 1:** At Cox we will use data to inform our student academic achievement in both Reading and Math. The goal is to continuously improve our student data on STAAR and other measures.

**Evaluation Data Sources:** To monitor placement and data. Increase in scores will be our evaluation.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will meet each three weeks to determine whether student meet criteria for RTI services.  <b>Strategy's Expected Result/Impact:</b> Formative and summative assessments, including MAP, unit tests and STAAR tests.  <b>Staff Responsible for Monitoring:</b> Classroom teacher, Special services teachers. RTI committee.</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Intentional instruction will be required based on RTI committee recommendation and teacher request for Tier 2 and 3 students.  <b>Strategy's Expected Result/Impact:</b> Formative and summative assessments, including MAP, unit tests and STAAR tests.  <b>Staff Responsible for Monitoring:</b> RTI Chair                      Principal                      Classroom teachers grade</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide engaging instruction using Fundamental 5 Teaching Strategies  <b>Strategy's Expected Result/Impact:</b> Walk-through's, Formative and summative assessments, including MAP, unit tests and STAAR tests.  <b>Staff Responsible for Monitoring:</b> Classroom teacher</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Will provide intentional tutoring and instruction for ELL and other At Risk Students . Including summer school for students in need of academic support.  <b>Strategy's Expected Result/Impact:</b> Formative and summative assessments, including MAP, BAS, unit tests and STAAR tests.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers, ESL Teacher, Title 1 Facilitator</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Personnel - State Comp Ed</p>	Formative		
	Dec	Mar	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will complete a Data Protocol after each assessment to track student growth from BOY, MOY and EOY. These sheets will connect all student data taken throughout the year and be shared through PLC's. Instructional Specialist or Administration will visit with teachers after each Unit Assessment (Reading, Math) and MAP testing to create intentional plans for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Data Protocol, Intentional Student stations, Student TEK growth. This will result in Cox achieving distinctions and maintaining an A rating.</p> <p><b>Staff Responsible for Monitoring:</b> District Content Specialist, Classroom Teacher, Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> We will continue to update Reading or Math resources to ensure academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance with most relevant materials.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Title 1 Facilitator</p> <p><b>Funding Sources:</b> Reading Materials - Title I - \$3,075, Supplies and materials - Title I - \$6,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 2:** 90% of all Students K-4 will make one years worth of growth in their writing across content areas.

**Evaluation Data Sources:** TELPAS, writing samples

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement empowering writers and send additional staff to training if needed. <b>Strategy's Expected Result/Impact:</b> Student writing samples collected every 9 weeks. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ELL teacher	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will discuss writing samples in grade level PLC's to help teachers differentiate instruction for their students. <b>Strategy's Expected Result/Impact:</b> PLC conversations after student writing collections. Teacher ratings would be calibrated across each grade level. <b>Staff Responsible for Monitoring:</b> Team Leaders Principal Assistant Principal	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teacher's will create a common vocabulary for assessing student writing. <b>Strategy's Expected Result/Impact:</b> PLC conversations, Writing Professional Learning, Writing Continuum <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			





**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 3:** At Cox we will support our economically disadvantaged students and help them to grow academically.

**Evaluation Data Sources:** At risk list

RtI records





Student achievement data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide Social Emotional Support for Economically Disadvantaged students. <b>Strategy's Expected Result/Impact:</b> Students will be able to handle challenges and hardships more effectively. <b>Staff Responsible for Monitoring:</b> Guidance Counselor; teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> At Cox we will provide training and resources for teachers and staff in meeting the needs of economically disadvantaged students. <b>Strategy's Expected Result/Impact:</b> Students <b>Staff Responsible for Monitoring:</b> Title 1 Facilitator	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> At Cox we will provide weekend food bags through through community partnerships to families that qualify. <b>Strategy's Expected Result/Impact:</b> Students basic needs will be met in order to be prepared to learn when at school. <b>Staff Responsible for Monitoring:</b> School Counselor & Community members	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.





**Performance Objective 4:** At Cox we will provide dyslexia services for students identified with dyslexia.

**Evaluation Data Sources:** RtI process  
Data from Alpha Phonics teacher

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students identified as dyslexic will work through the Take Flight program. <b>Strategy's Expected Result/Impact:</b> Students will learn strategies to help them improve in their reading skills. <b>Staff Responsible for Monitoring:</b> Alpha Phonics teacher	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 5:** The district will meet the needs of the McKinney -Vento Act students through the availability of Title I, Part A set -aside funds and the TEHCY grant.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district will provide staff development session for counselors.  <b>Strategy's Expected Result/Impact:</b> We will identify and serve students that are identified by McKinney-Vento  <b>Staff Responsible for Monitoring:</b> Lead Counselors; staff development; federal programs office.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento Act Students  <b>Strategy's Expected Result/Impact:</b> We will identify and serve students that are identified by McKinney-Vento.  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.  <b>Strategy's Expected Result/Impact:</b> We will identify and serve students that are identified by McKinney-Vento.  <b>Staff Responsible for Monitoring:</b> federal programs; counselor</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 6:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

**Evaluation Data Sources:** Campus Wellness Team  
 Fitness Gram  
 Participation in School  
 Community Wellness Events  
 Campus wide (parents, staff, and students participation in Fitness Fridays)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the healthy of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; cafeteria staff; PE teacher</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; PE teachers; Cafeteria staff; Student nutrition department</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers; teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide healthy snacks to support basic student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be given healthy snack to help them be more successful academically.</p> <p><b>Funding Sources:</b> Nutritional Snacks - Title I - \$1,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** Students will have the opportunity to develop their character and to grow academically through varied extracurricular activities.





**Evaluation Data Sources:** number of students in choir, talent show, Celebrate the Arts, and UIL competition.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will participate in UIL to celebrate their academic excellence. <b>Strategy's Expected Result/Impact:</b> Students will take pride in their academic accomplishments. <b>Staff Responsible for Monitoring:</b> music teacher; art teacher; PE teacher; classroom teachers	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will learn new knowledge and skills through after school programs. <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to study new ideas and learn new skills.	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Support student participation in extracurricular activities to promote character and academic achievement.





**Performance Objective 2:** Provide students with the opportunity to experience "Mapping your future" Watching the video and having writing or discussion activities following.

**Evaluation Data Sources:** Discussion and writing activities

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Have students research a career that they may be interested in, or evaluate a career shared in "Mapping your future" to see if it fits their goals and interests.</p> <p><b>Strategy's Expected Result/Impact:</b> Make students more aware of all the jobs out there that they could pursue.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 4:** Attract, retain, and value a quality staff.

**Performance Objective 1:** The school staff will identify individual teachers whose influence as a quality educator extends outside their classroom impacting the greater good of the campus.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will nominate peers each month for Sachse Teacher of the Month. These teachers attend a monthly chamber luncheon and receive a certificate of recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher nominations</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will nominate peers for a Wylie Teacher of the Year candidate who attends both the Wylie and Sachse dinners in their honor.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher nominations</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staff (teacher, auxiliary and paraprofessionals) will be recognized with a shout out fitting their achievements and recognized among their peers and the student body as being outstanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Add to faculty morale.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** Attract, retain, and value a quality staff.

**Performance Objective 2:** All staff will attend and implement training provided in district and campus identified areas of need.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will receive BAS and MAP training to increase their ability to identify foundational gaps in student reading learning and to implement RtI intervention for those students showing deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Student numbers in Tiers reduced or student removed from RtI in reading. Reading STAAR scores, DRA progress and Unit Tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All new and first year teachers will participate in the new teacher program and training.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, PLC's</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All staff will complete yearly online compliance training and Restorative Practices training.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher professional development</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and Principal</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> PLC Leadership team will be created to improve PLC conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Academy attendance, PLC Rubric will show growth by team</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Staff will attend district held Snack Attacks pertaining to their content.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Planning, Map testing, Skills Navigator, skills checklist, PLC Goal Follow Up, Sub Pop's Growth</p> <p><b>Staff Responsible for Monitoring:</b> Specialist Assistant Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Attract, retain, and value a quality staff.

**Performance Objective 3:** Provide a master schedule to assure teacher common planning time while providing additional PLC planning time for all grade levels to assist with curriculum implementation.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> At a minimum of two times per year teachers will receive a substitute to have a day to plan with their team.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit test scores TELPAS scores MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> PLC Leaders and Principal</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 4:** Attract, retain, and value a quality staff.

**Performance Objective 4:** Recruiting, hiring, and retention of highly effective teachers.

**Evaluation Data Sources:** TTES





Walkthroughs

Observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Interview prospective teachers thoroughly and check references.  <b>Strategy's Expected Result/Impact:</b> Grade level team ; admin;   <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop grade level interview teams to screen and select staff aligned with campus beliefs.  <b>Strategy's Expected Result/Impact:</b> Teachers will have ownership in the culture of their school because they were part of the process.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 4:** Attract, retain, and value a quality staff.

**Performance Objective 5:** By the end of the 22-23 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration team will audit their RLA teachers to determine who is in need of the ESL certification. <b>Strategy's Expected Result/Impact:</b> The EL students will be served by teachers that have more knowledge in how to best serve them. <b>Staff Responsible for Monitoring:</b> ESL teacher; Admin;	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment. <b>Strategy's Expected Result/Impact:</b> Teachers will be more confident in their ability to meet the educational needs for EL students. <b>Staff Responsible for Monitoring:</b> ESL teacher; admin; director of special services	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 5:** Manage growth in a way that provides functional equity, financial responsibility and assurance for all student needs.

**Performance Objective 1:** Class sizes will be maintained at a reasonable size that ensures effective instruction and monitoring.





**Evaluation Data Sources:** Monitor class sizes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus will work with student services department to provide weekly attendance rosters to maintain 22:1 student teacher ratio. <b>Strategy's Expected Result/Impact:</b> Class PEIMS data <b>Staff Responsible for Monitoring:</b> PEIMS Clerk Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** Manage growth in a way that provides functional equity, financial responsibility and assurance for all student needs.





**Performance Objective 2:** Students will have equitable access to resources and technology across classrooms and programs.

**Evaluation Data Sources:** Review check out of chrome books, Ipads, and use of computer lab.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Classroom equipment will be stored in a central location with a check out system to provide all classrooms equal access to needed materials per unit of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> BAS, MAP, Unit Assessments, STAAR Testing</p> <p><b>Staff Responsible for Monitoring:</b> Team's Material Manger</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 6:** Prepare students for a successful life beyond high school.





**Performance Objective 1:** 100% of students will participate in college week as well as weekly viewing mapping your future videos on Thursdays and Think College Thursday discussions.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Advertise and embed these activities inside the school day. <b>Strategy's Expected Result/Impact:</b> More participation <b>Staff Responsible for Monitoring:</b> PACK teachers	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 6:** Prepare students for a successful life beyond high school.

**Performance Objective 2:** All students will participate in leadership development, life skills practice, and social emotional awareness activities.





**Evaluation Data Sources:** Observation of teachers implementing SEL lessons on Tuesdays and restorative practices on Wednesdays.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher will conduct SEL lesson on Tuesday following morning announcements and Restorative circle following morning announcements.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 7:** Celebrate our Excellence.

**Performance Objective 1:** To Celebrate our Excellence we will recognize students for their academic achievement as well as achievement in areas of respect and responsibility, caring and giving, celebration and gratitude, and preparation and grit.

**Evaluation Data Sources:** Number of recognitions  
various types of celebrations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administrators will recognize students on a regular basis as they show Wylie Way character traits.</p> <p><b>Strategy's Expected Result/Impact:</b> We hope to build positive meaningful relationships with students across the school that center on character.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor or Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collectively as a campus we will celebrate excellence in our students with assemblies that recognize student success.</p> <p><b>Strategy's Expected Result/Impact:</b> We want students to realize that we are proud of them so that they will know someone recognized their hard work. My hope is that this will motivate them to want to continue to work hard.</p> <p><b>Staff Responsible for Monitoring:</b> all teachers and staff; administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Cox Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Cox Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allyson Palmer	Teacher	1
Edna Hernandez	Title I Paraprofessional	1
Susie Echols	Title I Facilitator	1

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Krista Wilson	Principal
Administrator	Angela Clark	Assistant Principal
Non-classroom Professional	Susie Echols	Title 1 Facilitator
Classroom Teacher	Jody Jenkins	First Grade Teacher
Paraprofessional	LeeAnna Ramos	Campus Secretary
Parent	Jennifer Sears	Parent
Community Representative	Todd Bauman	Community member

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Snacks for Parent Meetings		\$300.00
1	6	1	Supplies and Materials for Community Events		\$1,000.00
1	6	1	Reading Materials to be distributed at parent events		\$300.00
2	1	6	Reading Materials		\$3,075.00
2	1	6	Supplies and materials		\$6,000.00
2	6	4	Nutritional Snacks		\$1,000.00
<b>Sub-Total</b>					<b>\$11,675.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$11,675.00</b>
<b>+/- Difference</b>					<b>\$0.00</b>
<b>Grand Total Budgeted</b>					<b>\$11,675.00</b>
<b>Grand Total Spent</b>					<b>\$11,675.00</b>
<b>+/- Difference</b>					<b>\$0.00</b>