Wylie Independent School District

Cox Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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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

Value Statement

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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 6

School Processes & Programs 7

Perceptions 8

Data Documentation for CNA 10

Improvement Planning Data 11

Accountability Data 11

Student Data: Assessments 11

Student Data: Student Groups 11

Student Data: Behavior and Other Indicators 12

Employee Data 12

Parent/Community Data 13

Support Systems and Other Data 13

Goals 14

Goal 1 : 1. Foster a strong sense of community & ethical values in our students. 15

Goal 2 : 2. Maximize academic achievement for every student by cultivating collab... 22

Goal 3 : 3. Encourage involvement in extracurricular activities to enhance characte... 30

Goal 4 : 4. Attract, retain, develop, and value a quality staff. 32

Goal 5 : 5. Manage growth in a way that provides functional equity, financial respo... 37

Goal 6 : 6. Prepare students for a successful life beyond high school through exper... 39

Goal 7 : 7. Celebrate our excellence. 40

Goal 8 : 8. Continuously improve and prioritize safety measures to ensure the well-... 41

State Compensatory Education 43

Budget for Cox Elementary School 44

Committees 45

Site Based Decision Making Committee 46

Members 46

Comprehensive Needs Assessment

Demographics

Summary

Cox Elementary is a K-4 campus with approximately 660 students. Class size varies with the average class being approximately 20-22 students. 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, 32.1%. A smaller number of students represent about ten to fifteen additional languages in the campus ESL program.

White -38%

Hispanic - 32%

African American - 13%

Asian - 11%

Two or More - 4%

American Indian/Alaskan Native -.44%

Student Learning

Summary

Cox Elementary Met all Federal Safeguards.

4th Grade Math - We had 89% of all 4th grade students approach grade level, 75% meet grade level and 55% master grade level expectations.

4th Grade RLA- We had 91% of all 4th grade students approaching grade level standards, 77% met grade level expectations, and 38% master grade level expectations.

3rd Grade Math 92% of 3rd grade students approached grade level, 74% met grade level, and 48% met mastery level standards.

3rd Grade RLA - 91% of 3rd graders approached grade level, 74% met grade level, and 47% mastered grade level standards. -

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

School Processes & Programs

Summary

Cox has a very experienced faculty. Many of them have worked at Cox Elementary for 8+ years. 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 systematic way to support students' success in the classroom. The MTSS team meets regularly with the staff to ensure student identification of needs and support.

Perceptions

Summary

According to the 2025 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.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**

- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 1. Foster a strong sense of community & ethical values in our students.

Performance Objective 1

Instill community and ethical values in our students.

Evaluation Data Source: 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

We will educate students in the need to build healthy school relationships with teachers and peers.

Strategy's Expected Result/Impact: Students will build positive relationships that will limit bullying.

Staff Responsible for Monitoring: teachers; administrators

Formative Reviews

December	March	June

Strategy 2

We will celebrate Unity Day and Red Ribbon Week each year.

Strategy's Expected Result/Impact: Students will once again be reminded of the importance of being an upstander, not a bystander.

Staff Responsible for Monitoring: counselor; teachers

Formative Reviews

December	March	June

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 Source: 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

Monitor attendance with regular letters at district set thresholds.

Strategy's Expected Result/Impact: When families are aware and reminded they will have students at school.

Staff Responsible for Monitoring: assistant principal, attendance clerk, teachers

Formative Reviews

December	March	June

Strategy 2

Contact parents through caring phone calls when students are absent.

Strategy's Expected Result/Impact: Decrease in prolonged absences

Staff Responsible for Monitoring: Teachers, admin.
Title I

Formative Reviews

December	March	June

Strategy 3

Celebrate good attendance at 9 week award ceremonies as well as 3 week Pop ins for perfect attendance in a shorter cycle.

Strategy's Expected Result/Impact: Kids will be excited and be proud to be recognized.

Staff Responsible for Monitoring: Staff Responsible for Monitoring
Asst. Principal

Formative Reviews

December	March	June

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 Source: Monitoring lesson and checking understanding with students. Student participation in special days and activities.

Strategy 1

Campus staff will establish meaningful school relationships with students beyond their immediate job description

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Principal Assistant Principal Counselor teachers

Formative Reviews

December	March	June

Strategy 2

Implement all activities on the special Wylie Way Days and the follow up days.

Strategy's Expected Result/Impact: Lesson plans and student products displayed in the hallway

Staff Responsible for Monitoring: Counselor, Wylie Way Committee, teachers, administration

Formative Reviews

December	March	June

Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers, counselors, administrators

Formative Reviews

December	March	June

Strategy 4

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.

teachers; counselors; administrators
Title I

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: teachers; counselors; administrators

Formative Reviews

December	March	June

Strategy 5

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: teachers; counselors; administrators

Formative Reviews

December **March** **June**

Strategy 6

During the fourth 9 weeks students will focus on the Wylie Way Core Values of celebration & gratitude. Lessons will be taught, and discussions conducted. Participation is the district Day of Gratitude, Day of Celebration, Ripples of Hope and Teacher Appreciation will be encouraged.

teachers; counselors; administrators
Title I

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: teachers; counselors; administrators

Formative Reviews

December **March** **June**

Performance Objective 4

At Cox we will promote bully-free classrooms and a bully-free campus

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

Strategy 1

We will participate in Unity Day to ensure that students are aware of what bullying is and how to stop it.

Counselor Admin

Strategy's Expected Result/Impact: Lower bullying reports

Staff Responsible for Monitoring: Counselor Admin

Formative Reviews

December **March** **June**

Performance Objective 5

Teach students Wylie Way values and additional skills to help them find constructive ways to address conflict.

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

Strategy 1

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.

Strategy's Expected Result/Impact: This will give students strategies for how to work through problems and encourage them to think before reacting to a situation.

Staff Responsible for Monitoring: Counselor Admin

Formative Reviews

December	March	June

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.

Evaluation Data Source: Parent Survey

Strategy 1

We will have parent involvement meetings several times throughout the school year that will be held before or after school.

Strategy's Expected Result/Impact: Parents will know the importance of their involvement in their child's education.

Staff Responsible for Monitoring: Administrator

Formative Reviews

December	March	June

Strategy 2

Continue the Watch DOGs program to include dad's from across all of the neighborhoods that

are a part of our school.

Strategy's Expected Result/Impact: Dad's of students will be a part of our school community.

Staff Responsible for Monitoring: PTA Watch DOG coordinator

Formative Reviews

December	March	June

Goal 2

2. Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational 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 Source: To monitor placement and data. Increase in scores will be our evaluation.

Strategy 1

Teachers will meet each three weeks to determine whether student meet criteria for RTI services.

Strategy's Expected Result/Impact: Formative and summative assessments, including MAP, unit tests and STAAR tests.

Staff Responsible for Monitoring: Classroom teacher, Special services teachers. RTI committee.

Formative Reviews

December	March	June

Strategy 2

Intentional instruction will be required based on RTI committee recommendation and teacher request for Tier 2 and 3 students.

Strategy's Expected Result/Impact: Formative and summative assessments, including MAP, unit tests and STAAR tests.

Staff Responsible for Monitoring: RTI Chair Principal Classroom teachers grade

Formative Reviews

December	March	June

Strategy 3

Provide engaging instruction using Fundamental 5 Teaching Strategies

Strategy's Expected Result/Impact: Walk-through's, Formative and summative assessments, including MAP, unit tests and STAAR tests.

Staff Responsible for Monitoring: Classroom teacher

Formative Reviews

December	March	June

Strategy 4

Will provide intentional tutoring and instruction for ELL and other At Risk Students . Including summer school for students in need of academic support.

Strategy's Expected Result/Impact: Formative and summative assessments, including MAP,Wylie READ, unit tests and STAAR tests.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, ESL Teacher,

Formative Reviews

December	March	June

Strategy 5

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.

Strategy's Expected Result/Impact: Data Protocol, Intentional Student stations, Student TEK growth. This will result in Cox achieving distinctions and maintaining an A rating.

Staff Responsible for Monitoring: District Content Specialist, Classroom Teacher, Principal, Assistant Principal

Formative Reviews

December	March	June

Strategy 6

We will continue to update Reading or Math resources to ensure academic growth.

Strategy's Expected Result/Impact: Improve student performance with most relevant materials.

Staff Responsible for Monitoring: Admin, Teachers, Title 1 Facilitator

Formative Reviews

December	March	June

Performance Objective 2

90% of all Students K-4 will make one years worth of growth in their writing across content areas

Evaluation Data Source: TELPAS, writing samples

Strategy 1

Implement empowering writers and send additional staff to training if needed.

Strategy's Expected Result/Impact: Student writing samples collected every 9 weeks.

Staff Responsible for Monitoring: Principal Assistant Principal ELL teacher
Title I

Formative Reviews

December	March	June

Strategy 2

Teachers will discuss writing samples in grade level PLC's to help teachers differentiate instruction for their students.

Strategy's Expected Result/Impact: PLC conversations after student writing collections. Teacher ratings would be calibrated across each grade level.

Staff Responsible for Monitoring: Team Leaders Principal Assistant Principal
Title I

Formative Reviews

December	March	June

Strategy 3

Teacher's will create a common vocabulary for assessing student writing.

Strategy's Expected Result/Impact: PLC conversations, Writing Professional Learning, Writing Continuum

Staff Responsible for Monitoring: Principal Assistant Principal
Title I

Formative Reviews

December	March	June

Performance Objective 3

At Cox we will support our economically disadvantaged students and help them to grow academically

Evaluation Data Source: At risk list RtI records Student achievement data

Strategy 1

Provide Social Emotional Support for Economically Disadvantaged students.

Strategy's Expected Result/Impact: Students will be able to handle challenges and hardships more effectively.

Staff Responsible for Monitoring: Guidance Counselor; teachers
Title I

Formative Reviews

December	March	June

Strategy 2

At Cox we will provide training and resources for teachers and staff in meeting the needs of economically disadvantaged students.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact
Students

Staff Responsible for Monitoring: Title 1 Facilitator
Title I

Formative Reviews

December	March	June

Strategy 3

At Cox we will provide weekend food bags through through community partnerships to families that qualify.

Strategy's Expected Result/Impact: Students basic needs will be met in order to be prepared to learn when at school.

Staff Responsible for Monitoring: School Counselor & Community members
Title I

Formative Reviews

December	March	June

Performance Objective 4

At Cox we will provide dyslexia services for students identified with dyslexia.

Evaluation Data Source: At risk list RtI records Student achievement data

Strategy 1

Students identified as dyslexic will work through the Take Flight program.

Strategy's Expected Result/Impact: Students will learn strategies to help them improve in their reading skills.

Staff Responsible for Monitoring: Alpha Phonics teacher
Title I

Formative Reviews

December	March	June

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

The district will provide staff development session for counselors.

Strategy's Expected Result/Impact: We will identify and serve students that are identified by McKinney-Vento

Staff Responsible for Monitoring: Lead Counselors; staff development; federal programs office.
Title I

Formative Reviews

December	March	June

Strategy 2

Utilize data to increase the awareness and needs of the McKinney-Vento Act Students

Strategy's Expected Result/Impact: We will identify and serve students that are identified by McKinney-Vento.

Staff Responsible for Monitoring: Counselor
Title I

Formative Reviews

December	March	June

Strategy 3

Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.

Strategy's Expected Result/Impact: We will identify and serve students that are identified by McKinney-Vento.

Staff Responsible for Monitoring: federal programs; counselor
Title I

Formative Reviews

December	March	June

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

Strategy 1

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.

Strategy's Expected Result/Impact: Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.

Staff Responsible for Monitoring: teachers; cafeteria staff; PE teacher

Formative Reviews

December	March	June

Strategy 2

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.

Strategy's Expected Result/Impact: Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.

Staff Responsible for Monitoring: teachers; PE teachers; Cafeteria staff; Student nutrition department

Formative Reviews

December	March	June

Strategy 3

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.

Strategy's Expected Result/Impact: Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.

Staff Responsible for Monitoring: PE teachers; teachers

Formative Reviews

December	March	June

Strategy 4

Provide healthy snacks to support basic student needs.

Strategy's Expected Result/Impact: Students will be given healthy snack to help them be more successful academically.

Staff Responsible for Monitoring: Classroom teachers, Title 1 Facilitator

Formative Reviews

December	March	June

Goal 3

3. Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1

Students will have the opportunity to develop their character and to grow academically through varied extracurricular activities.

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

Strategy 1

Students will participate in UIL to celebrate their academic excellence.

Strategy's Expected Result/Impact: Students will take pride in their academic accomplishments.

Staff Responsible for Monitoring: music teacher; art teacher; PE teacher; classroom teachers
Title I

Formative Reviews

December	March	June

Strategy 2

Students will learn new knowledge and skills through after school programs.

Strategy's Expected Result/Impact: Students will have the opportunity to study new ideas and learn new skills.

Staff Responsible for Monitoring: None
Title I

Formative Reviews

December	March	June

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 Source: Discussion and writing activities

Strategy 1

Students will 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.

Strategy's Expected Result/Impact: Make students more aware of all the jobs out there that they could pursue.

Staff Responsible for Monitoring: Classroom teachers, counselor

Formative Reviews

December	March	June

Goal 4 4. Attract, retain, develop, 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

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.

Strategy's Expected Result/Impact: Teacher nominations

Staff Responsible for Monitoring
Principal and Assistant Principal
Title I

Staff Responsible for Monitoring: Principal and Assistant Principal
Title I

Formative Reviews

December	March	June

Strategy 2

Teachers will nominate peers for a Wylie Teacher of the Year candidate who attends both the Wylie and Sachse dinners in their honor.

Strategy's Expected Result/Impact: Teacher nominations

Staff Responsible for Monitoring: Principal and Assistant Principal
Title I

Formative Reviews

December	March	June

Strategy 3

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.

Strategy's Expected Result/Impact: Add to faculty morale.

Staff Responsible for Monitoring: Admin

Formative Reviews

December	March	June

Performance Objective 2

All staff will attend and implement training provided in district and campus identified areas of need.

Strategy 1

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.

Strategy's Expected Result/Impact: Student numbers in Tiers reduced or student removed from RtI in reading. Reading STAAR scores, DRA progress and Unit Tests.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 2

All new and first year teachers will participate in the new teacher program and training.

Strategy's Expected Result/Impact: Lesson Plans, PLC's

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 3

All staff will complete yearly online compliance training and Restorative Practices training.

Strategy's Expected Result/Impact: Teacher professional development

Staff Responsible for Monitoring: Nurse and Principal

Formative Reviews

December	March	June

Strategy 4

PLC Leadership team will be created to improve PLC conversations.

Strategy's Expected Result/Impact: PLC Academy attendance, PLC Rubric will show growth by team

Staff Responsible for Monitoring: Principal
Title I

Formative Reviews

December	March	June

Strategy 5

Staff will attend district held Snack Attacks pertaining to their content.

Strategy's Expected Result/Impact: Lesson Planning, Map testing, Skills Navigator, skills checklist, PLC Goal Follow Up, Sub Pop's Growth

Staff Responsible for Monitoring: Specialists, Assistant Principal

Formative Reviews

December	March	June

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

At a minimum of two times per year teachers will receive a substitute to have a day to plan with their team.

Strategy's Expected Result/Impact: Unit test scores
TELPAS scores
MAP scores

Staff Responsible for Monitoring: PLC Leaders and Principal

Formative Reviews

December	March	June

Performance Objective 4

Recruiting, hiring, and retention of highly effective teachers.

Evaluation Data Source: TTES
Walkthroughs
Observations

Strategy 1

Interview prospective teachers thoroughly and check references.

Strategy's Expected Result/Impact: We will hire candidates who will be successful at our campus.

Staff Responsible for Monitoring: Grade level team ; admin;

Formative Reviews

December	March	June

Strategy 2

Develop grade level interview teams to screen and select staff aligned with campus beliefs.

Strategy's Expected Result/Impact: Teachers will have ownership in the culture of their school because they were part of the process.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 5

All language arts teachers who teach EL students will have their ESL Supplemental Certification.

Strategy 1

The campus administration team will audit their RLA teachers to determine who is in need of the ESL certification.

Strategy's Expected Result/Impact: The EL students will be served by teachers that have more knowledge in how to best serve them.

Staff Responsible for Monitoring: ESL teacher; Admin;
Title I

Formative Reviews

December	March	June

Strategy 2

Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.

Strategy's Expected Result/Impact: Teachers will be more confident in their ability to meet the educational needs for EL students.

Staff Responsible for Monitoring: ESL teacher; admin; director of special services
Title I

Formative Reviews

December	March	June

Goal 5

5. Manage growth in a way that provides functional equity, financial responsibility, & 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 Source: Monitor class size.

Strategy 1

Campus will work with student services department to provide weekly attendance rosters to maintain 22:1 student teacher ratio.

Strategy's Expected Result/Impact: Class PEIMS data

Staff Responsible for Monitoring: PEIMS Clerk
Principal

Formative Reviews

December	March	June

Performance Objective 2

Students will have equitable access to resources and technology across classrooms and programs.

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

Strategy 1

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.

Strategy's Expected Result/Impact: BAS, MAP, Unit Assessments, STAAR Testing

Staff Responsible for Monitoring: Team's Material Manger

Formative Reviews

December	March	June

Goal 6

6. Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce

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

Advertise and embed these activities inside the school day.

Strategy's Expected Result/Impact: More participation

Staff Responsible for Monitoring: PACK teachers

Formative Reviews

December **March** **June**

Performance Objective 2

All students will participate in leadership development, life skills practice, and social emotional awareness activities.

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

Strategy 1

Teacher will conduct SEL lesson on Tuesday following morning announcements and Restorative circle following morning announcements.

Strategy's Expected Result/Impact: Students will learn social emotional skills.

Staff Responsible for Monitoring: Classroom teachers, counselor, Administration

Formative Reviews

December **March** **June**

Goal 7 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 Source: Number of recognitions
various types of celebrations

Strategy 1

Administrators will recognize students on a regular basis as they show Wylie Way character traits.

Strategy's Expected Result/Impact: We hope to build positive meaningful relationships with students across the school that center on character.

Staff Responsible for Monitoring: Administrators, Counselor or Teachers

Formative Reviews

December	March	June

Strategy 2

Collectively as a campus we will celebrate excellence in our students with assemblies that recognize student success.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: all teachers and staff; administrators

Formative Reviews

December	March	June

Goal 8

8. Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff

Performance Objective 1

To continuously improve and prioritize safety measures teachers and students will be prepared in case of an emergency.

Evaluation Data Source: records/observations of safety drills practice

Strategy 1

At Cox, teachers and students will practice all safety drills at regular intervals throughout the school year.

Strategy's Expected Result/Impact: Teachers and students will be prepared for any situation that arises.

Staff Responsible for Monitoring: Admin, teachers

Formative Reviews

December	March	June

Performance Objective 2

At Cox , our school will improve and prioritize safety measures by training staff and students to keep classroom doors locked during the school day and to not allow strangers in the building except for through the office doors.

Evaluation Data Source: Administration, SRO and Watch Dog observations.

Strategy 1

Our SRO and Watch Dog Dads will regularly check for locked classroom doors throughout the school day.

Strategy's Expected Result/Impact: Classroom doors will be locked for safety when students are present.

Staff Responsible for Monitoring: SRO and admin

Formative Reviews

December	March	June

Strategy 2

All staff will be trained to send anyone without a name badge to the office to check in. Students will not open the doors to anyone trying to come into the school.

Strategy's Expected Result/Impact: The campus will be safer for students and staff.

Staff Responsible for Monitoring: All staff

Formative Reviews

December	March	June

State Compensatory Education

State Compensatory

Budget for Cox Elementary School

Total SCE Funds: $7,260.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our Compensatory dollars will be used to provide supplemental resources for our students who are At Risk.

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Morgan	Richardson	Parent	Parent
Pam	Gammon	Community Member	Community representative
Allyson	Palmer	Dyslexia Teacher	Teacher
Jody	Jenkins	Classroom Teacher	Teacher
Krista	Wilson	Principal	Administrator
Janie	Berg	Assistant Principal	Administrator
Denise	Mendoza	Classroom Teacher	Teacher
Rebeca	Alejo	Paraprofessional	paraprofessional
Jill	Vasquez	Director of Special Services	LEA Representative
Amy	Segrest	Counselor	Specialized Instructional Support