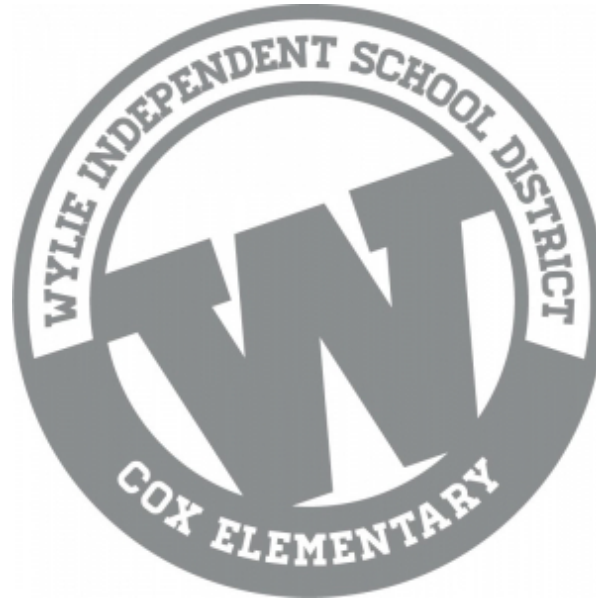


**Wylie Independent School District**  
**Cox Elementary School**  
**2019-2020 Campus Improvement Plan**



# 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 endeavors.

## Vision

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community. With weekly community Howl Outs, PTA involvement to enrich student learning, weekly academic updates to all parents and up to date Social Media #COXHOWL we will ensure the connection from home to school and school to home is consistent and valuable to all student learning.

## 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 -50%

Hispanic - 32%

African American - 8%

Asian - 7%

Two or More - 4%

American Indian/Alaskan Native -.15%

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 - 35

Other Health Impairment - 8

Autism - 7

Learning Disability - 6

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 represent less than 25% 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**

Over 75% 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 Academic Achievement

## Student Academic Achievement Summary

Cox Elementary Met all Federal Safeguards.

4th Grade Writing -We had 81% of all students approach grade level, 50% meet grade level, and 16% master grade level expectations.

4th Grade Math - We had 84% of all 4th grade students approach grade level, 60% meet grade level and 36% master grade level expectations.

4th Grade Reading - We had 83 % of all 4th grade students approaching grade level standards, 54%met grade level expectations, and 33% mater grade level expectations.

3rd Grade Math -90% of 3rd grade students approached grade level, 79 % met grade level, and 58% met mastery level standards.

3rd Grade Reading - 94% of 3rd graders approached grade level, 70% met grade level, and 52% 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 all areas need to be addressed and closely monitored.

## Student Academic Achievement Strengths

Students in 3rd Grade Reading exceeded the district expectation for Reading mastery - with a mastery score of 52%

Students in 3rd grade Math exceeded the district expectation for Math mastery - with a mastery score of 58%

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students are meeting approaching standards, but are not meeting the "Meets" and "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 7 new classroom teachers, and 6 of those are experienced classroom teachers. 1 teacher is a first year teacher, and she has been provided a mentor in her content and a school mentor as well. 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 area 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. Teacher 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 insure 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 2017-2018 climate survey Cox generally had a 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**

- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

Revised/Approved: September 30, 2019

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

**Performance Objective 1:** We will have Bully-free and violence free classrooms across our campus.

**Evaluation Data Source(s) 1:** Bullying Reports

Discipline records




Teacher data

Student climate survey data

administration observations and data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We will educate students in the need to build healthy school relationships with teachers and peers.	teachers; administrators	Students will build positive relationships that will limit bullying.			
2) We will celebrate Unity Day each year.	counselor; teachers	Students will once again be reminded of the importance of being an upstander, not a bystander.			

 = Accomplished
  = No Progress
  = Discontinue

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

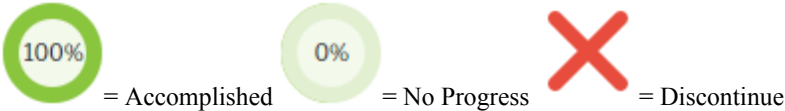
**Performance Objective 2:** At Cox we will promote regular school attendance.

**Evaluation Data Source(s) 2:** Attendance records

Celebrate high/perfect attendance

Reach out to families and students when there are significant absences

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor attendance with regular letters at district set thresholds.	assistant principal, attendance clerk, teachers	When families are aware and reminded they will have students at school.			
2) 2) Contact parents through caring phone calls when students are absent.	Teachers, admin.	Decrease in prolonged absences			
3) Celebrate good attendance at 9 week award ceremonies as well as 3 week Pop ins for perfect attendance in a shorter cycle.	Asst. Principal	Kids will be excited and be proud to be recognized.			
					




**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 Source(s) 3:** Monitoring lesson and checking understanding with students. Student participation in special days and activities.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus staff will establish meaningful school relationships with students beyond their immediate job description	Principal Assistant Principal Counselor teachers	student's attendance Discipline Referral's Attendance in after school tutoring/mentoring program in Glenn Knoll and on Campus			
2) Implement all activities on the special Wylie Way Days and the follow up days.	Counselor Wylie Way Committee teachers administration	Lesson plans and student products displayed in the hallway			
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.	teachers counselor; administrators	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.			
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	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.			
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.	teachers; counselors; administrators	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.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
6) During the fourth 9 weeks students will focus on the Wylie Way Core Values of grit and preparation. 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	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.			
 = Accomplished  = No Progress  = Discontinue					






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

**Performance Objective 1:** Use data to make instructional decisions regarding reading, math, and writing. The goal is to improve our student data.

**Evaluation Data Source(s) 1:** To monitor placement and data. Increase in scores will be our evaluation.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will meet each three weeks to determine whether student meet criteria for RTI services.	Classroom teacher, Special services teachers. RTI committee.	Formative and summative assessments, including MAP, unit tests and STAAR tests.			
2) Provide engaging instruction using Fundamental 5 Teaching Strategies	Classroom teacher	Walk-through's, Formative and summative assessments, including MAP, unit tests and STAAR tests.			
3) Intentional instruction will be required based on RTI committee recommendation and teacher request for Tier 2 and 3 students.	RTI Chair Principal Classroom teachers grade	Formative and summative assessments, including MAP, unit tests and STAAR tests.			
4) Will provide intentional tutoring for ELL and other At Risk Students .	Principal, Assistant Principal, Classroom Teachers	Formative and summative assessments, including MAP, BAS, unit tests and STAAR tests.			
<b>Funding Sources:</b> State Comp Ed - 2000.00					
5) Will close student gaps to grow students 1 or more years.	Classroom teacher	Map testing, Skills Navigator, skills checklist, PLC Goal Follow Up, Sub Pop's Growth			
6) Instructional Specialist or Administration will visit with teachers after each Unit Assessment (Reading, Writing, Math) and MAP testing to create intentional plans for student growth.	District Content Specialist Classroom Teacher Principal, Assistant Principal	Data Protocol Intentional Student stations Student TEK growth			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 2:** 95% of students will read on grade level

**Evaluation Data Source(s) 2:** BAS, MAP testing, teacher records

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement District Balance Literacy Plan K-2nd grade.	Classroom teacher, Special services teachers	Formative and summative assessments, including MAP, middle and end of year assessment.			
2) Give BAS (or equivalent Spanish version) to all students K-4th grade for BOY, MOY and EOY.	Principal Assistant Principal	Teachers will have correct data to use when implementing Guided Reading. The students will know their levels.			
3) Teachers will complete a Data Sheet for each student 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	Principal Teacher's Assistant Principal	Data sheets will show an increase in student growth.			

 = Accomplished
  = No Progress
  = Discontinue

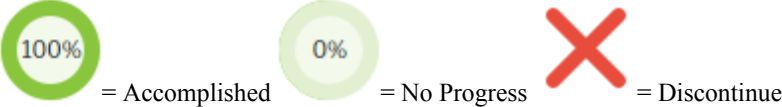
**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 3:** 100% of all Students K-4 will make one years worth of growth in their writing across content areas.

**Evaluation Data Source(s) 3:** TELPAS, writing samples, STAAR writing

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will be writing complete sentences across content areas.	Principal Assistant Principal	Student writing samples collected every 9 weeks.			
2) Teacher's will discuss writing samples in grade level PLC's.	Principal Assistant Principal	PLC conversations after student writing collections.			
3) Teacher's will create a common vocabulary for assessing student writing.	Principal Assistant Principal	PLC conversations, Writing Professional Learning, Writing Continuum			
4) Campus wide vocabulary wall will be posted in the main hallway to introduce students to new vocabulary throughout the year.	Teacher Leaders	Student academic vocabulary will increase in Guided Reading			



100% = Accomplished      0% = No Progress      X = Discontinue

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

**Performance Objective 4:** At Cox we will increase performance of at-risk students.

**Evaluation Data Source(s) 4:** At risk list

RtI records

Student achievement data

**Summative Evaluation 4:**

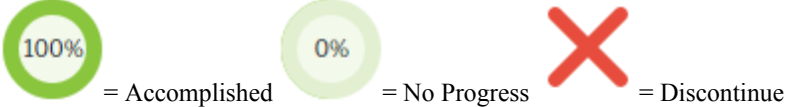
**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 5:** At Cox we will provide dyslexia services for students identified with dyslexia.

**Evaluation Data Source(s) 5:** RtI process

Data from Alpha Phonics teacher

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students identified as dyslexic will work through the Take Flight program.	Alpha Phonics teacher	Students will learn strategies to help them improve in their reading skills.			
					

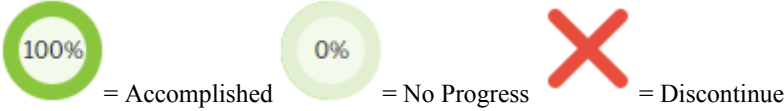
**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs.

**Performance Objective 6:** 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.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers.	Lead Counselors; staff development; federal programs office.	We will identify and serve students that are identified by McKinney-Vento			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act Students	Counselor	We will identify and serve students that are identified by McKinney-Vento.			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.	federal programs; counselor	We will identify and serve students that are identified by McKinney-Vento.			



100% = Accomplished      0% = No Progress      X = Discontinue

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

**Performance Objective 7:** 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(s) 7:** Campus Wellness Team

Fitness Gram

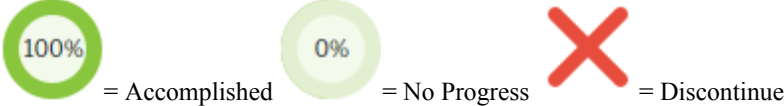
Participation in School

Community Wellness Events

Campus wide (parents, staff, and students participation in Fitness Fridays)

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	teachers; cafeteria staff; PE teacher	Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.			
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.	teachers; PE teachers; Cafeteria staff; Student nutrition department	Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.			
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.	PE teachers; teachers	Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.			
4) The campus shall encourage students, parents, staff, and community member to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.		Students will learn the importance of exercise and good nutrition. They will engage and value physical fitness and healthy lifestyle.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
					

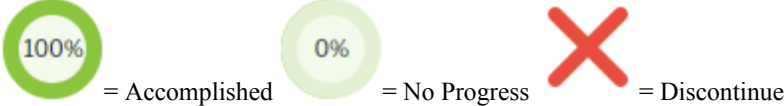


### Goal 3: Prepare students for a successful life beyond high school.

**Performance Objective 1:** To increase the number of students that participate in extracurricular activities.

**Evaluation Data Source(s) 1:** number of students in choir, talent show, Celebrate the Arts, and UIL competition.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) To increase the number of students participating in extracurricular activities, we will increase opportunities, recruitment, times for practice and performance, and advertising.	music teacher; art teacher; PE teacher; classroom teachers;	More students will try out and take part in extracurricular activities at the elementary level.			
					

**Goal 3:** Prepare students for a successful life beyond high school.

**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(s) 2:** Discussion and writing activities

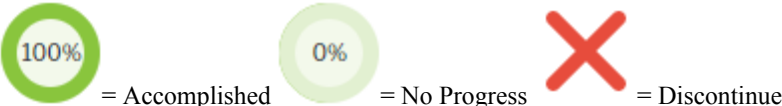
**Summative Evaluation 2:**

## 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.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal and Assistant Principal	Teacher nominations			
2) Teachers will nominate peers for a Wylie Teacher of the Year candidate who attends both the Wylie and Sachse dinners in their honor.	Principal and Assistant Principal	Teacher nominations			
3) Teachers will be recognized with brag tags or "game balls" fitting their achievements and recognized among their peers and the student body as being outstanding.	administration	Add to faculty morale.			
					

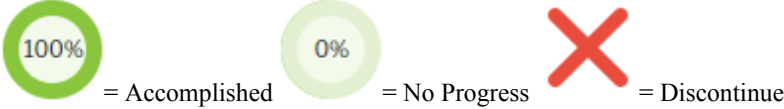
**Goal 4:** Attract, retain, and value a quality staff.

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal	Student numbers in Tiers reduced or student removed from RtI in reading. Reading STAAR scores, DRA progress and Unit Tests.			
2) All new and first year teachers will participate in the new teacher program and training.	Principal	Lesson Plans, PLC's			
3) All staff will complete first of year online required training's on the topics of sexual harassment, blood borne pathogens, anaphylaxis usage.	Nurse and Principal	Teacher professional development			
4) PLC Leadership team will be created to improve PLC conversations and attend year long PLC Academy.	Principal	PLC Academy attendance, PLC Rubric will show growth by team			
5) Staff will attend district held Snack Attacks pertaining to their content.	Specialist Assistant Principal	Lesson Planning, Map testing, Skills Navigator, skills checklist, PLC Goal Follow Up, Sub Pop's Growth			
6) PLC leaders at 2nd - 4th grade were given extra support to cover the other tested content areas.	Principal	Increased specificity and targeted work during PLCs.			



100% = Accomplished    0% = No Progress    X = Discontinue

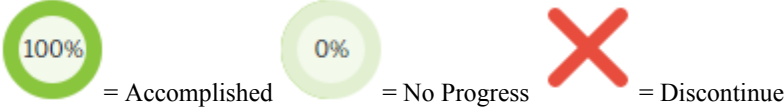
**Goal 4:** Attract, retain, and value a quality staff.

**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.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Extended PLC time will be provided 3 times year with curriculum alignment among the teachers and agreement on Performance Assessment measures as the focus.	PLC Leaders and Principal	Unit test scores TELPAS scores MAP scores			
2) Student recess will be scheduled prior to lunch for each class per the recommendation of the district's SHAC team.	Principal	Fitness Gram			



100% = Accomplished      0% = No Progress      X = Discontinue

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

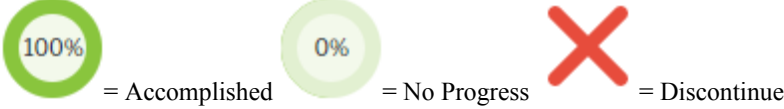
**Performance Objective 4:** Recruiting, hiring, and retention of highly effective teachers.

**Evaluation Data Source(s) 4:** TTES

Walkthroughs

Observations

**Summative Evaluation 4:**

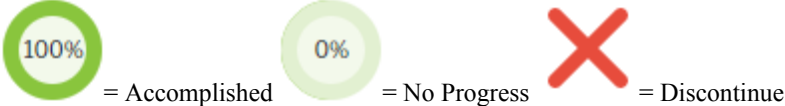
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the Administration;	Cooperating teachers; Director of Recruiting school day in accordance to district policy.	Impact our school positively through hiring, retaining, a developing excellent staff members.			
					

## 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 Source(s) 1:** Monitor class sizes

**Summative Evaluation 1:**

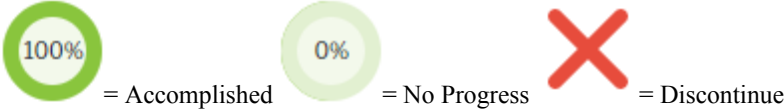
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus will work with student services department to provide weekly attendance rosters to maintain 22:1 student teacher ratio.	PEIMS Clerk Principal	Class PEIMS data			
					

**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 Source(s) 2:** Review check out of chrome books, Ipads, and use of computer lab.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Team's Material Manger	BAS, MAP, Unit Assessments, STAAR Testing			
					



## **Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.**

**Performance Objective 1:** To increase the number of students that participate in extracurricular activities.

**Evaluation Data Source(s) 1:** number of students in choir, talent show, Celebrate the Arts, and UIL competition.

**Summative Evaluation 1:**

**Goal 6:** Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 2:** The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance to district policy.

**Evaluation Data Source(s) 2:**

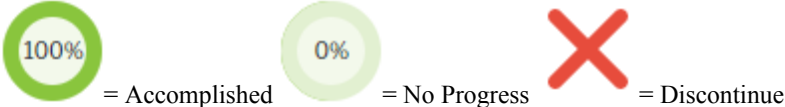
**Summative Evaluation 2:**

## 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 kindness, grit, and character.

**Evaluation Data Source(s) 1:** Number of recognitions various types of celebrations

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Administrators will recognize students on a regular basis as they show grit and character. We will give stickers, gold coins, or Wylie Way tickets.	administrators	We hope to build positive meaningful relationships with students across the school that center on character.			
2) Collectively as a campus we will celebrate excellence in our students with assemblies that recognize student success.	all teachers and staff; administrators	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.			
3) Celebrate excellence in our teachers by recognizing them and awarding them in our assemblies. We give "game balls" or their initials on our "High Score" wall. Also, they are recognized by Sachse Chamber each month as Teacher of the Month as well.	Administrators	We want teachers and other staff members to know how much we appreciate them. We want them to feel valued and cared for.			
					

# State Compensatory

## Budget for Cox Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6112.00.106.024000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
199.11.6116700.106.024000	6117 Career Ladder - Locally Defined	\$1,017.74
199.11.6119.00.106.024000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,960.73
<b>6100 Subtotal:</b>		<b>\$60,878.47</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.106.024000	6399 General Supplies	\$2,945.00
199.11.6499.00.106.024000	6399 General Supplies	\$600.00
199E 116399 00 106 0 24 000	6399 General Supplies	\$1,735.00
<b>6300 Subtotal:</b>		<b>\$5,280.00</b>

## Personnel for Cox Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allyson Palmer	Teacher	Alpha Phonics Program	1
Yartiza Salgado	Title III Aide	Dual Language	1

# 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Angela Clark	Assistant Principal
Administrator	Krista Wilson	Principal
Community Representative	Kris Segrest	Ministry
Parent	Robin Bratton	Parent
Classroom Teacher	Beth Taylor	4th Grade Teacher
Paraprofessional	Otelia Dos Santos	Computer Paraprofessional
Business Representative	Brenda Byboth	Realtor
Classroom Teacher	Jessica Shoemake	3rd Grade Teacher
Non-classroom Professional	Lisa Baez	Speech Therapist
Community Representative	Teri Sundberg	PTA President

# Campus Funding Summary

State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,008.00
<b>+/- Difference</b>					<b>\$4,008.00</b>
<b>Grand Total</b>					\$0.00