

Wylie Independent School District
Cox Elementary School
2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: September 21, 2018

Demographics

Demographics Summary

Cox Elementary is a K-4 campus with approximately 675 students. Class size varies with the average class hosting 20 students. No classroom is currently exceeding the 22:1 limit set by the state. The campus is nearing 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 - 47.6%

Hispanic - 32.4%

African American - 9.62%

Asian - 7.10%

Two or More - 2.66%

American Indian/Alaskan Native - .59%

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 77% of all students approach grade level, 50% meet grade level, and 18% master grade level expectations.

4th Grade Math - We had 87% of all 4th grade students approach grade level, 60% meet grade level and 35% master grade level expectations.

4th Grade Reading - We had 84 % of all 4th grade students approaching grade level standards, 54%met grade level expectations, and 33% mater grade level expectations.

3rd Grade Math -86% of 3rd grade students approached grade level, 61 % met grade level, and 42% met mastery level standards - this was significant growth in mastery level from 28 % - to 42% mastery

3rd Grade Reading - 89% of 3rd graders approached grade level, 62% met grade level, and 46% 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 46%

Students in 3rd grade Math exceeded the district expectation for Math mastery - with a mastery score of 42%

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 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. 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.

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
- Domain 1 - Student Achievement
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 13, 2018

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.			
					

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.			

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 Day of Competition and achievement "Leveling up"	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.			
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 in 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.			
					

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.			
Funding Sources: 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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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.			
					

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			
					

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.			
					

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

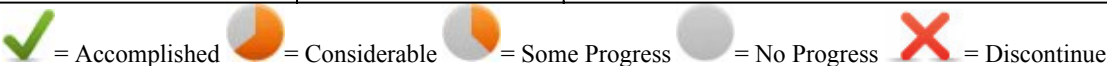
Fitness Gram

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.			
					

Goal 3: 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:


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 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 DRA diagnostic 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 Solution Tree 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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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			
<p>Critical Success Factors CSF 6</p> 2) Student recess will be scheduled prior to lunch for each class per the recommendation of the district's SHAC team.	Principal	Fitness Gram			
					

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

Performance Objective 4: The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create a district-level and campus level staff wellness committee	PE Teacher, Nurse	Teachers will be talking about the importance of life-long physical activity, fitness Friday. (4 times a year)			
					

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

Performance Objective 5: 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) 5:

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Inform the community of the facilities that are available for use outside of the school day by including a statement in at least one District or campus publication, by posting information on the District or campus website, or through the use of appropriate signs.	PE, Nurse	Post's on our website and Facebook			
					

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: Prepare students for a successful life beyond high school.

Performance Objective 1: Technology TEKS will be integrated into the weekly curriculum for both teacher and student implementation and usage.

Evaluation Data Source(s) 1: monitor lesson plans and schedules of computer checkout

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Technology will be centralized for all staff to check out and use to improve classroom instruction.	District technology personnel Principal	Forethought lesson planning			
2) Campus Wide Technology Specialist will be appointed to lead Professional Development of new technology tools	Administration	Forethought lesson planning Walk-through Data			
					

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

Performance Objective 2: Provide students with the opportunity to experience "Mapping your future" Mondays.

Evaluation Data Source(s) 2: Watching the video and having writing or discussion activities following.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students in grades K-3 will participate in activities supporting their knowledge of job roles played by community, state and national leaders through social studies lessons.	Classroom teachers	student projects			
2) Mapping the Future Video's will be seen by all students on a weekly basis.	Teacher's Counselor	Student writing samples Forethought lesson planner			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					


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

Performance Objective 3: Recruiting, hiring, and retention of highly effective teachers

Evaluation Data Source(s) 3: TTES

Walkthroughs
Observations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Our campus is working closely with Mrs. Hefty to serve the student teachers from UNT and other teacher student observations	Administration; Cooperating teachers; Director of Recruiting	Impact our school positively through hiring, retaining, a developing excellent staff members.			
					

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

Performance Objective 4: Ongoing and embedded professional development for teachers

Evaluation Data Source(s) 4: Time with consultant


walkthrough data

staff meeting minutes

PLC

Learning specialists training

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue training teachers in our balanced literacy	administration	Teachers will implement a balanced literacy approach in all literacy instruction.			
2) Dual Language teachers will continue to grow and develop in the Biliteracy Framework of instruction by attending professional development on this topic.	teachers; Dual Language Coordinator; Administrations	Students in our district's Dual Language program will become biliterate, bilingual, and bicultural because their teacher's are trained to guide them and instruct them.			
Funding Sources: State ELL Allotment - 0.00					
					

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>
6100 Payroll Costs		
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
6100 Subtotal:		\$60,878.47
6300 Supplies and Services		
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
6300 Subtotal:		\$5,280.00

Personnel for Cox Elementary School:

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

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Jennifer Wiseman	Assistant Principal
Administrator	Krista Wilson	Principal
Community Representative	Erin Perkins	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

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Personnel		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$6,160.00
+/- Difference					\$4,160.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	2	2,420.00		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,420.00
+/- Difference					\$3,420.00
Grand Total					\$2,000.00