Clark County School District

Cox, David M. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: November 4, 2026

Mission Statement

The teachers, staff, students, families, and community members who share the David M. Cox Elementary school will ensure a positive and safe environment where learning is the highest priority. All students will experience success socially and academically, enabling them to become respectful, responsible, and reliable citizens in a changing society. We will reach every student, in every subject, in every classroom, every day without exceptions, without excuses.

Vision

Achieving Excellence

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/cox,_david_m_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2027, we will increase the percentage of proficiency as measured by the SBAC ELA from 61.5% in 2025-2026 to 68.5% in 2026-2027 and increase the percentage of proficiency as measured by SBAC math from 55.3% in 2025-2026 to 62% by 2026-2027. (Academic Excellence: Strong Readers, Writers, and Communicators) (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall 2026 i-Ready Data:
66% of students scored below grade level in Reading.
79% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: i-Ready Learning Path Data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: An Early Warning Attendance System will be implemented by monitoring attendance at least bi-weekly. By Spring 2027, the percentage of students identified as chronically absent will decrease from 9.0% to 7.5%, as measured by FocusEd attendance data. This improvement will increase students' access to high-quality instruction and support academic achievement by maximizing instructional time. **Position Responsible:** MTSS Team, Administrator, Office Aide, Office Manager Counselor, SEIF **Resources Needed:** FocusEd Chronic Absenteeism data, Attendance Intervention documents, Data Tracking system to keep track of individual student progress **Evidence Level** Level 1: Strong: **Problem Statements/Critical Root Cause:** Student Success 1, 3	**Oct:** In progress **October Lessons Learned** Fall 2026 i-Ready Data: 66% of students scored below grade level in Reading. 79% of students scored below grade level in Math. Consistent attendance monitoring and early communication with families are essential to identifying concerns before they become ongoing patterns. Understanding each family's barriers helps the MTSS team select appropriate support. Positive recognition and individualized interventions require consistent follow-through and regular review to determine whether attendance is improving. **October Next Steps/Need** Continue reviewing weekly attendance reports and analyzing trends through MTSS at least every two weeks. Reinforce attendance expectations and positive recognition schoolwide, contact families early, and hold attendance conferences for students at risk. Work with families to address barriers and provide tiered supports, including mentoring, check-ins, attendance improvement plans, and intensive individualized support. Monitor progress and adjust interventions as needed. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: A dedicated and protected intervention block will be created school-wide to respond to students' diverse learning needs while ensuring all students are receiving Tier I instruction. **Position Responsible:** Principal, SEIF, Learning Strategist **Resources Needed:** Schedule, Instructional Materials, professional development **Evidence Level** Level 1: Strong: **Problem Statements/Critical Root Cause:** Student Success 1, 3	**Oct:** Implemented **October Lessons Learned** An aligned intervention block requires coordination across grade levels and support staff to protect instructional time and ensure students receive targeted support. Scheduling time is only the first step; consistent implementation and flexible grouping based on student needs are also essential. **October Next Steps/Need** Review and adjust the master schedule to address scheduling conflicts and protect intervention time. Use current assessment data to organize student groups, monitor progress, and adjust support as students' needs change. **Feb:** Implemented **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By Spring 2027, the percentage of classrooms where teachers and students actively interact with Learning Intentions will increase from 20% to 75%, and the percentage of classrooms where teachers and students actively interact with Success Criteria will increase from 17% to 75%, as measured by classroom walkthrough data. This improvement will support increased student ownership of learning by ensuring students understand what they are learning, how they will demonstrate mastery, and how they can monitor their own progress toward grade-level standards. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 4 walk-throughs):
25% of walk-throughs showed evidence of teacher and student interaction with learning intentions. 25% of walk-throughs showed evidence of teacher and student interaction with success criteria.

Aligns with District Goal

Formative Measures: Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen the consistent implementation of Learning Intentions and Success Criteria through collaborative planning, professional learning, and instructional coaching so students actively engage with the learning targets, monitor their progress, and demonstrate ownership of their learning throughout the instructional process. **Position Responsible:** Administrator, Teachers, Read by Grade 3 Strategist **Resources Needed:** Continued use of Professional Learning Communities book PLC Google slide for professional learning CPD Training Assistance for the implementation of HMH PLC meeting form PLC walkthrough form **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Planning and Assessment PLC meetings, PLC Notecatcher form, Administration Observations **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Fall 2026 Walk-Through Data (based on 4 walk-throughs): 25% of walk-throughs showed evidence of teacher and student interaction with learning intentions. 25% of walk-throughs showed evidence of teacher and student interaction with success criteria. Consistent weekly PLCs, clear expectations, and collaboration among teachers and support staff are essential to effective instructional planning. Learning Intentions and Success Criteria are most useful when students actively use them, along with exemplars, to understand expectations and assess their work. PLC forms and walkthroughs help connect planning to classroom implementation and identify areas needing additional support. **October Next Steps/Need** Maintain weekly grade-level PLCs on the master calendar with administrator or strategist participation and coordinated support staff attendance. Provide professional learning on using Learning Intentions, Success Criteria, and exemplars throughout instruction. Use PLC forms to document data analysis and instructional decisions, and review walkthrough evidence to provide feedback, guide follow-up support, and strengthen consistency across classrooms. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: By Spring 2027, 80% of classrooms will demonstrate consistent implementation of instructional practices that intentionally shift cognitive responsibility to students, including purposeful scaffolding, academic discourse, and opportunities for productive struggle, as measured by classroom walkthrough data and instructional observation evidence. Students will demonstrate increased ownership of learning by explaining their thinking, applying grade-level skills independently, and engaging in meaningful academic conversations. (Academic Excellence: Strong Readers, Writers, and Communicators) (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers) (Academic Excellence: Innovative Learning)

Aligns with District Goal

Formative Measures: Walkthrough Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen implementation of HMH Into Reading and enVision Mathematics 2020 through student-centered instructional practices. Strengthen Tier I instruction by increasing student cognitive engagement through gradual release of responsibility, purposeful scaffolding, academic discourse, and the intentional use of Learning Intentions and Success Criteria so students become increasingly independent learners. **Position Responsible:** Administration, Read by Grade 3 Strategist, and Teachers **Resources Needed:** K-5 (including self-contained and resource room classrooms) materials for the HMH Into Reading, Envision, and Core95 Phonics programs PLC Tracking Form Walkthrough Tool **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Core95 Phonics - 1 Level 2: Moderate: HMH Into Reading -2, PLC -2 Level 3: Promising: EnVisions 2020 - 3 **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Effective implementation of HMH Into Reading and enVision Mathematics 2020 requires intentional planning for students to think, reason, discuss, and apply grade-level skills independently. Scaffolds, questioning, and wait time should help students work through challenges while maintaining responsibility for their learning. Walkthrough evidence of student thinking helps identify whether these opportunities are occurring consistently. **October Next Steps/Need** Develop shared expectations for curriculum implementation and use PLCs to plan opportunities for productive struggle, academic discussion, and independent application. Identify questions, scaffolds, and Success Criteria that help students explain and assess their learning. Use walkthroughs to collect evidence of student thinking and independence, then share feedback and adjust planning and professional learning based on identified needs. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Students in grades 3-5 will increase their ability to expand their perceptions of growth mindset from 67% (May 2026) to 70% by Spring 2027 and increase their ability to self advocate for academic improvement from 43% (May 2026) to 50% by Spring 2027 as measured by the Panorama survey. (Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)

Aligns with District Goal

Formative Measures: Panorama Survey for grades 3-5 given fall, winter, and spring. Small group lessons on focal areas and classroom lessons monthly on focal lessons. Staff receives "mini" morning PL on Growth Mindset and activities to utilize weekly with students in grades K-5.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Increase student self-perceptions of a growth mindset in terms of academic achievement and increase student ability to persevere through academic challenges. Teachers implement growth mindset lessons with students in grades K-5 weekly. **Position Responsible:** Counselor, Teachers, Administrator **Resources Needed:** PD for teachers given by Administration and Counselor, collaborative group lessons, classroom lessons, Growth Mindset teacher resource and classroom activities book. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Lesson Calendar, Collaborative Group Calendar, Lesson Observations Level 4: Demonstrate Rationale: Panorama Survey - 4, District-wide Survey - 4 **Problem Statements/Critical Root Cause:** Student Success 2 - Connectedness 1	**Oct:** In progress **October Lessons Learned** Growth mindset and academic self-advocacy require consistent reinforcement through counseling lessons, small groups, and classroom instruction. Students need opportunities to practice responding to challenges, asking for help, and identifying ways to improve their learning. Coordinated planning and classroom observations help ensure these skills are reinforced across settings. **October Next Steps/Need** Coordinate counseling and classroom lessons focused on growth mindset and academic self-advocacy. Review lesson plans and topic calendars to ensure consistent instruction and opportunities for practice. Conduct classroom observations to look for students applying these skills, and use observation evidence and Panorama survey results to guide additional support. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Strengthen a proactive, schoolwide attendance system that emphasizes early identification, family partnerships, positive school engagement, and tiered interventions to improve student attendance and maximize instructional time for all students. **Position Responsible:** MTSS Team, Administrator, Office Aide, Counselor, SEIF **Resources Needed:** FocusEd Chronic Absenteeism data Attendance Intervention documents Data Tracking system to keep track of individual student progress **Evidence Level** Level 2: Moderate: **Problem Statements/Critical Root Cause:** Student Success 3	**Oct:** In progress **October Lessons Learned** Weekly attendance monitoring helps identify emerging concerns and allows staff to respond early. Strong family partnerships are essential to understanding attendance barriers and developing practical solutions. Tiered supports require consistent follow-through and progress monitoring to determine whether interventions are meeting student and family needs. **October Next Steps/Need** Use the Early Warning Attendance System to review attendance weekly and promptly contact families when concerning patterns emerge. Reinforce schoolwide expectations and positive attendance recognition, and hold conferences for students at risk. Match tiered supports to identified needs, including mentoring, goal setting, attendance improvement plans, and individualized counselor and family support. Review progress regularly and adjust interventions as needed. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**