

# San Benito Consolidated Independent School District

## Dr. C.M. Cash Elementary School

### 2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



# Mission Statement

**Dr. Cash Elementary strives to best serve the community by fostering endless opportunities for scholars to learn, grow, and achieve success.**

# Vision

**Dr. Cash Elementary provides the highest quality education exemplified by a high degree of real-world and academic readiness of all scholars served.**

# Value Statement

**Dr. Cash Elementary is committed to providing a safe, supportive, and equitable learning environment where scholars and staff alike lead by example demonstrating dedication, respect, collaboration, accountability for academic excellence, stewardship of resources and honesty.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dr. C. M. Cash Elementary (DCE) is located in San Benito, Texas and is one of twelve elementary schools within the San Benito CISD. DCE is a diverse Title I campus with the highest scholar enrollment of approximately 630 scholars in Early Childhood – 5<sup>th</sup> grade. The teachers and staff strive to provide a well-rounded education that includes high expectations in academics, extracurricular, and community stewardship projects. DCE is very proud of providing scholars with a variety of programs that promote scholar leadership and opportunities to build character including Piano, Choir, Chess, Robotics, Maker Space, Cheer and Dance, Cash News Network (live broadcasting of morning announcements), Battle of the Blue Bonnet, Special Olympics, Spelling Bee and Running Club. DCE promotes a campus culture where both staff and scholars alike exemplify the core values of dedication, respect, collaboration, accountability, stewardship and honesty. Together scholars and staff are accountable in ensuring that excellence in all academic and extracurricular programs is achieved.

School Colors: Royal Blue and Orange

DCE is comprised of the following student populations:

81.9% Economically Disadvantaged

Ethnic Distribution:

98.3% Hispanic

1.1% White

0.3%, Asian

0.3% Two or more races

3.4% Gifted & Talented

1.7% Migrant

4% 504 Program

16% Special Education

23.3% English Language Learners

52.7% At Risk

16.8% Mobility

DCE consist of 80 total staff members including the following professional staff: 1 Principal, 1 Assistant Principal, 1 Dean of Instruction, 1 RTI teacher, 1 Counselor, 1 Librarian, 1 Fine Arts teacher, 2 Coaches, 1 School Nurse and 31 Classroom teachers. Support staff includes: 10 Paraprofessionals, 2 Office Staff, 6 Cafeteria Staff, and 4 Custodians.

67% of staff is GT Certified

50% of staff is Bilingual Certified

### **2017-2018 Campus Goals**

90% of scholars in 3<sup>rd</sup> – 5<sup>th</sup> Grade will pass the STAAR Reading

90% of scholars in 3<sup>rd</sup> – 5<sup>th</sup> Grade will pass the STAAR Math

90% of scholars in 4<sup>th</sup> Grade will pass the STAAR Writing

90% of scholars in 5<sup>th</sup> Grade will pass the STAAR Science

6 of 6 Designated Distinctions will be earned

### **2016 Performance Index Summary**

84% Index 1 Student Achievement 24% above state standard (State Target Score 60)

48% Index 2 Student Progress 16% above state standard (State Target Score 32)

52% Index 3 Closing Performance Gap 24% above state standard (State Target Score 28)

41% Index 4 Post Secondary Readiness 29% above state standard (State Target Score 12)

### **Demographics Strengths**

DCE is very proud of its academic and extracurricular programs that enhance scholar's overall learning and development. Scholar academic achievement has consistently improved within the last three years. Based on the 2016 Texas Academic Performance Reports, DCE Met Standard and earned 5 of 6 Designated Distinctions.

DCE provides a full day Pre-Kindergarten program. Scholars in PK – 2<sup>nd</sup> receive a strong academic program that promotes foundational skills critical to future academic success. As shown in the 2017 Texas Academic Performance Report, DCE Met Standard and earned 6 of 6 Designated Distinctions. This data provides evidence that our scholars are provided with exceptional instructional delivery and their academic needs are being met.

### **STAAR Results for 2017**

3<sup>rd</sup> Grade Reading – 87%

3<sup>rd</sup> Grade Math – 94%

4<sup>th</sup> Grade Reading – 83%

4<sup>th</sup> Grade Math – 91%

4<sup>th</sup> Grade Writing – 81%

5<sup>th</sup> Grade Reading – 96%

5<sup>th</sup> Grade Math – 98%

5<sup>th</sup> Grade Science – 91%

An array of extracurricular programs provides scholars opportunities to participate beyond the classroom. DCE offers its scholars programs such as Piano, Choir, Chess, Robotics, Maker Space, Cheer and Dance, Live Broadcasting and Video Editing, Running Club, and competitive platforms such as Battle of the Blue Bonnet and Spelling Bee.

DCE provides scholars with After School Program enrichment and instructional activities to support their socio-emotional and learning needs. The program services approximately 200 scholar's afterschool from 3:30 – 4:30 p.m.

Teachers in each grade level guide scholars in fulfilling their Community Stewardship Projects. Through this initiative, scholars exemplify the core value of stewardship and give back to their community. This program provides an opportunity for scholars to recognize a real-world problem in the community, brainstorm solutions and devise a plan of action that will positively impact the community of some way. Scholars have previously supported Local organizations such as Hospitals, Nursing Homes, Animal Shelters, Food Pantry, and the Recycling Center. DCE scholars become extremely enthusiastic in their involvement with these important causes.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** DCE enrollment remained the same, however auxiliary personnel has been reduced. There is a need for a Labmanager and paraprofessionals in each kindergarten class. **Root Cause:** SBCISD staffing changes.

**Problem Statement 2:** DCE scholar enrollment of Special Education has increased yet personnel has remained the same. There is a need for a paraprofessional to assist with Special Education population. **Root Cause:** Increase of Special Education student population.

**Problem Statement 3:** DCE scholar attendance does not meet 97% state standard. **Root Cause:** Family Culture and Awareness

## Student Achievement

### Student Achievement Summary

Students earned five of six State Distinctions and Met Standard on all four performance indicators. Twenty-four out of twenty-six system safeguard indicators were earned. The campus did not meet the State Standard of 60% for Special Education performance.

### Student Achievement Strengths

Academic Achievement in Science

Academic Achievement in ELAR/Reading

Academic Achievement in Mathematics

Top 25% in Student Progress

Top 25% in Closing the Performance Gaps

Postsecondary Readiness

100% of System Safeguards Met.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Improve the percentage of scholars identified as Special Education meeting standard on STAAR. **Root Cause:** Provided the high number of scholars identified as Special Education an additional inclusion specialist/paraprofessional is needed.

**Problem Statement 2:** Improve the percentage of scholars identified as English-Language Learners meeting standard on STAAR State assessments. **Root Cause:** Provided the high number of scholars enrolled and those requiring Tier II and Tier III interventions, an additional RTI Teacher is needed.



## School Culture and Climate

### School Culture and Climate Summary

Our staff is very mission focused on helping the scholars and families in our community.

Since we are mission focused, it is easy for us to treat each other respectfully and collaborate to provide an environment that is both effective and efficient. Overall, staff and scholars are satisfied with the campus culture; however, it has been identified that there can be improvements made in regards to scholar relationships. Forty-four percent (44%) of our scholar population expressed a concern related to “getting along with peers,” lending to a need to build a sense of comradery between scholars. Through the effective use of the District Wide Policy on Bullying, teacher classroom expectations, and counseling interventions; our campus reduces the threat of bullying to provide an environment where scholars feel safe and valued. It is also important to promote wide-spread scholar participation such as school dances, attendance Incentives, family picnics, field day, and field trips.

Both scholars and teachers feel a need to address classroom structures and behaviors that will in turn lend to maximizing instructional time. Even though 92% of scholars surveyed feel that our campus has established rules and norms, 66% of scholars have expressed that there are behavior concerns that directly affect instructional time. Behavior concerns are currently remedied through our campus,’ “Positive Based Intervention Plan (PBIS).” Based on survey data, PBIS appears to be a reactive plan as teachers feel it is ineffective in addressing disciplinary issues and concerns. As a campus, we can analyze discipline data to identify teacher/ student needs and possible interventions that would be necessary.

### School Culture and Climate Strengths

Based on the Teacher Needs Assessment Survey (May 2017) and the District Scholar Climate Survey, both scholars and staff appear to be satisfied with the culture that Dr. Cash has cultivated. In the past year, Dr. Cash staff and scholars have established a culture which models our campus Core Values. While 97% of our teachers feel the school’s Core Values are apparent and adhered to on a daily basis; 98% of the scholars surveyed feel valued. Being the first year of implementation, these values can be enhanced with a campus wide plan that embeds our school core values that can be taught daily to further invest our scholars and educators. It is imperative that our scholars are able to work in an environment that is conducive to teaching and learning. We will continue to promote a positive and safe learning environment for all scholars. Teachers, Administrators, and Counselor will continue to implement strategies to help minimize discipline problems that correlate with our campus’ PBIS plan.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Based on data, PBIS is a reactive plan that addresses discipline concerns. Teachers have expressed that this plan has been ineffective in addressing disciplinary issues and concerns. **Root Cause:** Limited follow-through and fidelity with PBIS. No tracking of discipline referral.

**Problem Statement 2:** Classroom structures and behaviors need to be refined to maximize instructional time. Empowering educators and scholars on campus core values to create fidelity and follow-through with morning meeting plan. **Root Cause:** Under developed and/or inconsistent environment with unestablished norms and expectations. We have established core values, but have not established campus-wide plan to implement consistent exposure to core values and how they are addressed on a daily basis. (i.e., Morning Meeting Plan).

**Problem Statement 3:** Support systems for new students. **Root Cause:** There is no support system for new students to gain familiarity with campus Core Values.

**Problem Statement 4:** Campus Safety is not optimal. **Root Cause:** Based on data, students do feel safe on campus. However, proper precautions can be utilized with appropriate staff reinforcement to minimize visitors on campus during drop off hour.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

As per the 2017 Spring Teacher Needs Assessment Survey, 94% of DCE faculty feel greatly supported by campus administrators in achieving their classroom goals. Retention of staff has been steady for the last three years with very minimal teacher turnover. There is a high concern with district-wide issues such as district hiring procedures, professional development that is too broad or does not target specific grade level needs and the lack of adequate health care insurance in comparison to neighboring districts.

### Staff Quality, Recruitment, and Retention Strengths

All teachers at DCE are highly qualified. Of the 31 classroom teachers 15 are Bilingual Certified and 20 are GT Certified. In addition, there are three full-time administrators to address campus needs to support the large student population.

At DCE we have a strong teacher retention with 100% returning for the 2017-2018 school year. New teachers are supported through our Districts New Teacher Orientation Mentoring Program, on-going campus grade level collaborations, Professional Learning Communities and district initiative Teachers Training Teachers. New and returning teachers are provided opportunities to strengthen their teaching performance through various trainings/workshops such as Thinking Maps, Saxon Phonics, Get Your Teach On, Reading and Math Academies and district level professional development.

The implementation of PLCs provides group settings and forums for open communication amongst teachers and administrators. This enhances the teacher's ability to share ideas and collaborate on lesson preparation, instructional delivery and discourse, and best practices.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Current professional development provided by the district is not equipping our teachers adequately. **Root Cause:** Professional development is not targeted to specific populations, afforded ongoing support through implementation, and/or offering instructional technology support for teachers.

**Problem Statement 2:** It is difficult to recruit and retain highly qualified teachers. **Root Cause:** The lack of adequate health care insurance, effective screening process by Human Resources Department and insufficient curriculum and instructional support affects recruitment and retention.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Data from faculty surveys and available resources (TEKS Resource System) show that the curriculum is aligned with the TEKS, ELPS, and CCRS and is rigorous and relevant based on current scholar performance on standardized assessments (STAAR) and yearly progress monitoring assessments systems (TPRI/TEJAS LEE). The TEKS Resource System and DDME articulates the standards vertically and horizontally, but there is a misalignment between the district-level time line (YAG) and campus-level resources (Pacing Guides, Textbooks, etc.). There is also an apparent need for improvement in Writing, indicated by our drop in 4th Grade STAAR scores and teacher input on effectiveness in being explicit and consistent in classroom writing activities and strategies across all grade levels. The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. Unit Tests are derived from campus resources (Journeys, Pearson, etc.) whereas Six Weeks Assessments (SWA) are district-produced; both provide data that is relevant yet the rigor for SWA is not as high as Unit Tests as per teacher input. Additionally, campus unit tests are editable and more accessible via ExamView Pro. Teachers in lower grades(K-2nd) use data to monitor student progress and needs; upper grades (3rd-5th) utilize benchmarks (Released State Tests) for the purposes of regrouping students and addressing areas of high need. District assessments in the lower grades lack in providing higher order thinking skills or multi-step processing. Multiple programs are in place to address differentiation and learning scaffolding across the campus. In Reading, programs such as Imagine Learning, Imagine Learning Espanol, MyOn, and ENIL are available and being utilized with an inconsistent level of fidelity. In Mathematics, programs such as BigBrainz and Imagine Math are being utilized also with an inconsistent level of fidelity. Teacher input does indicate though that additional training and support is required to utilize the programs with fidelity, increase usage to desired expectation levels, and consistently analyze and turn around available student performance data for classroom instruction purposes. Aside from grade-level goals, teachers feel they can improve on their participation in student goal-setting and monitoring. Additionally, students also can greatly improve on their participation in goal-setting and monitoring. Teacher input and classroom observations are indicative of a need to improve on explicitly communicating content and language objectives with students. Teacher input indicates there is a need for simplifying the process of combining language and content objectives and refreshing on previous trainings such as SIOP Models for sheltering instruction and monitoring objective progress and accomplishment.

### **Curriculum, Instruction, and Assessment Strengths**

The campus accounts for a Campus Google Classroom which allows for lesson plan submission, revision, and feedback. PLC's allow teachers time to plan and prepare quality instruction as a team and an opportunity to improve on their understanding of the district-curriculum. Instructionally, teachers are highly qualified in their areas. Teachers are provided Professional Development in strategies and are provided adequate resources according to survey data. There is a great degree of availability of programs to differentiate, supplement and support classroom instruction including but not limited to: BigBrainz, Imagine Learning, Imagine Learning Espanol, ENIL, iStation, Imagine Math, etc. Teachers are able to create and manipulate assessments based on their classroom needs and in many cases to build stamina, endurance and additional testing skills to improve scholar success. Teachers effectively utilize data from benchmarks, particularly release State tests, to regroup students in order to better serve their needs and provide instructional interventions and enrichment opportunities. Although the expectations need some improvement, the expectation for continued student improvement and progress on assessments and in

objective mastery is an important part of the school's culture.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Grades K-2nd require improvement in the consistency of quality classroom instruction based on student achievement. **Root Cause:** There is a lack of consistent curriculum guidelines and coordination between the district-level and campus-level resources. There is a desired expectation for consistency in teacher classroom practices and the use of common strategies to improve student achievement levels.

**Problem Statement 2:** District and Six Weeks Assessments are aligned to classroom instruction but do not provide a high degree of rigor. **Root Cause:** District and Six Weeks Assessments being used were designed in previous years and are not produced with Eduphoria or ExamView Pro which could provide access to more relevant item banks and provide valuable, immediate, actionable data and feedback for teachers to identify weaknesses to work on.

**Problem Statement 3:** The TEKS Resource System and DDME articulates the standards vertically and horizontally, but there is a misalignment between the district-level time line (YAG) and campus-level resources (Pacing Guides, Textbooks, etc.). **Root Cause:** District-level does not provide a guideline for campus resources such as a pacing guide which correlates with district YAG.

**Problem Statement 4:** There is a need for improvement in Writing, indicated by our drop in 4th Grade STAAR scores and teacher input on effectiveness in being explicit and consistent in classroom writing activities and strategies across all grade levels. **Root Cause:** There is not a strong Writing curriculum to follow or apply to content areas for effective Writing instruction.

**Problem Statement 5:** The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. **Root Cause:** There is a lack of campus-wide opportunities for STEAM-style (problem solving) activities.

**Problem Statement 6:** Multiple programs are in place to address differentiation and learning scaffolding across the campus but additional training is needed to implement with high fidelity. **Root Cause:** There is a need for consistent follow-up on campus programs due to updates, etc.

**Problem Statement 7:** There is a need to improve on explicitly communicating content and language objectives with students. **Root Cause:** There is a need for campus-wide training on objective writing and a common method for classroom implementation.

## Family and Community Involvement

### Family and Community Involvement Summary

Based on the availability of data/resources, there are some families that are uninvolved with the school. Families are unable to become involved in meaningful ways that support student learning due to the lack of being connected with campus wide communication initiatives. Teacher's expectations of parental involvement include; parent-teacher conferences, attending open-house, and staying connected through "Class Dojo". Due to the absence of a parent survey, there is no data available to measure parent's perceptions of the school's effectiveness. There are currently a multitude of ways that the campus maintains communication with parents such as; campus website, mobile app, letters, newspaper articles, etc. These available communications are available to parents in English and Spanish. Community partnerships which exist include; Police Department, SB High School Students, RGV Vipers, parent speakers, Community Fair; Rodeo Dental, Zumba Instructor, GNC, HEB. These community partnerships are recruited by campus counselor, cheer sponsors, and classroom teachers.

### Family and Community Involvement Strengths

Grade-level stewardship projects, in conjunction with the campus Core Values, promote scholar service and an active faculty involvement in the community and its needs. Community Fairs which welcome all community members and partnering organizations work to provide valuable information about services. Watch D.O.G.S. program is in place and affords male figures opportunities to come volunteer throughout the school day. ClassDojo is used with high fidelity by classroom teachers to provide insight and a form of communication with scholars' parents. The Campus Facebook account is constantly updated to provide parents and the community as-a-whole opportunities to see what is going on with the scholars, faculty, and staff and the activities/projects they participate in. The campus Parentla Involvement Center has a high level of attendance and is actively engaged in achieving campus goals, i.e. improving attendace.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Not all parents and community members are involved within the school. **Root Cause:** Parents/community members lack access to campus communicative initiatives such as, "Class Dojo" and social media platforms like, "Facebook".

**Problem Statement 2:** There is no data involving parent's perceptions of the effectiveness of the school. **Root Cause:** No survey was conducted for 2016-2017 academic year.

**Problem Statement 3:** There are not many community partnerships involved on campus. **Root Cause:** There is a lack of an appointed position/committee for partnership recruitment.

## School Context and Organization

### School Context and Organization Summary

At Dr. C. M. Cash our goals for all content areas are 90% for Economically Disadvantaged, 90% for our English Language Learners, and 70% for our Special Education Students. For the District, the goals are 90% approaches, 60% meets and 30% masters' for STARR test per grade level and content areas. The Data sources used throughout the year to monitor progress are the Benchmark, TPRI, Tejas Lee, and teacher observations. Teachers progress monitor throughout the year and provide data to the RtI Specialist and administration. Goals are communicated with stakeholders through weekly staff meetings, PLCs and grade level meetings. Teachers are provided with a daily planning time and weekly PLCs with their grade level. Teachers meet with administrators to review data, intervention plans, instructional needs, and student needs. Data is used for instructional planning. Planning is done both in teams and individually. Instruction is modified through the use of small groups and interventions. All stakeholders' input is considered in instructional decision-making. All administrators maintain an open door policy. Scholars are provided time to read and AR test in the library before and after school. Students are encouraged to join the Running Club and meet before school. Our After School Program (ASP) provides scholars with the opportunity to participate in various educational and recreational activities, such as: chess, piano, choir, dance, track, CNN, college prep and assistance with homework. These programs have proven effective because participation is contingent on academics. Most students can be served and additional activities could be added if funds were available to expand the staffing and the program. A master schedule will be developed to reflect the new starting and ending time for elementary schools. Changes in lunchtime schedules will be made based on instructional needs. An organizational chart will be constructed identifying the roles and responsibilities of administration. Hiring a computer lab manager and creating an allotted computer lab schedule will facilitate teachers being able to complete Tier 2 time with fidelity.

### School Context and Organization Strengths

Dr. Cash continues to strive for academic excellence for our scholars. Our scholars have shown growth from 2015-2017 in reading, math and science. Economically Disadvantaged students met their projected goal for reading, math and science. Teachers created Scholar Performance Plans for each student to monitor progress. Teachers use this tool to determine students at risk and address student needs. Goals are monitored throughout the year by staff meeting, PLC meetings, and grade-level meetings. Open communication between staff and administration allows staff to voice their concerns or needs which ultimately enhances the outcome for student achievement. Before and after school scholars are provided the opportunity to participate in various educational and recreational activities. These activities allows for students to showcase their abilities to their families and the community.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Administration and faculty still require an organizational chart to establish the roles and responsibilities of each administrator. **Root Cause:** Organizational chart is not currently in place that is purposeful and effective.

**Problem Statement 2:** Master schedule needs to be updated to reflect the new start and end times as well as student needs. **Root Cause:** A Change in the start and end time of the school day and scholars not meeting behavior expectations.

**Problem Statement 3:** Accelerated Reader (AR) data reflects that students aren't utilizing the program during allotted time due to lack of access to computers in the library. **Root Cause:** Lack of available computers in the library

**Problem Statement 4:** Serving more students by creating additional activities in the morning and after school. **Root Cause:** Additional staff is needed before school and after school to monitor students and run activities.

**Problem Statement 5:** There is no set Tier 2 time for lower grades. **Root Cause:** There is a lack of a computer lab manager and no master schedule allotting time for computer lab use.



# Technology

## Technology Summary

The district and campus expectations for students and their use of technology is to effectively use of the available programs that are presented by the District such as Big Brainz, Imagine Learning Espanol-English, etc. Technology has been used to support classroom instruction and learning with differentiation.

Every classroom is equipped with: a projector, laptop, 40" flat-screen television and document camera. Grade levels PK-2nd are equipped with classroom sets of iPads (5) and at least four working classroom desktop computers (Macs and Dells) for scholar use. Grade levels 3rd-5th are equipped with classroom sets of iPads and laptops (Dells) for scholars use. Grades 3-5th are also equipped with Apple TV units which allow for wireless connectivity between devices and the projector. All other teachers have Reflector installed for connectivity. All iPads are equipped with a set number of applications for classroom use pushed out through a district-managed MBM. Digital licenses have been acquired for some textbooks and materials used in class. Online learning programs used include: Imagine Learning, Imagine Learning Espanol, Imagine Math (Think through Math), MyOn, and Big Brainz. Whole group applications are also in use such as Lone Star Mathematics. Teachers in grades K-2<sup>nd</sup> utilize many free online applications and programs available such as Starfall, Teach Your Monster to Read etc. The campus-computer lab is equipped with twenty-four Mac desktop computers. The campus is equipped with wireless internet connectivity for all faculty, staff, and scholar use. We need Professional Development in new technology that is available and updated trainings on ongoing technology. Most of classroom and computer lab desk tops are not compatible to new programs and updates. Technology is available in the after school program but we need to improve in the implementation of its availability before school and to parents. Teachers use the support of the Instructional Technology Department and Instructional Material Department usually a wait time of 2-3 days in average. For support for students we need personal staff and lab manager. Some plans are being made for technology upgrades in 1-5 years is buying more Ipads, desktops, laptops, microphones, speakers, headphones etc. Some barriers that reduce the use of technology is the access to power, and configurations of the projector mounting in the classrooms. Additionally there is a lack of one to one ratio. District-level Instructional Technology Specialists are available to assist teachers with the integration of technology into the curriculum but staff development opportunities are difficult to be delivered throughout the school year due to scheduling.

## Technology Strengths

Every classroom is equipped with: a projector, laptop, 40" flat-screen television and document camera. Grade levels PK-2nd are equipped with classroom sets of iPads (5) and at least four working classroom desktop computers (Macs and Dells) for scholar use. Grade levels 3rd-5th are equipped with classroom sets of iPads and laptops (Dells) for scholars use. Grades 3-5th are also equipped with Apple TV units which allow for wireless connectivity between devices and the projector. All other teachers have Reflector installed for connectivity. All iPads are equipped with a set number of applications for classroom use pushed out through a district-managed MBM. Digital licences have been acquired for some textbooks and materials used in class. Online learning programs used include: Imagine Learning, Imagine Learning Espanol, Imagine Math (Think Through Math), MyOn, and Big Brainz. Whole group applications are also in use such as Lone Star Mathematics. The campus-computer lab is equipped with twenty-four Mac desktop computers. The campus is equipped with wireless internet connectivity for all faculty, staff, and scholar use.

## **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** The level of classroom and lab technology implementation and regular use across campus is inconsistent. **Root Cause:** Many computers, laptops and iPads require general maintenance and updates in order to effectively pair up with each other and be used by teachers.

**Problem Statement 2:** The level of classroom and lab technology implementation and regular use across campus is inconsistent. **Root Cause:** Teachers require more iPads and laptops for scholar use (i.e. seeking 1:1 ratio).

**Problem Statement 3:** The level of classroom and lab technology implementation and regular use across campus is inconsistent. **Root Cause:** Teachers require more periodic professional development on program updates and management to ensure maximum use in the classroom.

**Problem Statement 4:** The level of classroom and lab technology implementation and regular use across campus is inconsistent. **Root Cause:** There is a high need for a lab manager to complete data entry for and maintain the implementation of applications in use and assist scholars while teachers work with Tier II groups.

**Problem Statement 5:** Access to technology usage before school for scholars is limited. **Root Cause:** There is no staff to monitor student computer usage before school in a computer lab.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless 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
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.**

**Performance Objective 1:** By June 2018, 90% of all scholars and all scholar groups will meet the minimum standard in all areas of STAAR and 35% of all scholars will Master Grade Level.

**Evaluation Data Source(s) 1:** STAAR Reports for grade 3-5

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide instructional materials, equipment, instructional support, technology hardware/software, and peripherals to facilitate academic improvement in content areas.	2, 3, 7, 9	Principal	90% of all students will meet established standards in the state standards.				
	Problem Statements: Curriculum, Instruction, and Assessment 4, 6, 7 Funding Sources: 211 - Title I, Part A - \$20,000.00						
2) Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students. <b>System Safeguard Strategy</b>	2, 8, 9	Principal	90% of at-risk students will meet established standards on the state standards				
	Problem Statements: Curriculum, Instruction, and Assessment 6, 7 Funding Sources: 199 - State Compensatory Education (SCE) - \$35,000.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

## Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 4:</b> There is a need for improvement in Writing, indicated by our drop in 4th Grade STAAR scores and teacher input on effectiveness in being explicit and consistent in classroom writing activities and strategies across all grade levels. <b>Root Cause 4:</b> There is not a strong Writing curriculum to follow or apply to content areas for effective Writing instruction.
<b>Problem Statement 6:</b> Multiple programs are in place to address differentiation and learning scaffolding across the campus but additional training is needed to implement with high fidelity. <b>Root Cause 6:</b> There is a need for consistent follow-up on campus programs due to updates, etc.
<b>Problem Statement 7:</b> There is a need to improve on explicitly communicating content and language objectives with students. <b>Root Cause 7:</b> There is a need for campus-wide training on objective writing and a common method for classroom implementation.

**Goal 1:** Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.

**Performance Objective 2:** Special Populations will achieve academic success by meeting at least the standards of 90% on the Reading & Math STAAR.

**Evaluation Data Source(s) 2:** STAAR Reports for grade 3-5

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Hire a paraprofessional to assist with Special Education instructional services as delineated on scholar IEP.	1	Principal	Scholars participating in Special Education will show improvement on STAAR scores for the 2017-2018 school year.				
Problem Statements: Demographics 2 Funding Sources: 199 - State Special Education (State SpEd) - \$0.00							
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> DCE scholar enrollment of Special Education has increased yet personnel has remained the same. There is a need for a paraprofessional to assist with Special Education population. <b>Root Cause 2:</b> Increase of Special Education student population.

**Goal 1:** Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.

**Performance Objective 3:** Provide opportunities for 100% of scholars to participate in a well-rounded curriculum including physical and arts education.

**Evaluation Data Source(s) 3:** ADA Reports, Ongoing Progress Monitoring of Scholar Enrollment and Participation in programs

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Subscribe and provide input to the District-Level Curriculum Writing Project and promote 100% teacher participation in district-level Teachers Teaching Teachers professional development.	1, 2, 4, 7, 8, 10	Principal, Assistant Principal, Dean of Instruction	Teachers will be able to properly plan and deliver effective lessons and utilize strategies to address scholar needs.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 3 Funding Sources: 199 - General Fund - \$0.00						
2) Provide teachers with supports to prove more effective in classroom lesson delivery.	4	Principal, Assistant Principal, Dean of Instruction	Teachers will be able to effectively deliver well-sequenced and objective-driven classroom lessons.				
	Problem Statements: Curriculum, Instruction, and Assessment 6, 7 Funding Sources: 199 - General Fund - \$0.00						
3) Promote the use of Eduphoria and ExamView Pro to produce relevant and effective Six Week Unit assessments.	8, 9	Principal, Assistant Principal, Dean of Instruction	Teachers will have actionable, relevant data to make well-informed ongoing classroom decisions.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - General Fund - \$0.00						
4) Hire a Computer Lab Manager and paraprofessionals for each Kindergarten classroom.	1	Principal	Provide scholars will a well rounded curriculum by allowing access to computer resources and support with classroom instruction.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - \$64,436.00						
5) Build parental awareness to increase attendance by keeping families informed of weekly instructional content. Celebrate learning through post on Class Dojo and Campus Social Media site.	1	Teachers Assistant Principal Dean of Instruction	Parents/Guardians will become more engaged in their child's learning.				
	Problem Statements: Demographics 3						

6) Increase scholar attendance by making home visits, conferencing with parents, and provide rewards and incentives for students.	1	Attendance Committee Teachers Principal Asst. Principal Dean of Instruction	Scholar attendance will be improved to 97%.				
	Problem Statements: Demographics 3 Funding Sources: 211 - Title I, Part A - \$2,000.00						
= Accomplished             = Continue/Modify             = Considerable             = Some Progress             = No Progress             = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>	
<b>Problem Statement 1:</b> DCE enrollment remained the same, however auxiliary personnel has been reduced. There is a need for a Labmanager and paraprofessionals in each kindergarten class.	<b>Root Cause 1:</b> SBCISD staffing changes.
<b>Problem Statement 3:</b> DCE scholar attendance does not meet 97% state standard.	<b>Root Cause 3:</b> Family Culture and Awareness
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 1:</b> Grades K-2nd require improvement in the consistency of quality classroom instruction based on student achievement.	<b>Root Cause 1:</b> There is a lack of consistent curriculum guidelines and coordination between the district-level and campus-level resources. There is a desired expectation for consistency in teacher classroom practices and the use of common strategies to improve student achievement levels.
<b>Problem Statement 2:</b> District and Six Weeks Assessments are aligned to classroom instruction but do not provide a high degree of rigor.	<b>Root Cause 2:</b> District and Six Weeks Assessments being used were designed in previous years and are not produced with Eduphoria or ExamView Pro which could provide access to more relevant item banks and provide valuable, immediate, actionable data and feedback for teachers to identify weaknesses to work on.
<b>Problem Statement 3:</b> The TEKS Resource System and DDME articulates the standards vertically and horizontally, but there is a misalignment between the district-level time line (YAG) and campus-level resources (Pacing Guides, Textbooks, etc.).	<b>Root Cause 3:</b> District-level does not provide a guideline for campus resources such as a pacing guide which correlates with district YAG.
<b>Problem Statement 6:</b> Multiple programs are in place to address differentiation and learning scaffolding across the campus but additional training is needed to implement with high fidelity.	<b>Root Cause 6:</b> There is a need for consistent follow-up on campus programs due to updates, etc.
<b>Problem Statement 7:</b> There is a need to improve on explicitly communicating content and language objectives with students.	<b>Root Cause 7:</b> There is a need for campus-wide training on objective writing and a common method for classroom implementation.



**Goal 1:** Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.

**Performance Objective 4:** 100% of scholars will engage in authentic work and solve complex, real-world problems through structured and planned interdisciplinary lessons and experiences.

**Evaluation Data Source(s) 4:** 2017-18 STAAR Results, Professional Development, Student Artifacts, Lesson Plans

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Staff will receive intensive, sustained professional development and training in the area of STEAM to improve scholar knowledge and skills to solve complex, real-world problems.	4	Principal, Dean of Instruction	Strategies show an improvement in scholar classroom engagement and performance on assessments.				
	Problem Statements: Curriculum, Instruction, and Assessment 5 Funding Sources: 255 - Title II, Part A, TPTR - \$10,000.00						
<b>Critical Success Factors</b> CSF 1	1, 9	Principal, Dean of Instruction	Scholars will artifacts.				
2) Scholars will engage in STEAM activities following the Plan, Design, Evaluate, Improve, Share process.	Problem Statements: Curriculum, Instruction, and Assessment 5 Funding Sources: 199 - State Compensatory Education (SCE) - \$15,000.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 4 Problem Statements:**




Curriculum, Instruction, and Assessment
<b>Problem Statement 5:</b> The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. <b>Root Cause 5:</b> There is a lack of campus-wide opportunities for STEAM-style (problem solving) activities.

**Goal 1:** Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.

**Performance Objective 5:** Provide a variety of positive, challenging, and growth experiences to best meet the changing needs of our lowest performing scholars and their families by providing quality after school programming, all while ensuring a safe and positive environment for the scholars to motivate academic excellence.

**Evaluation Data Source(s) 5:** After School Program enrollment and participation data

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) ASP will work to help scholars grow academically, socially, and emotionally by participating in academic and recreation activities with their peers and after school leaders by providing enriching and academic groups, supporting the needs of all working families and developing good habits for all through character & health education.	9, 10	Principal, ASP Coordinator	Drawing correlations between scholar participation and improvements in classroom behavior and academic success.				
	Problem Statements: School Context and Organization 4 Funding Sources: 265 - 21st Century Grant (8) - \$0.00						
							

**Performance Objective 5 Problem Statements:**

School Context and Organization
<b>Problem Statement 4:</b> Serving more students by creating additional activities in the morning and after school. <b>Root Cause 4:</b> Additional staff is needed before school and after school to monitor students and run activities.

**Goal 1:** Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.

**Performance Objective 6:** Provide ample opportunities for scholars and teachers to utilize technology to support classroom instruction and improve areas requiring enrichment and remediation by increasing the number of devices per classroom.

**Evaluation Data Source(s) 6:** STAAR Reports, Benchmark Reports, Weekly Assessments, Technology Inventories

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Computers and devices must be updated routinely and a system for submitting technology work orders (e.g. utilize a campus Google Form) to quickly resolve issues must be developed and implemented.	1, 2	Computer Lab Manager, Dean of Instruction, Assistant Principal, Classroom Teachers, Technology Department Technicians	Users will be able to use technology effectively at any given time.				
				Problem Statements: Technology 1 Funding Sources: 199 - General Fund - \$0.00, 199 - State Compensatory Education (SCE) - \$0.00			
2) Acquire new technologies and train teachers to utilize said technologies for classroom instruction and regular scholar use.		Principal, Assistant Principal, Dean of Instruction, Instructional Materials Specialists	Expect implementation and regular use by teachers in lessons and result more student engagement in programs and research, etc.				
				Problem Statements: Technology 2 Funding Sources: 199 - State Compensatory Education (SCE) - \$20,000.00			
3) Provide periodic professional development in maximizing the use of technology programs purchased by campus/district to support student achievement in the classroom.		Principal, Assistant Principal, Dean of Instruction, Instructional Materials Specialists	High fidelity to the usage of purchased programs and improved academic achievement for students.				
				Problem Statements: Technology 3 Funding Sources: 199 - General Fund - \$0.00, 255 - Title II, Part A, TPTR - \$3,300.00			

4) Hire Computer Lab manager to manage computer lab as well as organize use of programs available for scholars.	Principal, Assistant Principal	Scholars will have greater access to computer labs at all times and faculty will be able to schedule regular use of the lab.				
	Problem Statements: School Context and Organization 5 - Technology 4 Funding Sources: 211 - Title I, Part A - \$16,859.00					
5) Create a Parent Technology Center (within our Parent Center) to have parents come and learn about the programs available and how to manage and use them by providing training to parents in the use of programs and the use of technologies such as iPads and laptops for scholar home use.	Principal, Assistant Principal, Dean of Instruction, Parent Specialist, Parental Involvement Director, Instructional Materials Specialists	Parents will become more knowledgeable in the realm of technology use at home which in turn will allow them to better support their scholars academic achievement.				
	Problem Statements: Technology 5 Funding Sources: 199 - General Fund - \$0.00					
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue						

**Performance Objective 6 Problem Statements:**


<b>School Context and Organization</b>
<b>Problem Statement 5:</b> There is no set Tier 2 time for lower grades. <b>Root Cause 5:</b> There is a lack of a computer lab manager and no master schedule allotting time for computer lab use.
<b>Technology</b>
<b>Problem Statement 1:</b> The level of classroom and lab technology implementation and regular use across campus is inconsistent. <b>Root Cause 1:</b> Many computers, laptops and iPads require general maintenance and updates in order to effectively pair up with each other and be used by teachers.
<b>Problem Statement 2:</b> The level of classroom and lab technology implementation and regular use across campus is inconsistent. <b>Root Cause 2:</b> Teachers require more iPads and laptops for scholar use (i.e. seeking 1:1 ratio).
<b>Problem Statement 3:</b> The level of classroom and lab technology implementation and regular use across campus is inconsistent. <b>Root Cause 3:</b> Teachers require more periodic professional development on program updates and management to ensure maximum use in the classroom.
<b>Problem Statement 4:</b> The level of classroom and lab technology implementation and regular use across campus is inconsistent. <b>Root Cause 4:</b> There is a high need for a lab manager to complete data entry for and maintain the implementation of applications in use and assist scholars while teachers work with Tier II groups.
<b>Problem Statement 5:</b> Access to technology usage before school for scholars is limited. <b>Root Cause 5:</b> There is no staff to monitor student computer usage before school in a computer lab.

**Goal 1:** Dr. Cash Elementary will increase academic achievement for all scholars thus closing the gap between scholar populations in pursuit of advanced performance.

**Performance Objective 7:** Ensure school day scheduled times reflect the instructional needs of teachers and students by maximizing instructional minutes.

**Evaluation Data Source(s) 7:** Master Schedule, Teacher Feedback

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Revise current scheduled times in cafeteria will reflect the new starting and ending times for the school day. Revise the students grouping in cafeteria per lunch period.		Administrators, Teachers, Para-professionals	Lunch schedule will be revised to allow students to have a semi-uncensored lunch.	✓	✓	✓	
Problem Statements: School Context and Organization 2							
							

**Performance Objective 7 Problem Statements:**

School Context and Organization
<b>Problem Statement 2:</b> Master schedule needs to be updated to reflect the new start and end times as well as student needs. <b>Root Cause 2:</b> A Change in the start and end time of the school day and scholars not meeting behavior expectations.











**Goal 2: Dr. Cash Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff to serve the needs of its scholars.**

**Performance Objective 1:** Quality professional development will be provided to 100% of instructional staff thus ensuring improved scholar success.

**Evaluation Data Source(s) 1:** Staff development attendance, surveys, and feedback

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Attend Gifted & Talented (GT Teachers) and the Texas Performance Standards Project (TPSP) scoring training.	1, 3, 4, 5	Administrators Counselor Teachers	Improve the academic rigor and relevance of instruction.				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - State Gifted and Talented (G/T) - \$900.00			
2) Provide professional development to address specific content areas of need including special populations such as At-Risk, Dyslexia, SpEd, Migrant, and LEP.	1, 3, 4, 5, 9	Administrators Bilingual Coordinator RTI Teacher Special Education Teachers Teachers	In-depth training will allow teachers to improve instructional delivery, targeting specific scholar needs.				
				Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: 255 - Title II, Part A, TPTR - \$0.00			
3) Attend Anti-Bullying, Confidentiality, Ethics, Crisis Management, Suicide Prevention, Eduphoria, T-TESS, RTI and TXEIS Gradebook trainings.	1, 2, 4	Principal Assistant Principal Dean of Instruction RTI Teacher Teachers	Staff will become knowledgeable with programs in order to fulfill their daily responsibilities.				
				Problem Statements: Staff Quality, Recruitment, and Retention 1			
4) Attend Special Education trainings such as ARD committee decision-making as it relates to assessment; accommodations, program monitoring, student assistance and RTI.	1, 2, 4, 9	Principal Assistant Principal Special Education Teachers RTI Teacher Teachers	Staff will effectively implement scholar IEPs as mandated by the State.				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I, Part A - \$0.00			

5) Attend LPAC Updates	1, 2, 4, 9	Bilingual Coordinator Bilingual Teachers	Bilingual teachers will understand Bilingual Education mandates and implement them accordingly.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I, Part A - \$0.00						
6) Actively participate in Professional Learning Communities, Instructional Faculty Meetings and Vertical Alignment Teams in order to target specific grade level needs and enhance instructional delivery.	1, 2, 3, 4, 5, 8, 9	Principal Asst. Principal Dean of Instruction RTI Teacher Teachers	Campus instructional goals will be met, evidence of student achievement through campus assessment scores, and develop staff capacity.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Current professional development provided by the district is not equipping our teachers adequately. <b>Root Cause 1:</b> Professional development is not targeted to specific populations, afforded ongoing support through implementation, and/or offering instructional technology support for teachers.
<b>Problem Statement 2:</b> It is difficult to recruit and retain highly qualified teachers. <b>Root Cause 2:</b> The lack of adequate health care insurance, effective screening process by Human Resources Department and insufficient curriculum and instructional support affects recruitment and retention.

**Goal 2:** Dr. Cash Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff to serve the needs of its scholars.

**Performance Objective 2:** 100% of all teachers will meet state requirements for certification in area being taught.

**Evaluation Data Source(s) 2:** SBEC Certification Records

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The campus will closely follow district procedures for hiring.	3	Principal		✓	✓	✓	
Problem Statements: Staff Quality, Recruitment, and Retention 1							

**Performance Objective 2 Problem Statements:**

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Current professional development provided by the district is not equipping our teachers adequately. <b>Root Cause 1:</b> Professional development is not targeted to specific populations, afforded ongoing support through implementation, and/or offering instructional technology support for teachers.




**Goal 2:** Dr. Cash Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff to serve the needs of its scholars.

**Performance Objective 3:** Administration Staff will attend leadership training, networking opportunities, and provide information and support for district leaders to improve the education of our scholars and the working conditions of our staff members based on current needs.

**Evaluation Data Source(s) 3:** Professional Development attendance, surveys, and feedback.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Administrators will attend TEPSA conference.	4	Principal					
Funding Sources: 255 - Title II, Part A, TPTR - \$2,000.00							
							

**Goal 2:** Dr. Cash Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff to serve the needs of its scholars.

**Performance Objective 4:** Ensure all campus roles and duties are clearly defined and planned in order to maximize efficiency in resolving issues and serving all stakeholders.

**Evaluation Data Source(s) 4:** Walk-throughs, Lesson evaluations, Lesson Plans

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Create an organizational chart that clearly defines the roles and responsibilities of each administrator.		Administration	Teachers will know which administrator to address with their needs and concerns.	✓	✓	✓	
Problem Statements: School Context and Organization 1 Funding Sources: 199 - General Fund - \$0.00							

**Performance Objective 4 Problem Statements:**

School Context and Organization
<p><b>Problem Statement 1:</b> Administration and faculty still require an organizational chart to establish the roles and responsibilities of each administrator. <b>Root Cause 1:</b> Organizational chart is not currently in place that is purposeful and effective.</p>

**Goal 3: Dr. Cash Elementary will implement program initiatives and activities that reflect a commitment to preparing all scholars for post-secondary educational or career paths.**

**Performance Objective 1:** Develop College and Career readiness skills through at least two project based learning (Stewardship) activities for 100% of scholars in grades PK-5.

**Evaluation Data Source(s) 1:** Lesson Plans, Post-secondary Readiness assessments

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Each grade level will develop a plan to complete two scholar-led Stewardship projects (one in the Fall and one in the Spring).		Principal, Asst. Principals, Teachers, Counselor	Scholars will develop real-world skills and awareness through their Stewardship project/work and teacher support.				
	Problem Statements: Curriculum, Instruction, and Assessment 5						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

Curriculum, Instruction, and Assessment
<b>Problem Statement 5:</b> The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. <b>Root Cause 5:</b> There is a lack of campus-wide opportunities for STEAM-style (problem solving) activities.

**Goal 3:** Dr. Cash Elementary will implement program initiatives and activities that reflect a commitment to preparing all scholars for post-secondary educational or career paths.

**Performance Objective 2:** Develop College and Career readiness skills through at least three opportunities for special speakers, presentations, and College and Career Community activities for all scholars in grades PK-5.

**Evaluation Data Source(s) 2:** Yearly schedule of presenters/speakers, planned Community Fair, and visits from Higher Education Coordinator (high school level students)

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) College Awareness Week activities will be planned for the Fall semester. This will include speakers including local community leaders, etc. which will speak on the value of education.		Principal, Asst. Principals, Counselor	This will expose scholars to experiences and motivation to seek out educational success and college preparation.	✔			
Problem Statements: Family and Community Involvement 3							

**Performance Objective 2 Problem Statements:**

Family and Community Involvement
<b>Problem Statement 3:</b> There are not many community partnerships involved on campus. <b>Root Cause 3:</b> There is a lack of an appointed position/committee for partnership recruitment.

**Goal 3:** Dr. Cash Elementary will implement program initiatives and activities that reflect a commitment to preparing all scholars for post-secondary educational or career paths.

**Performance Objective 3:** Develop College and Career readiness skills through college campus visits/educational/cultural field trips for all scholars in grades 3-5.

**Evaluation Data Source(s) 3:** Scheduled college campus visits/field trips

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Scholars will be offered opportunities to participate in educational/cultural field trips. For example, but not limited to, operas, plays, college campus visits, museum visits, etc.	1, 2, 9	Principal, Assistant Principals	Scholars will be exposed to cultural/educational experiences to support in-class learning and overall scholar success.				
	Problem Statements: Curriculum, Instruction, and Assessment 5 Funding Sources: 199 - General Fund - \$2,000.00, 199 - State Compensatory Education (SCE) - \$3,000.00						
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Performance Objective 3 Problem Statements:**

Curriculum, Instruction, and Assessment
<p><b>Problem Statement 5:</b> The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. <b>Root Cause 5:</b> There is a lack of campus-wide opportunities for STEAM-style (problem solving) activities.</p>

**Goal 4: Dr. Cash Elementary will provide all scholars a safe, drug free, learning environment that is conducive to learning.**

**Performance Objective 1:** Provide for the safety and security of scholars and educators by creating and maintaining a positive and welcoming school climate 100% of the time in which all members take pride.

**Evaluation Data Source(s) 1:** Incidents reported and discipline referrals data

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) PBIS can be supported through more counseling/interventions with scholar and administrative follow-through, and parental support and involvement is needed to meet scholars' needs.		Principal, Counselor, Classroom Teachers	Positive behavior in/out of the classroom; resulting in decline of discipline referrals and more time is utilized for teaching and learning.				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - \$0.00						
2) Classroom structures with consistent modeling of routines and expectations for positive behaviors and Core Values		Teachers, enforcement from all staff	Allotted morning time to review core values will promote an increase in positive behavior(s) and create a culture of citizenship.				
	Problem Statements: School Culture and Climate 2 Funding Sources: 199 - General Fund - \$500.00						
3) Provide new student support via campus appointed student ambassador that can brief incoming students on campus expectations, including; core values, dress code, hallway procedures, etc.		Principal, Student Council Sponsor	Norm students that are new to Dr. Cash on campus expectations.				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - General Fund - \$0.00						
4) Maintain a safe environment by having more staff reinforcement during morning drop off that will quickly direct parents/guardians out of building using staff and appropriate signage.		Principal, Morning duty staff	A safe environment conducive to learning.				
	Problem Statements: School Culture and Climate 4 Funding Sources: 199 - General Fund - \$0.00						
= Accomplished                    = Continue/Modify                    = Considerable                    = Some Progress                    = No Progress                    = Discontinue							

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> Based on data, PBIS is a reactive plan that addresses discipline concerns. Teachers have expressed that this plan has been ineffective in addressing disciplinary issues and concerns. <b>Root Cause 1:</b> Limited follow-through and fidelity with PBIS. No tracking of discipline referral.</p>

**Problem Statement 2:** Classroom structures and behaviors need to be refined to maximize instructional time. Empowering educators and scholars on campus core values to create fidelity and follow-through with morning meeting plan. **Root Cause 2:** Under developed and/or inconsistent environment with unestablished norms and expectations. We have established core values, but have not established campus-wide plan to implement consistent exposure to core values and how they are addressed on a daily basis. (i.e., Morning Meeting Plan).

**Problem Statement 3:** Support systems for new students. **Root Cause 3:** There is no support system for new students to gain familiarity with campus Core Values.

**Problem Statement 4:** Campus Safety is not optimal. **Root Cause 4:** Based on data, students do feel safe on campus. However, proper precautions can be utilized with appropriate staff reinforcement to minimize visitors on campus during drop off hour.

**Goal 4:** Dr. Cash Elementary will provide all scholars a safe, drug free, learning environment that is conducive to learning.

**Performance Objective 2:** Create a climate 100% free of bullying, drugs, gangs, violence, intimidation, fear, and shaming and keep the number of DAEP placements at zero through the implementation of restorative discipline and PBIS systems.

**Evaluation Data Source(s) 2:** Participation in Red Ribbon Week, Presentations by Local, State, and Federal Law Enforcement agencies to all student PK-5.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Scholars will attend presentations by local law enforcement and other local leadership and governmental entities to educate them on making good choices and being productive citizens.		Principal, Counselor	A safe environment conducive to learning.				
Problem Statements: School Culture and Climate 1 Funding Sources: 211 - Title I, Part A - \$0.00							
2) Provide materials, equipment, instructional support, technology hardware/software, and peripherals to support a safe learning environment and promote scholar motivation as part of BIPs.	1	Principal, Asst. Principals, Counselor	Scholars will find greater motivation to perform and behave well in class. Access to digital devices bridges the attention gap for many scholars and promotes a better motivated scholar population.				
Problem Statements: School Culture and Climate 1 Funding Sources: 211 - Title I, Part A - \$2,000.00							
3) Counselor/ Librarian in conjunction with classroom teachers will implement campus-wide character development lessons.		Principal, Asst. Principals, Counselor, Librarian, Classroom Teachers	Scholars will be knowledgeable of character values year-round and have at least 15 per day and 45 minutes per week of character education regardless of their entry point throughout the year.				
Problem Statements: School Culture and Climate 2, 3							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Based on data, PBIS is a reactive plan that addresses discipline concerns. Teachers have expressed that this plan has been ineffective in addressing disciplinary issues and concerns. <b>Root Cause 1:</b> Limited follow-through and fidelity with PBIS. No tracking of discipline referral.
<b>Problem Statement 2:</b> Classroom structures and behaviors need to be refined to maximize instructional time. Empowering educators and scholars on campus core values to create fidelity and follow-through with morning meeting plan. <b>Root Cause 2:</b> Under developed and/or inconsistent environment with unestablished norms and expectations. We have established core values, but have not established campus-wide plan to implement consistent exposure to core values and how they are addressed on a daily basis. (i.e., Morning Meeting Plan).



**Problem Statement 3:** Support systems for new students. **Root Cause 3:** There is no support system for new students to gain familiarity with campus Core Values.

**Goal 4:** Dr. Cash Elementary will provide all scholars a safe, drug free, learning environment that is conducive to learning.

**Performance Objective 3:** Design a school environment that ensures safe traffic patterns within/to and from school at all times to zero incidences.

**Evaluation Data Source(s) 3:** Traffic flow maps, student crossings maps, fencing

**Summative Evaluation 3:**

**Goal 4:** Dr. Cash Elementary will provide all scholars a safe, drug free, learning environment that is conducive to learning.

**Performance Objective 4:** Have procedures for emergency evacuation and crisis management in place at all times practiced at least once a month school-wide.

**Evaluation Data Source(s) 4:** Announced and unannounced Fire Drills/Code Red Drills


**Summative Evaluation 4:**

**Goal 4:** Dr. Cash Elementary will provide all scholars a safe, drug free, learning environment that is conducive to learning.

**Performance Objective 5:** Fully implement a Physical Education program/ curriculum which addresses Coordinated School Health Strategies and stresses the importance of healthy eating choices, good hygiene, mental health, and promotes healthy social relationships with peers.

**Evaluation Data Source(s) 5:** P.E. Coach observations/ feedback, School counselor feedback.

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) SPARK Curriculum components will be implemented through the Physical Education classes to educate scholars on the importance of healthy eating choices, good hygiene, mental health, and promotes healthy social relationships with peers.		Principal, Assistant Principal, P.E. Coaches	Scholars will make better choices concerning their overall health and levels of physical activity.				
Problem Statements: Curriculum, Instruction, and Assessment 5							
							

**Performance Objective 5 Problem Statements:**

## Curriculum, Instruction, and Assessment

**Problem Statement 5:** The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. **Root Cause 5:** There is a lack of campus-wide opportunities for STEAM-style (problem solving) activities.

**Goal 4:** Dr. Cash Elementary will provide all scholars a safe, drug free, learning environment that is conducive to learning.

**Performance Objective 6:** Provide resources to 100% of families and individuals in need of assistance for cases of homelessness and support families providing foster care to scholars.

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

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Connect families/individuals in need of assistance with the Parental Involvement (F.A.C.E.) Department to seek assistance.		Principal, Asst. Principal, Counselor, School Nurse	Provide resources to families of scholars in need to create safe and consistent homes.				
Problem Statements: Family and Community Involvement 1							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 6 Problem Statements:**

<b>Family and Community Involvement</b>
<b>Problem Statement 1:</b> Not all parents and community members are involved within the school. <b>Root Cause 1:</b> Parents/community members lack access to campus communicative initiatives such as, "Class Dojo" and social media platforms like, "Facebook".

**Goal 5: Dr. Cash Elementary will collaborate with parents and community members to ensure all scholars receive a gold standard education.**

**Performance Objective 1:** By May 2018, 90% of all scholars' parents will participate in at least one school sponsored academic activity.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) We will coordinate a Fall Open House, Spring Curriculum Night, monthly grade level luncheons, holiday performances, school-wide picnics, and school-wide field days for parents to attend.	6	Principal, Assistant Principals	Parents will be able to see their children perform, become informed of the activities and programs being offered to scholars.				
Problem Statements: Family and Community Involvement 1							
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Family and Community Involvement</b>
<b>Problem Statement 1:</b> Not all parents and community members are involved within the school. <b>Root Cause 1:</b> Parents/community members lack access to campus communicative initiatives such as, “Class Dojo” and social media platforms like, “Facebook”.

**Goal 5:** Dr. Cash Elementary will collaborate with parents and community members to ensure all scholars receive a gold standard education.

**Performance Objective 2:** Develop and maintain the capacity for meaningful and productive parental and community involvement that is mutually beneficial to 100% of stakeholders.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Create more opportunities for parents and community members to become informed/invited to school events by promoting the school through the consistent use of social media (Facebook).	6	Principal, Assistant Principal, Social Media Representatives	More community members will become involved in the school outside of only parents of scholars.				
	Problem Statements: Family and Community Involvement 1						
2) Create a parent survey for upcoming school years and implement during BOY, MOY, and EOY events to gain parent perspectives and feedback.	6	Principal, Asst. Principals, Parental Involvement Liason	A collection of data which includes parents' perceptions of the effectiveness of the school.				
	Problem Statements: Family and Community Involvement 1, 2						
3) Create a position/committee for a recruitment of community partnerships.	6	Counselor, Principal, Asst. Principal	Set foundation for developmental growth and in turn promotes academic achievement.				
	Problem Statements: Family and Community Involvement 3						
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Family and Community Involvement</b>
<b>Problem Statement 1:</b> Not all parents and community members are involved within the school. <b>Root Cause 1:</b> Parents/community members lack access to campus communicative initiatives such as, "Class Dojo" and social media platforms like, "Facebook".
<b>Problem Statement 2:</b> There is no data involving parent's perceptions of the effectiveness of the school. <b>Root Cause 2:</b> No survey was conducted for 2016-2017 academic year.
<b>Problem Statement 3:</b> There are not many community partnerships involved on campus. <b>Root Cause 3:</b> There is a lack of an appointed position/committee for partnership recruitment.

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dilia Cornett	Principal
Administrator	Marleen Araiza	Asst. Principal
Administrator	Rudy Ramirez	Assistant Principal
Non-classroom Professional	Laura Gomez	RTI Teacher
Classroom Teacher	Krystal Contreras	4th Grade
Classroom Teacher	Maria G. Martinez	1st Grade
Classroom Teacher	Elsa Pena	2nd Grade
Classroom Teacher	Linda Rivas	5th Grade
Classroom Teacher	Laura Resendez	Kinder
Classroom Teacher	Christine Rodriguez	3rd Grade
Classroom Teacher	Adan Pena	SPED
District-level Professional	Connie Cruz	Dir. Elementary Ed.
Community Representative	Jaime Saucedo	Business Owner
Parent	Paul Hernandez	Parent
Paraprofessional	Patricia Pena	Paraprofessional