

San Benito Consolidated Independent School District



Dr. C.M. Cash Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

Dr. C.M. 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. C.M. 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

Summary

Dr. Cash Elementary (DCE) is located in San Benito, Texas and is one of eleven elementary schools within the San Benito CISD. DCE is a diverse Title I campus with the highest scholar enrollment of approximately 632 scholars in Early Childhood – 5th 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, Cooking & Nutrition, Cheer, Cash News Network, Photography, Book Club, Battle of the Blue Bonnet, Special Olympics, Spelling Bee, UIL, Running Club, Soccer, and National Elementary Honor Society (NEHS). 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:

86% Economically Disadvantaged

Ethnic Distribution:

98.8% Hispanic

1.1% White

0%, Asian

.2% Two or more races

4.9% Gifted & Talented

1.8% Migrant

5.0% 504 Program

12.6% Special Education

18.8% English Learners

58.1% At Risk

6% Mobility

DCE consist of **81** total staff members including the following professional staff: 1 Principal, 1 Assistant Principal, 1 RTI teacher, 2 Counselors, 1 Librarian, 1 Fine Arts teacher, 2 Coaches, 1 School Nurse, 3 Resource teacher and 31 Classroom teachers. Support staff includes: 15 Paraprofessionals, 2 Office Staff, 1 Nurse Aide, 1 STEM Lab Manager, 1 Parent Liaison, 5 Cafeteria Staff, 5 Custodians, 1 Police Officer and 1 Cross Guard.

80% of classroom teachers are GT Certified

50% of classroom teachers are Bilingual Certified

2023-2024 Campus Goals

5th Grade Goals

90% of 5th Grade scholars will Approach Standard on the STAAR ELAR / 70% of Grade scholars will score at Meet level on the STAAR ELAR

90% of 5th Grade scholars will Approach Standard on the STAAR Math / 70% of Grade scholars will score at Meet level on the STAAR Math

90% of 5th Grade scholars will Approach Standard on the STAAR Science / 70% of Grade scholars will score at Meet level on the STAAR Science

4th Grade Goals

90% of 4th Grade scholars will Approach Standard on the STAAR ELAR / 70% of Grade scholars will score at Meet level on the STAAR ELAR

90% of 4th Grade scholars will Approach Standard on the STAAR Math / 70% of Grade scholars will score at Meet level on the STAAR Math

3rd Grade Goals

90% of 3rd Grade scholars will Approach Standard on the STAAR ELAR / 70% of Grade scholars will score at Meet level on the STAAR ELAR

90% of 3rd Grade scholars will Approach Standard on the STAAR Math / 60% of Grade scholars will score at Meet level on the STAAR Math

2nd Grade Goals

80% of students will score at average or above in the MAP-NWEA end of year assessment for reading and math

90% of students will attain a fluency level at or above 90wpm

1st Grade Goals

80% of students will score at average or above in the MAP-NWEA end of year assessment for reading and math

90% of students will attain a fluency level at or above 60wpm

Kindergarten Grade Goals

85% of students will score at average or above in the MAP-NWEA end of year assessment for reading and math

90% of students will be able to decode CVC words and know PK/K sight words

Pre-Kindergarten Grade Goals

90% of students will be developed in all areas of reading and math in the CLI Engage for end of year assessment

90% of students will be able to identify their letter name/sounds, and PK sight words

All special population groups will show growth in all subject areas including STAAR and TELPAS.

HB3 CAMPUS EARLY CHILDHOOD GOALS

2022-2023 Accountability Ratings

OVERALL: 'A' CAMPUS RATING

Student Achievement - Pending Results

School Progress - Pending Results

Closing the Gaps - Pending Results

All 6 available Distinction Designations were earned:

-

2021-2022 Accountability Ratings

OVERALL: 'A' CAMPUS RATING

Student Achievement 85%

School Progress 93%

Closing the Gaps 82%

All 6 available Distinction Designations were earned:

- ELA / Reading
- Mathematics
- Science
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Strengths

DCE is very proud of its academic and extracurricular programs that enhance scholar's overall learning and development. Scholar academic achievement was improved from the pandemic to 2021-2022 State Assessment results. Dr. Cash was able to return to A Campus rating in 1 year and increase academic achievement to 85% along with all six distinction designations available. DCE is pending State Assessment results for the 2022-2023 school year.

DCE continues to deliver high instruction with rigor and relevance integrating Instructional Playbook, Fundamental 5 and Lead4ward strategies to support all scholars. DCE provides a full day Pre-Kindergarten program and scholars in K – 5th grades receive a strong academic program that promotes foundational skills critical to future academic success. Additional strengths of the campus include the viable curriculum presented on a daily basis to all students, along with the differentiation provided to those students needing extra assistance. Response to Intervention (RTI) is available to all students who are not being academically successful, who have low attendance; who have emotional problems, or who are a behavior concern. Academic programs include TEKS Resource System, bilingual education, gifted and talented education, migrant services, and special education.

An array of extracurricular programs provide scholars opportunities to participate beyond the classroom. DCE offers its scholars programs such as Piano, Choir, Chess, Nutrition, Photography, Cheer, Live Broadcasting and Video Editing, Sport Club, Running Club, and competitive platforms such as Battle of the Blue Bonnet, UIL and Spelling Bee. This year DCE will continue a 5th year with a National Elementary Honor Society chapter for all 4th and 5th-grade scholars meeting the local and national eligibility criteria for academic excellence and character.

DCE provides scholars with After School Program enrichment and instructional activities to support the socio-emotional and learning needs. The program services approximately **160** scholars afterschool from 3:15 – 6:00 p.m.

The campus conducts a minimum of 2 Community Stewardship projects per year. 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 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.

All teachers at DCE are highly qualified. Of the **31** classroom teachers, **15** are Bilingual Certified and **23** are GT Certified. In addition, there are two full-time administrators and two full-time counselors to address campus needs to support the large student population.

At DCE we have highly qualified teachers and strong teacher retention. New teachers are supported through our Districts New Teacher Orientation Mentoring Program, on-going campus grade level collaborations, Professional Learning Communities, Campus Vertical Alignment meetings, data meetings and district curriculum/data review sessions. New and returning teachers are provided opportunities to strengthen their teaching performance through various trainings/workshops such as Heggerty, Reading Academies, Saxon Phonics, Lead4ward, Fundamental 5, Instructional Playbook, Capturing Kids Hearts 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. Through the PLC process, teachers focus on instructional practices and collaborate to improve student learning and TEKS Mastery. This time also provides administrators opportunities to provide professional development in formative assessments, Fundamental 5, instructional and digital programs and other campus/district initiatives. Collaboration amongst teachers and support staff is essential in order to grow and develop our practice for the betterment of our scholars.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Administrative and office staff is insufficient to ensure a seamless school operation and instructional system that benefits all scholars and employees including safety and staff well-being. Retention of highly qualified staff due to excessive work load will be difficult to sustain.	Insufficient administrative/office personnel. Based on student enrollment, the school needs 1 additional Assistant Principal and 1 additional Office clerk.
2	Bilingual scholars did not show increase for TELPAS state assessment.	Lack of fidelity to implementing K12 summit to offer multiple opportunities for listening, speaking, reading and writing.
3 ★	Special education scholars did not show sufficient growth on STAAR assessment.	Need to develop special monitor groups for this population and provide targeted instructional interventions and support systems.

★ = Priority

Student Learning

Summary

Dr. Cash Elementary uses the TEKS Resource System with a well defined scope of sequence. The TEKS Resource System provides teachers with a year at a glance, verification document, vocabulary and misconceptions per unit and clarification documents. These resources allows teachers to be equipped to plan a well defined lessons. Our PK teachers utilize the program Three Cheers, others have access to the state-adopted curriculum resources including HMH Reading, SAAVAS Math, Science and Social Studies. Teachers have been trained on Implementing the TEKS, Fundamental 5 and the San Benito Instructional Playbook.

In addition, Dr. Cash scholars in PK-5th grades are given a diagnostic assessment in the Beginning, middle and end of the school year for both NWEA MAP and Amplify. This data will allow teachers to provide instructional content and delivery through interventions and accelerated learning time as the scholar's instructional level. CLI Engage CIRCLE is utilized for PK to assess scholars 3 times a year and scores are reviewed for grouping students. Teachers receive staff development for prekindergarten through CLI Engage online and district offered training. Scholars also utilize the mClass and Imagine Math digital platform and the campus collects real-time data to determine skill growth/progress. Teachers utilize this data to develop lesson plan, determine small group instruction and intervention/tutorial needs and to ensure academic progress for each scholar.

The pandemic has brought many areas of need both academic and social-emotional. Focal areas of need include decoding, phonics, reading fluency, vocabulary, comprehension, applying strategies, numeracy skills and conceptual understanding of math processes. DCE has 1 interventionist that works with scholars in small groups along with our Response to Intervention teacher. The counselor meets with scholars daily to provide social-emotional stories that may support a healthy life, positive learning and teaches coping mechanisms in response to trauma and family crisis.

The students participate in the Accelerated Reader program and are required to read books at their reading level and meet the six week goal for their grade level. Each scholar has a student portfolio that is used to develop their individual goals and track their academic progress.

Strengths

Scholars at Dr. Cash Elementary follow the campus core values of Dedication, Respect, Collaboration, Accountability, Stewardship and Honesty. These values are taught by classroom teachers with morning mini lessons and by our campus Counselor and Librarian during PLCs. The values have been instilled and have become a indicator of how scholars response to difficult situations. Scholars and teachers/staff exemplify the core values daily which help promote a safe learning environment with highly engaged classrooms.

Scholars in 3rd - 5th grades have excelled in academic performance as per State STAAR assessment. The performance by scholars at Dr. Cash Elementary have been above district and state averages. However, DCE scholars are experiencing large amounts of academic gaps due to the pandemic. Previously DCE had a 94% on academic achievement and most recently an 85%. Scholars, teachers and staff are working hard to bridge the gap and continue to improve to a goal of 90% this 2022-2023 school year. Dr. Cash has high expectations and parent support with scholars dedicated to their learning.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Reduce the percentage of scholars identified as below grade level as per STAAR, Amplify, MAP K-2, & iReady 4th-5th by strengthening our Tier I.	Build teacher capacity to improve Tier I delivery of instruction with implementation of the Fundamental 5 and SB Instructional Playbook. Monitor lesson plans, small group instruction and complete walkthroughs on a weekly basis to assess strengths and needs.
2 ★	Improve the percentage of scholars identified as English Learners showing improvements in TELPAS assessments.	Students in the early grades need to receive intensive phonics, fluency and comprehension practice through research based practices and programs. Students will also be given multiple opportunities to develop their reading, listening, speaking and writing skills in embedded activities and formative assessments.

★ = Priority

School Processes & Programs

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 scholars performance on standardized assessments (STAAR) and yearly progress monitoring assessments systems (Amplify/CLI Engage). We will continue to work on improving our scholars Reading and Writing by building teacher effectiveness in being explicit and consistent in classroom reading and 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. Formative assessments along with quizzes and weekly test are teacher based with support from Lead4ward Strategies, Google Forms, Implementing the TEKS and TEKS Resource System. Teachers in all grades (K-5th) utilize diagnostic data, formative assessments and weekly tests for the purpose of addressing areas of high need and targeted instruction. Multiple programs are in place to address differentiation and learning scaffolding across the campus. In Reading, programs such as Amplify/mClass, Nearpod, Flocabulary, and EPIC are available and are being utilized with consistency across classrooms. In Mathematics, programs such as Istation Math and Imagine Math are being utilized to support scholar development of math concepts aligned to their current level of need. Teachers have received necessary training to ensure proper implementation of programs and alignment. However, we will continue to provide training and support for updates as they arise, 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. Teacher input and classroom observations are indicative of a need to improve on explicitly communicating objectives with students.

At Dr. 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 STAAR test per grade level and content areas and above the State average. The Data sources used throughout the year to monitor progress are the NWEA MAP, Amplify, Campus Benchmarks, mClass Reading and Imagine Math, 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, tutorials and intervention pull-out schedule. Planning is done both in teams and individually. Instruction is differentiated 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 and Sports Clubs that meet twice times per week before the school day begins. 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, Photography, 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. Changes in lunchtime schedules will be made based on instructional needs. An organizational chart will be constructed identifying the roles and responsibilities of administration.

Dr. Cash Elementary most recently had a 1:1 ratio of electronic devices available during the school day for scholar use. Currently, DCE is in need of electronic devices as many became damaged during the pandemic or have become out-dated. 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 Amplify Reading and Imagine Math, Nearpod, Flocabulary, EPIC, Google Classroom 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, document camera and an EPSON Smart Board. Grade levels PK-Kinder are equipped with classroom sets of iPads for scholar use. Grade levels 1st-5th are equipped with classroom sets of Dell Chromebooks. Digital licenses have been acquired for instructional materials used in class such as EduSmart, Imagine Math Fluency and Classkick. Whole group applications are also in use such as Stemsopes and Brain Pop. Teachers in grades K-2nd utilize many free online applications and programs available such as Starfall, Teach Your Monster to Read, Prodigy etc. The campus is equipped with wireless internet connectivity for all faculty, staff, and scholar use. Teachers use the support of the Instructional Technology Department and Instructional Material Department usually a wait time of 2-3 days in average. 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.

Strengths

The Campus Google Classroom allows for day to day communication with staff including bulletins, master schedule and curriculum updates. 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. Teachers are able to create 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 skill mastery is an important part of the school's culture.

Dr. Cash continues to strive for academic excellence for our scholars. Teachers create Scholar Portfolios 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 extracurricular activities. These activities allow for students to showcase their abilities to their families and the community. Jump Start program is provided to students with need.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Purposeful lesson planning with the use of backward design to determine skill mastery and graded product.	Build teacher capacity development on alignment, standards, and objectives.
2	Consistently implement formative assessments to adjust instruction for mastery.	New instructional roll-out; will need to provide training on how to develop authentic formative assessment and what to do with data.

★ = Priority

Perceptions

Summary

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

DCE scholars and staff 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. Some scholars in our 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.

We have not completed a staff, student or parent survey in the last 3 school years due to the COVID situation. DCE will develop surveys to gather data for all stakeholders and identify areas of needs along with strengths. In previous years, both scholars and teachers felt a need to address classroom structures and behaviors that will in turn lend to maximizing instructional time. Even though 92% of scholars surveyed felt 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).” Our PBIS plan holds the core values as the central focus. Scholars are provided with core value mini lessons each morning through their classroom teacher. In addition, each grade level visits with the Counselor and Librarian for an hour of core value lessons each week to include social stories, good character and appropriately responding to situations. Scholars are also recognized and receive an award at the end of each six weeks during grade level assemblies. A updated survey to gather data is needed at this time.

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. The campus currently sends out communication via Class Dojo school stories, Classroom Broadcast, School Messenger, Campus Website and social media. Community partnerships which exist include; Police Department, SB High School Students, parent speakers, Community Fair; Rodeo Dental, Girls Scouts, HEB. These community partnerships are recruited by campus counselor, cheer sponsors, and classroom teachers.

Strengths


DCE has to create and share out staff, parent and scholar surveys to gather data on perceptions from stakeholders. Based on previous survey data, 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. 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.

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. ClassDojo is used with high fidelity by classroom teachers to provide insight and a form of communication with scholars’ parents. The Campus social media 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 Parental Involvement Center has a high level of attendance and is actively engaged in achieving campus goals, i.e. improving attendance.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Not all families are involved in campus based activities.	Expansion needed to advertise and market opportunities for family events.
2	Build and sustain strong community partnerships from businesses and community stakeholders.	Build our relationship and processes with community stakeholders and invite them to participate in school events.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Reduce the percentage of scholars identified as below grade level as per STAAR, Amplify, MAP K-2, & iReady 4th-5th by strengthening our Tier I.

Build teacher capacity to improve Tier I delivery of instruction with implementation of the Fundamental 5 and SB Instructional Playbook. Monitor lesson plans, small group instruction and complete walkthroughs on a weekly basis to assess strengths and needs.

2
★

Improve the percentage of scholars identified as English Learners showing improvements in TELPAS assessments.

Students in the early grades need to receive intensive phonics, fluency and comprehension practice through research based practices and programs. Students will also be given multiple opportunities to develop their reading, listening, speaking and writing skills in embedded activities and formative assessments.

3
★

Purposeful lesson planning with the use of backward design to determine skill mastery and graded product.

Build teacher capacity development on alignment, standards, and objectives.

4
★

Not all families are involved in campus based activities.

Expansion needed to advertise and market opportunities for family events.

5
★

Administrative and office staff is insufficient to ensure a seamless school operation and instructional system that benefits all scholars and employees including safety and staff well-being. Retention of highly qualified staff due to excessive work load will be difficult to sustain.

Insufficient administrative/office personnel. Based on student enrollment, the school needs 1 additional Assistant Principal and 1 additional Office clerk.

6
★

Special education scholars did not show sufficient growth on STAAR assessment.

Need to develop special monitor groups for this population and provide targeted instructional interventions and support systems.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 High Priority HB3 Goal

By June 2026, 90% of all scholars in 3rd - 5th grades will meet the minimum approaches level in all areas of STAAR assessment and 60% at the Meets level.

Evaluation Data Source: STAAR Reports for grade 3-5
STAAR Interim Assessments
HMH modules
NWEA Map Assessments
iReady Assessments
Bluebonnet Math Module Assessments
Formative and Summative Assessments

Strategy 1

Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.

Strategy's Expected Result/Impact: 90% of at-risk students will meet established standards on the state standards

Staff Responsible for Monitoring: Principal
Assistant Principal
RTI Teacher
3-5th Grade Teachers
Special Education Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Prekindergarten will implement the Three Cheers Curriculum and Heggerty which focuses on phonemic awareness, sight words, letter-sound correspondence, print awareness, vocabulary, comprehension, and math skills.

Strategy's Expected Result/Impact: 90% of students will be developed in all areas of CLI Engage by the end of the year.

CLI Engage reports will be reviewed to monitor progress.

Staff Responsible for Monitoring: Principal

Assistant Principal

RTI Teacher

Teachers

Teacher Assistants

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 3

Provide supplemental HQIM instructional materials, equipment, instructional support, technology hardware/software, and peripherals to facilitate academic improvement in content areas.

Strategy's Expected Result/Impact: 90% of all students will meet established standards on the state/local assessments.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Technician

Librarian

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 4

Teachers will analyze data reports including formative assessments, mClass, CIRCLE, Amplify diagnostic assessment, Bluebonnet Module Assessments, MAP data, iReady, Unique Learning, K12 Summit BM data, Campus/District Benchmarks, STAAR and TELPAS data in order to identify students' strengths and weaknesses.

Strategy's Expected Result/Impact: Increased levels of performance in Reading, Math and Science for all students.

Staff Responsible for Monitoring: Principal

Assistant Principal

Teachers

RTI Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 5

Promote the use of instructional platforms such as iReady, Writable, AofL Educator Center, Flocabulary, HMH ED, ClassKick , Accelerated Reader, K12 Summit, Lone Star Learning, Boost (Amplify) to support classroom instructional delivery and target scholar instructional needs.

Strategy's Expected Result/Impact: Improved usage of digital platforms to support grade level instruction.

Staff Responsible for Monitoring: Principal

Assistant Principal

RTI Teacher

Teachers

Librarian

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 2 High Priority HB3 Goal

Special Populations will achieve academic success by showing school progress on NWEA MAP, iReady diagnostic assessments, and growth from the previous school year in STAAR and TELPAS.

Evaluation Data Source: STAAR Reports grade 3-5

TELPAS Reports grade 2-5

IEP and Progress Reports

MAP K-5

iReady

Strategy 1

Migrant teacher will provide instructional support to all identified migrant students including, but not limited to, priority of services students.

Strategy's Expected Result/Impact: 90% of migrant scholars will meet the following:

Be promoted to the next grade level

Show growth in the STAAR assessment from previous year

Score at the Average to High Average range in the End of year MAP assessment & iReady

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Migrant Coordinator

Migrant Teacher

Counselor

Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Bilingual teachers will implement and embed ELPS by utilizing sheltered instructional strategies and instructional materials to support K-12 summit implementation, and provide multiple opportunities for scholars to develop in the four domains of listening, speaking, reading and writing.

Strategy's Expected Result/Impact: 70% of EBs will meet the passing standard of STAAR assessment EBs will show an increase on the TELPAS composite score or Maintain Advance High Rating

Staff Responsible for Monitoring: Principal

Bilingual Coordinator

Teachers

LPAC Lead Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

RTI teacher and classroom teachers will provide intensive instruction and after school tutoring for students at risk of failing or performing below grade level. Parents will be notified of child's benchmark scores and interventions.

Strategy's Expected Result/Impact: Students are expected to show growth as per progress measure, Amplify, MAP, iReady

Staff Responsible for Monitoring: Principal
Assistant Principals
RTI Teacher
Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Students receiving Special Education services through resource, inclusion or unit will receive targeted instructional support aligned to their IEP during the school day and tutorials.

Strategy's Expected Result/Impact: Students receiving special education will show growth in the STAAR assessment from previous year.
Students receiving special education will know how to utilize supplemental aids and embedded supports to their advantage.
Students receiving special education will show gradual improvement in both Amplify, MAP, iReady, and ULS as tested in the BOY, MOY and EOY.

Staff Responsible for Monitoring: Special Education Teachers
RTI Teacher
Principal
Assistant Principal
General Education Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Gifted and Talented students will receive specialized instruction by GT Certified teachers, Counselor and Librarian with appropriately challenging, rigorous, enriching activities including research, and field trips.

Strategy's Expected Result/Impact: TPSP Projects

GT Teacher Certificates
Field Trip-Learning Experiences
Pull out Program
Stewardship School Wide Projects
GT Family Informational Meetings

Staff Responsible for Monitoring: Principal

GT Coordinator
Teachers
Librarian

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Performance Objective 3 High Priority HB3 Goal

By May 2026, 85% of all scholars in Kinder - 5th grades will score at or above the 41 percentile on the NWEA MAP & iReady diagnostic assessment.

Evaluation Data Source: MAP end of year reports

iReady
Lesson Plans
Data Driven Instructional Plans

Strategy 1

Kinder to 5th grade teachers will analyze data and provide targeted instruction based on individualized learning needs.

Strategy's Expected Result/Impact: Attainment of project student goal

Attainment of HB3 Goals
Differentiation

Staff Responsible for Monitoring: Teachers

RTI Teacher
Administrators

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Strategy 2

Teachers will provide flexible small group instruction in both reading and math during Tier I to meet the needs of their scholars.

Strategy's Expected Result/Impact: Attainment of projected student goal

Differentiation

Attainment of HB3 Goals

Staff Responsible for Monitoring: Teachers

RTI Teachers

Administrators

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Performance Objective 4 High Priority HB3 Goal

By May 2026, 90% of scholars in Pre-Kindergarten will score on grade level by the end of the school year CLI Engage Circle assessment

Evaluation Data Source: CIRCLE end of year reports

Lesson Plans

Data Driven Instructional Plans

Strategy 1

Teachers will provide targeted small group instruction to teach prekinder guidelines and build reading language arts and mathematics development.

Strategy's Expected Result/Impact: Attainment of projected student goal

Attainment of HB3 goal

Staff Responsible for Monitoring: Teacher

RTI Teacher

Administrators

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Performance Objective 5 High Priority

SBCISD/Dr. C.M. Cash Elementary School will work to increase staff and student attendance by 3% by the end of the 2025-2026 school year by providing a safe learning environment in support of higher educational achievement.

Evaluation Data Source: ADA
Campus Tracker
Classroom Trackers

Strategy 1

Implement attendance comprehension plan and targeted outreach and communication with families to address barriers of attendance, and provide professional development for staff on early intervention strategies.

Strategy's Expected Result/Impact: Monitoring attendance data closely and involving students, staff, and families in creating a supportive environment will be essential to sustaining improvements and achieving the desired increase by the end of the 2025-2026 school year.

Staff Responsible for Monitoring: Administration
PEIMS
RTI
Counselor
Parent Laison
Teachers

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Implement a positive attendance incentive program for students and staff, including recognition awards, monthly celebrations, and classroom competitions for improved attendance.

Strategy's Expected Result/Impact: Higher Attendance Rates that contribute to improved instructional time and academic achievement.

Staff Responsible for Monitoring: Administration

PEIMS

Secretary

Counselor

RTI

Parent Laison

Teachers

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Performance Objective 6

Develop College, Career, and Military readiness knowledge and skills through college campus visits/ educational/cultural field trips for all scholars.

Evaluation Data Source: Student Surveys

Career Day

Field Trips

Career & Technology Education Pathways

Strategy 1

Implement College & Career Weeks to showcase different professions and post secondary options.

Strategy's Expected Result/Impact: Increase student exposure to a variety of career paths and post secondary opportunities.

Staff Responsible for Monitoring: Counselor

Teachers

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Strategy 2

Visit College and Career centers/universities to develop an early awareness and experience real world environments that connect academic learning to post secondary pathways.

Strategy's Expected Result/Impact: Early Exposure, Foster Excitement, and Curisoity about future options, helps students visualize themselvs in college or career settings.

Staff Responsible for Monitoring: Administration

Counselor

Teachers

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Goal 2 SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

By May 2026 Dr. Cash will strengthen teacher instructional capacity and compliant practices fostering a positive and inclusive workplace culture.

Evaluation Data Source: Professional development feedback
Recruit, Support, and retain Teachers and Principals

Strategy 1

Provide professional development to address specific content areas of need including special populations such as At-Risk, Dyslexia, SpEd, 504, GT, Migrant, and EBs, Behavior, and Branching Minds.

Strategy's Expected Result/Impact: In-depth training will allow teachers to improve instructional delivery and build capacity.

Staff Responsible for Monitoring: Principal
Assistant Principal
RTI Teacher
Special Education Teachers
Teachers

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Strategy 2

Staff will complete Safe Schools' required modules. Staff will also be trained in STOP IT Anti-Bullying, Stop it! app., Safety, Response to Crisis, Eduphoria, T-TESS, RTI, Esped, and Skyward Grade Book.

Strategy's Expected Result/Impact: Staff will become knowledgeable with programs in order to fulfill their daily responsibilities.

Staff Responsible for Monitoring: All SBCISD employees

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 3

Teachers will attend Bilingual professional development to stay up to date with ELPS and best practices to support Emergent Bilingual scholars.

Strategy's Expected Result/Impact: Bilingual teachers will understand Bilingual Education mandates and implement them accordingly.

Bilingual teachers will understand TELPAS assessment updates and purposefully plan to support learners in the 4 domains.

Staff Responsible for Monitoring: Bilingual Coordinator

LPAC Lead Teacher

Bilingual Teachers

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Strategy 4

Teachers will actively participate in Professional Learning Communities, Instructional Faculty Meetings, Data Meetings, Vertical Alignment Teams and Common Planning with their teams in order to target specific grade level needs and enhance instructional delivery.

Strategy's Expected Result/Impact: Campus instructional goals will be monitored, evidence of student achievement through campus/district assessment scores, and develop staff capacity through collaboration.

Staff Responsible for Monitoring: Principal

Assistant Principal

RTI Teacher

Teachers

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Strategy 5

Staff will be trained on the Fundamental 5 and the Lead4ward play list with focus on high-yield

strategies for academic achievement.

Strategy's Expected Result/Impact: Use of formative assessment to adjust instruction in real-time and monitor student learning.

Quality instruction with high level questioning that builds conceptual learning.

Staff Responsible for Monitoring: Principal

Assistant Principal

RTI Teacher

Teachers

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2

100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Source: SBEC Certification Records

Strategy 1

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 3

Support new teacher for growth and development.

Evaluation Data Source: TTESS Evaluations

Strategy 1

All new teachers will be provided a teacher mentor, opportunities to observe other teachers on campus, and participate in new teacher orientations as per district.

Strategy's Expected Result/Impact: Build best practices

Professional network

Student and teacher success

Staff Responsible for Monitoring: Teachers

Administrators

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Debrief observations with actionable feedback, clear models, and opportunities to move to student centered focus.

Strategy's Expected Result/Impact: Building Capacity

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 5: Effective Instruction

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Goal 3

SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1

By May 2026, 90% of all scholars' parents will participate in at least one school sponsored academic/community/district activity to increase parent involvement.

Evaluation Data Source: Parent Surveys
Sign In Sheets
Phone Logs

Strategy 1

Dr. Cash Elementary will coordinate a Fall/Spring Open House, monthly grade level lunch and learn luncheons, holiday performances, school-wide picnics for parents to attend, PTO Meetings, district, and community events.

Strategy's Expected Result/Impact: Parents will be able to see their children perform, become informed of the activities and programs being offered to scholars.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselors
Teachers
Parent Laison

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Strategy 2

Dr. Cash will hold monthly Family Events sponsored by the campus ASP After School Program to bring families together.

Strategy's Expected Result/Impact: These gatherings are designed to foster community spirit and strengthen the bonds between families, scholars, and the school.

Staff Responsible for Monitoring: Principal
Assistant Principal
ACE Campus Coordinator

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Performance Objective 2

By May 2026, Dr. C.M. Cash will promote and increase parental involvement to help enhance each scholar's social, emotional and academic well being.

Evaluation Data Source: Documented Volunteer Hours
Parent Contact Logs
Sign In Sheets

Strategy 1

Use social media, monthly calendars, Class Dojo, Facebook, and flyers to communicate school sponsored events. Encourage school staff to share information with scholars and parents.

Strategy's Expected Result/Impact: More community members will become involved in the school and parent center.
Increase CKH Survey Participation

Staff Responsible for Monitoring: Principal
Assistant Principal
Parent Liaison
Campus Technology Representative

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Strategy 2

Present weekly and monthly at our FACE Parent Center facility to build awareness of school, district, community resources, and relevant topics.

Strategy's Expected Result/Impact: Increase parent awareness and community supports to increase the well-being of our scholars.

Staff Responsible for Monitoring: Parent Specialist
Counselors
Officer
Nurse
RTI
Principal
Assistant Principal

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Performance Objective 3

By May 2026, Dr. Cash Elementary will increase positive media coverage and social media presence to highlight student achievements, teacher excellence, and school initiatives.

Evaluation Data Source: Campus Social Media Representative, Classroom Teachers, Administrators

Strategy 1

Social Media Campaigns: Maintain active social media accounts that share student projects, classroom highlights, and school events.

Strategy's Expected Result/Impact: Increased public awareness of school successes and programs. Enhanced reputation of the school within the community. Boosted student, parent, and staff pride in the school.

Staff Responsible for Monitoring: Campus Social Media Representative, Classroom Teachers, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Goal 4

SBCISD/Dr. C.M Cash will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability by the end of 2026 school year.

Performance Objective 1

Federal Programs: To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, Dr. C.M. Cash ensure compliance of federal funds and federal and state requirements to stay current with federal, state, and local procedures.

Evaluation Data Source: CIP, Budget Review, Required Field Trip forms for documenting Federal Funds use

Strategy 1

To ensure all the needs of Dr. C.M. Cash students are being met for student achievement, Dr. Cash will allocate federal funds for activities to raise student achievement such as Field Trips, Technology, Instructional Resources, Instructional Technology platforms, Instructional Materials, and other technology resources to encapsulate an enhance the learning.

Strategy's Expected Result/Impact: Increase in STAAR Scores, NWEA Scores, Amplify Scores and I-READY Scores.

Staff Responsible for Monitoring: Principal, Assisant Principal, Teachers, Rtl Teachers

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