

Galena Park Independent School District
Cimarron Elementary
Campus Improvement Plan
2013 – 2014

Section 1- Introduction

- 1. School:** Cimarron Elementary
- 2. Location:** 816 Cimarron Street
Houston, TX 77015
- 3. Budget Manager:** Gloria R. Vásquez
- 4. Current School Advisory Team Members:**

Administrators:

Gloria Vásquez
Irene Benzor

Administration Member:

Wanna Giacona,
Executive Director for Special Programs

Business Member:

Dale Jones, *Sterling Wood Church*

Community Members:

Judy Evans
Kathrene Horton

Parents:

Lupe Arellanes
Kim Hadaway

Teacher Representatives

Diane Proctor	Pre-Kindergarten
Michelle Hayes	Kindergarten
Karen Smith	First Grade
María Dautant	First Grade
Annette Taylor	Second Grade
Imelda Hernández	Second Grade
Chuck Palmer	Third Grade
Cristina Parga	Third Grade
Jamie Coburn	Fourth Grade
Kristen Pérez	Fourth Grade
Margeaux Fisher	Fifth Grade
María Pérez	Teacher Member At-Large (Primary)
Diana Lee	Teacher Member At-Large (Intermediate)

Specialized Representatives

Anna Bussell	Bilingual/ESL
Julia Lightfoot	Gifted and Talented
Jackie Valencia	Special Education
Shannon Zepeda	Counselor/Parent Facilitator
Kathy Webb	Paraprofessional/Secretary

5. Campus Mission/Vision Statement:

Motto: The BEST School in the World!

Mission: Learning, Fun and Fulfillment for All!

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

Cimarron opened its doors to the community in 1954. There have been nine principals that have led Cimarron over the past fifty-eight years starting with Mr. Martin, W.N. Martin, Larry Parkerson, Peggy McWhorter, Mike Barkley, David Baldner, Karen Sutera, Crystal Murray, Amy Cole, and most currently Gloria Vásquez.

From 1998 – 2000, Cimarron was the largest elementary in district with over 1,000 students. At one point, Cimarron offered every special program available in the district to elementary students including PPCD, Life Skills, PASS and the Two Way Immersion program.

In August, 1996, Cimarron Elementary became the first and only Recognized campus in Galena Park ISD. We have consistently remained Recognized while striving for an Exemplary TEA rating. With the help of the Texas Projection Measurement, we reached an Exemplary status in 2009. Cimarron was rated Recognized for the 2010 school year while maintaining exemplary scores in math and writing. With the final year of TAKS in place in 2011, we achieved an Exemplary rating that we are proud to have for the next two years.

B. Attendance

Cimarron's enrollment continued to climb over the past ten years with reaching a peak of over 1,000 students. In 2009, our enrollment was below 900 students for the first time since 2000. According to the Cimarron's current average daily attendance is:

2008 – 2009 ADA: 97.3%
2009 – 2010 ADA: 97.1%
2010 – 2011 ADA: 97.6%
2011 – 2012 ADA:

C. AYP

Cimarron's history of Adequate Yearly Progress:

2008 – 2009: Met AYP
2009 – 2010: Met AYP
2010 – 2011: Met AYP
2011 – 2012: Met AYP
2012 – 2013: Pending

D. State Testing Demographic Data for Campus

2011 TAKS

Student Group	Reading	Math	Writing	Science
All Students	92%	95%	99%	93%
African Am.	100%	73%	100%	100%
Hispanic	92%	95%	100%	92%
White	95%	97%	100%	100%
Econ. Disadv.	92%	94%	99%	94%

2012 STAAR

Student Group	Reading	Math	Writing	Science
All Students	76	73	78	78
African Am.	75	42	80	100
Hispanic	75	73	76	75
White	91	83	100	100
Econ. Disadv.	74	72	74	78

2. Where We Are Now:

Cimarron Elementary Comprehensive Needs Assessment

School Profile

Cimarron Elementary is one of 15 campuses in Galena Park Independent School District. Cimarron Elementary opened its doors in 1954 and serves predominantly economically disadvantaged students coming from lower class families. Cimarron serves 835 students in grades PK to 5th grade. Five years ago, 925 students were served by the campus, which is a decrease of 10%.

The campus is organized into grade level teams consisting of 6-7 teachers per team.

The classes in PK through 2nd grade are all self-contained while our 3rd through 5th grade classes do team teaching. Students are afforded the opportunities to experience science laboratory activities, physical education, computer literacy, music, art and library classes.

The student population is:

2 % African-American	54% male
12% Anglo	46% female
1% Asian	
85% Hispanic	
84% Low socioeconomic status	

The staff population is

7% African-American	9% male
51 % Anglo	91% female
2% Asian	
39% Hispanic	
10.7 years - average years of experience.	
100% of Highly Qualified Teachers	
100% of Highly Qualified Paraprofessionals.	

The most current data available for mobility rate is from 2009 – 2010 which is approximately 9.4%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 97%. Cimarron has had a total of 11 in-school suspensions this year which is an increase of 75% from last year.

Cimarron Elementary serves:

407 English Language Learner students (48%)

50 Gifted and Talented students (6%)

484 At Risk students (58%)

635 Economically Disadvantaged students (76%)

38 students identified for 504 services

33 RtI Tier I students (5%), 133 Tier II students (15%),

83 students served through special education services (10%) and 2 students out of 29 tested did not qualify for special education services.

Survey Data

Based on our Needs Assessment survey, we will conduct staff development during the 2013 – 2014 year in the following areas:

- Behavior Intervention Strategies
- Accommodation Strategies
- Instructional Intervention Strategies
- Classroom Management Strategies

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math and reading, professional development activities, instructional coaches focused on meeting students' needs (dyslexia, early intervention, reading, and math), and science lab instruction and activities.

Our State Compensatory Program (SCE) consists of instructional coaches focused on core curriculum in small groups, extended day tutorials for at-risk students in math and reading, and academic based field trips for at-risk students.

Our Bilingual/ESL/Title III program is a transitional program that strives to successfully transition students by fifth grade. Each grade level consists of teachers who are certified to teach bilingual / ESL classes. Our program offers, extended day tutorials in math and reading, literacy nights, library books in both languages, and classroom activities and resources for second language learners.

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

The campus needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: Benchmarks, DRA, TAKS/STAAR, Aimsweb, Attendance (students and staff) and discipline referrals. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The strength and needs charges under each heading below indicate common areas that the site-based decision making team discussed.

Student Achievement:

Strengths	Response to Intervention (RtI), Reading
Needs	STAAR Resources, Tutorials, Technology, Early Literacy

Instruction, Curriculum and Assessment

Strengths	RtI, Data Disaggregation, Instructional Coaches
Needs	Technology, Co-teaching, STAAR Resources, Vertical Alignment,

Family and Community Involvement

Strengths	PTA Meetings Monthly, Family Night
Needs	Parent Volunteers, Parent classes in discipline and technology, more exposure to campus and teacher website.

Staff Quality

Strengths	100% Highly Qualified Teachers and Paraprofessionals
Needs	Continual staff certification in ESL, Bilingual, GT, Special Ed. Exposure to Rice Science program,

School Culture and Climate

Strengths	Low turnover, Customer Service,
Needs	Teacher attendance, Anti-bullying program,

School Organization

Strengths	All grade levels inside the building (instructional coaches in portables), Safety Patrol,
Needs	Students' pride in school cleanliness

Summary of Identified Needs and Related Strategies

Based on the Needs Assessment, the following goals and objectives have been approved for the 2012-2013 school year:

Goal 1: Environment

Cimarron Elementary will provide a safe and productive learning environment for students and employees (District Goals 1 & 9)

Objective 1.1: Make students aware of and involved in the appreciation and respect of the social and cultural norms of their peers.

Objective 1.2: Integrate prevention of unwanted physical or verbal aggression, sexual harassment and bullying into the CHAMPS behavior management program.

Objective 1.3 Maintain and consistently enforce a campus wide discipline plan that focuses on safety and positive self esteem using the Foundations Program.

Objective 1.4: Develop an Emergency Operations team that will conduct monthly drills and table top discussions to ensure a safe learning environment.

Objective 1.5: Maintain a safe, healthy and orderly environment. (CATCH)

Goal 2: Destination Graduation

Cimarron Elementary will provide opportunities to assist students in preparing for college and careers. (District Goal 2)

Objective 2.1: Offer opportunities to explore options for higher education and training.

Objective 2.2: Expose students to local, state and national colleges in order for them to set their goals for Destination Graduation.

Goal 3: Student Success

Cimarron Elementary will define and implement measures by which student success for all subgroups can be determined relative to the tested, foundation curriculum areas of math, social studies, science, and English/LA. (District Goal 3)

- Objective 3.1:** Attain 100% passing rate on all portions of the STAAR in each content area tested, as well as for each subpopulation of students in the third, fourth and fifth grades by providing instruction by highly qualified teachers (Title I Components 3 & 9).
- Objective 3.2:** Ensure that students identified as At-Risk, Dyslexic, Special Education, Limited English Proficient, Migrant, Homeless, and Section 504 are appropriately served to meet their individual academic needs, with timely additional assistance to those struggling, and maintain or exceed the state percentage of these students passing STAAR in all content areas.
- Objective 3.3:** Continue upgrading computer workstations for the campus to include technical support and instructional software to be utilized as a component of the teaching curriculum, to include keyboarding, in alignment with the Texas Essential Knowledge and Skills in order to support regular classroom instruction.
- Objective 3.4:** Provide transitions for all incoming, pre-school and 5th grade students.
- Objective 3.5:** Improve early literacy instruction and interventions in order to decrease retentions.
- Objective 3.6:** Achieve commended performance on STAAR in each tested subject for at least 25% of the students.

Goal 4: AYP

Cimarron Elementary will implement strategies to meet Adequate Yearly Progress (AYP) standards. (District Goal 4)

- Objective 4.2:** Meet the state expectations set for Adequate Yearly Progress on the STAAR tests all sub-populations.

Goal 5: Enrichment

Cimarron Elementary will implement and promote measures by which student success can be determined for enrichment and extracurricular areas not tested by STAAR which include art, music and physical education. (District Goal 5)

Objective 5.1: Offer enrichment programs that address the needs of individual students so they can experience success.

Goal 6: Guidance Counseling

Cimarron Elementary will increase the counseling services offered to our students and parents. (District Goal 6)

Objective 6.1: Provide classroom guidance lessons that focus on 1st – 5th grade classes.

Objective 6.2: Encourage and provide parent education programs which promote the involvement and participation of parents in the education of their children by offering classes which impart instructional techniques, testing and homework strategies.

Goal 7: Attendance

Cimarron Elementary will seek to have 97% or higher student and teacher attendance rate. (District Goal 7 & 10)

Objective 7.1: Encourage, motivate and reward teachers and students for attending school each nine weeks.

Objective 7.2: Implement preventive measures to deter excessive absences.

Goal 8: Parental Involvement

Cimarron Elementary will increase parental involvement opportunities (District Goal 8)

Objective 8.1: Provide all parent communication in both English and Spanish.

Objective 8.2: Seek parent input annually.

Goal 9: Professional Development

Cimarron Elementary will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions. (District Goal 11)

Objective 9.1: Provide staff development in the TEKS for all courses.

Objective 9.2: Provide staff development for all professional staff regarding changes in the accountability system including information pertaining to accommodations and modifications.

Objective 9.3: Provide high quality, on going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards (Title I Components 3, 4 & 5).

Goal 10: Staff Morale

Cimarron Elementary will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)

Objective 10.1: Continue to use various incentives to increase staff retention, morale and attendance